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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
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| **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 chartsThe Social Learning Theory: identification with role models the role of observation and imitation the process of vicarious reinforcement the role of direct reinforcement and internalisationThe 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 validityCriticisms 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 professionLink to forensic science + jobs in policing and law enforcementLink to neurophysiology + jobs in bio-medicine. | * This unit continues to expose students to psychological research.
* Students compare and contrast models and explanations using research
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