

Meden School Curriculum Planning							
Subject	Psychology	Year Group	10	Sequence No.	1	Topic	Criminal Behaviour
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!'		
<p><u>KS3</u></p> <p>Biology – The nucleus of a cell contains chromosomes made of DNA molecules and each contain genes, usually found in pairs.</p> <p><u>Personal experience</u> Use of positive and negative reinforcement throughout their school life – stickers, praise, ATL assemblies compared to detentions and how those impact behaviours.</p>		<p>Key Concepts –</p> <ul style="list-style-type: none"> • Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences • Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour • How crime is measured: official statistics and self-report. <p>Theories/Explanations of why criminal/anti-social behaviour occurs</p> <p>The Social Learning Theory of Criminality:</p> <ul style="list-style-type: none"> • identification with role models • the role of observation and imitation • the process of vicarious reinforcement • the role of direct reinforcement and internalisation • criticisms of the theory including the nature/nurture debate. <p>Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.</p> <p>Eysenck's Criminal Personality Theory Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)</p> <ul style="list-style-type: none"> • extraversion; neuroticism; and psychoticism; in relation to criminal behaviour 			<p>Applying the principles of operant conditioning to the stay-leave decision in domestic violence. This can link to the slow manipulation of behaviour and the debate between free will and determinism. Exploration of relationships and what makes a healthy relationship in line with the RSE sessions.</p> <p>Applying their knowledge of SLT to the case study of James Bulger – crime caused by vicarious learning and the perpetrators watching Child's Play 3</p>		

	<ul style="list-style-type: none"> • how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality • how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism • the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion • the role of the autonomic nervous and the limbic system in neuroticism • the role of early socialisation and difficulties in conditioning children • criticisms of the theory including the issue of individual differences. <p>Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.</p> <p>Application The changing nature of punishment</p> <ul style="list-style-type: none"> • The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour; including restorative justice; and the use of positive role models • The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons; community sentences; and fines. <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Vicarious learning</td> <td>Restorative justice</td> </tr> <tr> <td>Imitation</td> <td>Cerebral cortex</td> </tr> <tr> <td>Dopamine</td> <td>Limbic system</td> </tr> <tr> <td>Cognitions</td> <td>Arousal</td> </tr> <tr> <td>Psychoticism</td> <td>Reinforcement</td> </tr> <tr> <td>Neuroticism</td> <td>Internalisation</td> </tr> <tr> <td>Introvert</td> <td></td> </tr> </table>	Vicarious learning	Restorative justice	Imitation	Cerebral cortex	Dopamine	Limbic system	Cognitions	Arousal	Psychoticism	Reinforcement	Neuroticism	Internalisation	Introvert		
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