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| **Unit Overview: Criminal Psychology** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** |  |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| * To understand the types of crimes and apply knowledge of the 5 different types of crime * To outline norms & deviations from norms, describing social constructs and cultural differences in criminal and anti-social behaviour * To describe & evaluate the social learning theory of crime * To outline & evaluate Cooper & Mackie’s research | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| Students study the Big Ideas of Criminal Psychology & Research Methods:  Key concept: Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences.  Key concept: Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/ anti-social behaviour.  Key concept: How crime is measured: official statistics and self-report. Research Methods - Analysing Research: Bar charts  The Social Learning Theory: identification with role models the role of observation and imitation the process of vicarious reinforcement the role of direct reinforcement and internalisation  The Social Learning Theory: criticisms of the theory including the nature/nurture debate.  Describe the Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.  Research Methods – Lab Experiments - Features of doing research and their associated strengths and weaknesses including reliability and validity  Criticisms of Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Baseline assessment: Students mock grades from Y10 will be used to create a target grade for Y11. This will be monitored alongside performance to exam questions and responding to in-class questioning throughout the Autumn term.  Final assessment task: Students will receive an end of topic test upon completion of the unit. Throughout the unit there will be exam question practice in class (including practice on answering 13-mark questions). | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
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| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| Link to law + jobs in the legal profession  Link to forensic science + jobs in policing and law enforcement  Link to neurophysiology + jobs in bio-medicine. | | | * This unit continues to expose students to psychological research. * Students compare and contrast models and explanations using research | | | | | | |