

| Meden School Curriculum Planning   |            |  |    |              |  |       |                    |
|--|------------|--|----|--------------|--|-------|--------------------|
| Subject  | Psychology | Year Group   | 10 | Sequence No. | 1  | Topic | Criminal Behaviour |
| Retrieval  |            | Core Knowledge   |    |              | Student Thinking   |       |                    |
| What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?  |            | What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?   |    |              | What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> 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><br/>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"> <li>• Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences</li> <li>• Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour</li> <li>• How crime is measured: official statistics and self-report.</li> </ul> <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"> <li>• identification with role models</li> <li>• the role of observation and imitation</li> <li>• the process of vicarious reinforcement</li> <li>• the role of direct reinforcement and internalisation</li> <li>• criticisms of the theory including the nature/nurture debate.</li> </ul> <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<br/>Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)</p> <ul style="list-style-type: none"> <li>• extraversion; neuroticism; and psychoticism; in relation to criminal behaviour</li> </ul> |    |              | <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> |       |                    |

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|--------------------|---|--------------------|---------------------|-----------|-----------------|----------|---------------|------------|---------|--------------|---------------|-------------|-----------------|-----------|--|--|
|                    | <ul style="list-style-type: none"> <li>• how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality</li> <li>• 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</li> <li>• the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion</li> <li>• the role of the autonomic nervous and the limbic system in neuroticism</li> <li>• the role of early socialisation and difficulties in conditioning children</li> <li>• criticisms of the theory including the issue of individual differences.</li> </ul> <p>Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.</p> <p>Application<br/>The changing nature of punishment</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons; community sentences; and fines.</li> </ul> <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 |  |  |
| Vicarious learning | Restorative justice   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |
| Imitation          | Cerebral cortex   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |
| Dopamine           | Limbic system   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |
| Cognitions         | Arousal   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |
| Psychoticism       | Reinforcement   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |
| Neuroticism        | Internalisation   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |
| Introvert          |   |                    |                     |           |                 |          |               |            |         |              |               |             |                 |           |  |  |

