Subject	Criminology	Year Group	12	Sequence No.	1	Topic	Unit 1 LO 1
Retrieval		**Core Knowledge**				**Student Thinking**	
What do teachers need **retrieve** from students before they start teaching **new content**?		What **specific ambitious knowledge** do teachers need teach students in this sequence of learning?				What real life examples can be applied to this sequence of learning to **development of our students thinking, encouraging them to see the inequalities around them** and 'do something about them!'	
Personal experience Knowledge of laws that exist, knowledge of human right laws and what rights individuals have in society. Recall of crimes such as Operation Yewtree and their knowledge of different types of crimes, such as drug misuse, vagrancy, honour crime.		**LO1 Understand how crime reporting affects the public perception of criminality** **AC1.1 Analyse different types of crime** Types of crime listed below • **white collar** – this covers a range of offences by businesses and professionals, including defrauding customers, tax evasion, breaking health and safety laws, polluting the environment, and illegally discriminating against their employees o organised o corporate o professional • **moral** – crimes that are act that go against societies norms and its moral code (its accepted values and rules of behaviour) • **state** – crime as illegal or deviant activities perpetuated by state agencies. They also include crimes by other individuals or groups when carried out with the backing of the state o human rights • **technological** – these are offences involving the use of information and communication technology (ICT) such as the internet, social media etc. o e-crime • **individual**				Applying the principles of different types of crimes to whether they go against any human rights. Students to research real life examples of each crime in order to be able to apply their knowledge, including news stories, articles, documentaries and case reviews This includes the Rhys Jones killing, the Wolf of Wall Street and the Ponzi Scheme	

	o hate crime – where the perpetrator is perceived to be motivated by hatred of the victim because of the victim's disability, race, religion, sexual orientation or transgender identity.
	o honour crime – involve violence committed to defend the supposed honour of a family or community.
	o domestic abuse – involved the use of violence, abuse or threatening behaviour against a partner, ex-partner or family member
	
	AC1.2 Explain the reasons that certain crimes are unreported
	
	Reasons
	• **personal,** e.g.
	  o fear
	  o shame
	  o disinterest
	  o not affected
	• **social and cultural**, e.g.
	  o lack of knowledge
	  o complexity
	  o lack of media interest
	  o lack of current public concern
	  o culture bound crime (e.g. honour killing, witchcraft)
	
	AC1.3 Explain the consequences of unreported crime
	
	Consequences
	• **ripple effect** – unreported crime will spread out across a whole community and crime amplification will occur
	• **cultural** – some practices may be seen as acceptable by individuals, resulting in more crime being observed
	• **decriminalisation** – some crimes may be seen as harmless, such as cannabis use, and therefore it goes unreported
	• **police prioritisation** – police may be unaware of the scale of the offending and so do not prioritise it	

• **unrecorded crime** – not all crime is brought to the attention of the police so they are not aware it is happening
• **cultural change** – non-reporting of crime can lead to changes in culture
• **procedural change** – police may make changes in how crimes can be reported, such as apps, tv programmes etc

AC1.4 Describe media representation of crime

Media
• newspaper
• television
• film
• electronic gaming
• social media (blogs, social networking)
• music

AC1.5 Explain the impact of media representations on the public perception of crime

Impact
• **moral panic** – may create more crime by making the public more worried about being a target
• **changing public concerns and attitudes** – the media can impact how we see certain groups, even make us see groups negatively
• **perceptions of crime trends** – the public are more likely to believe certain crimes are increasing, not decreasing
• **stereotyping of criminals** – oversimplified labels given to individuals deemed criminals, e.g. hoody's
• **levels of response to crime and types of punishment** – the level of prosecution of crimes by the police
• **changing priorities and emphasis** – it may lead to change from the government and the police if it is recorded regularly

	AC1.6 Evaluate methods of collecting statistics about crime Evaluation criteria • reliability • validity • ethics of research • strengths and limitations • purpose of research Information about crime • Home Office statistics • crime survey for England and Wales	