

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

**Half Term 1 – Unit 3**

- Understand the process of criminal investigations
- Evaluate the roles of personnel involved
- Assess the usefulness of investigative techniques in criminal investigations
- Explain how evidence is processed
- Examine the rights of criminals in investigations
- Explain the requirements of the CPS

**Half Term 2 – Unit 3**

- Describe the trial process
- Understand the rules in relation to the use of evidence in criminal cases
- Assess key influences affecting the outcomes of criminal cases
- Discuss the use of lay people in criminal cases
- Examine information for validity
- Draw conclusions from information

**Half Term 3 – Unit 4**

- Describe the processes used for law making
- Describe the organisation of the criminal justice system in England and Wales
- Describe models of criminal justice
- Explain forms of social control
- Discuss the aims of punishment

**Half Term 4 - Unit 4**

- Assess how forms of punishment meet the aims of punishment
- Explain the role of agencies in social control
- Describe the contribution of agencies to achieve social control
- Examine the limitations of agencies in achieving social control
- Evaluate the effectiveness of agencies in achieving social control

**Half Term 5 & 6**

- Revision of Unit 3 and 4 content
- **External Exam**

<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• In class recap quizzes and questions</li> <li>• Weekly homework and independent work</li> <li>• On-going formative assessment during lessons by teacher</li> <li>• Self and Peer assessment</li> <li>• Student/teacher one-to-one discussions</li> <li>• Termly teacher assessed tasks</li> <li>• Termly formal assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to the law courts</li> <li>• Student conferences</li> <li>• Participation in the Festival of Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about other countries / cultures legal systems and values</li> <li>• Encouraging and empathising with other’s views and being respectful of sensitive subjects</li> <li>• Careers related talks and workshops with external speakers</li> <li>• Debating on a range of criminological topics</li> </ul>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<ul style="list-style-type: none"> <li>• Differences between criminal and deviant behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Regular revisiting of core vocabulary, grammar, opinions, and concepts</li> <li>• Synoptic links to Sociology / Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms glossary added to regularly with new content</li> <li>• Regular use of scaffolds and structured practice of controlled assessment materials</li> <li>• Clearly defined success criteria and use of clear feedback model to show next steps to improve using guidance and mark schemes from WJEC</li> <li>• Stretch activities built into each lesson for all</li> </ul>