

**High Tunstall College of Science Curriculum Intent**

**Subject: Crime and Punishment Year: GCSE**

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| **Unit: Crime and Punishment** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| To know the definitions for crime and punishment. ​  To understand the legal position regarding crime and punishment​  To understand the concepts of good and evil actions |  |  |  |
| To know and understand why some people commit crime.  To explain different Christian attitudes to crime. |  |  |  |
| To understand and analyse Christian attitudes to lawbreakers |  |  |  |
| To explain the three aims of punishment​  To evaluate the most effective form of punishment |  |  |  |
| To know and understand Christian attitudes to suffering​  To understand what Christians should do if they cause suffering​ |  |  |  |
| Revision for mid-topic assessment |  |  |  |
| Mid-topic assessment completed on Microsoft Teams  (1, 2, 4, 5 and 12 mark questions - /24) |  |  |  |
| To know and understand three forms of punishment. ​  To consider ways in which criminals are treated, and Christian beliefs and attitudes to their treatments. |  |  |  |
| To understand Christian beliefs, teachings and attitudes about forgiveness.  To understand at least two case studies about forgiveness. |  |  |  |
| To explain the arguments for and against the use of capital punishment. |  |  |  |
| To understand the different Christian attitudes to the death penalty. |  |  |  |
| Revision for end of unit assessment |  |  |  |
| End of unit assessment completed on Microsoft Teams  (1, 2, 4, 5 and 12 mark questions - /51) |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | **Crime and Punishment**  To know the definitions for crime and punishment. ​  To understand the legal position regarding crime and punishment​  To understand the concepts of good and evil actions | Recall activity  Picture it – Differentiated activity about James Bulger  Mind map about why people commit crime  Causes of crime bingo activity  Line of Continuum about good and evil intentions and actions  Tough, tougher or toughest activity about evil intentions and actions  Review of Learning – 3, 2, 1. | Crime  Punishment  Intention  Action  Poverty  Upbringing  Mental Illness  Addiction  Greed  Hate |
| **2** | **Reasons for Crime**  To know and understand why some people commit crime. ​  To explain different Christian attitudes to crime. | Recall activity  Picture it – Differentiated activity about crime  Mind map about causes of crime  Literacy activity about the bible teaching about crime  Bingo activity on the reasons for crime  12 mark GCSE question  Review of Learning – CPE Scrabble | Poverty  Mental illness  Addiction  Greed |
| **3** | **Christian Attitudes to Lawbreakers**  To understand and analyse Christian attitudes to lawbreakers​  ​ | Recall activity  Picture it – Differentiated activity about hate crime  Line of Continuum about different types of crime  Tough, tougher or toughest activity about Christian attitudes to lawbreakers and crime  Review of Learning – Tweet your answer | Crime  Hate Crime  Forgiveness  Rehabilitation |
| **4** | **Three Aims of Punishment**  To explain the three aims of punishment  To evaluate the most effective form of punishment | Recall activity  Picture it – Differentiated activity about punishment  Class discussion about punishments for crimes  Question quilt activity  On the one hand – on the other evaluation about reformation or retribution  Review of Learning – Freyer Model | Reformation  Retribution  Vindication  Rehabilitation  Deterrence |
| **5** | **Christian attitudes to suffering**  To know and understand Christian attitudes to suffering  To understand what Christians should do if they cause suffering | Recall activity  Picture it – Differentiated activity about the Charleston shootings in the USA  Mind map created about Christian attitudes to suffering  Mind map created about Helen Keller  Trivial Pursuit challenge  Review of Learning – Freyer model | Helen Keller  Romans  Natural Evil  Moral Evil  Suffering |
| **6** | **Revision for mid-topic assessment** | | |
| **7** | **Mid-topic assessment completed on Microsoft Teams**  **(1, 2, 4, 5 and 12 mark questions - /24)** | | |
| **8** | **Christian attitudes to the treatment of prisoners**  To know and understand three forms of punishment. ​  To consider ways in which criminals are treated, and Christian beliefs and attitudes to their treatments. | Recall activity  Picture it – Differentiated activity about corporal punishment in schools  Dual coding activity about prison, corporal punishment and community service  4 mark GCSE question  Review of Learning - How far do you agree question about corporal punishment | Prison  Corporal Punishment  Community Service  Prisoner |
| **9** | **Christian attitudes to forgiveness**  To understand Christian beliefs, teachings and attitudes about forgiveness.​  To understand at least two case studies about forgiveness. | Recall activity  Picture it – Differentiated activity about forgiveness  Class discussion about forgiveness  Mind map created about contrasting attitudes to forgiveness  Pyramid of knowledge activity on forgiveness  Review of Learning – How far do you agree that people should always forgive? | Forgiveness  Unforgivable  Sins |
| **10** | **Capital Punishment**  To explain the arguments for and against the use of capital punishment. | Recall activity  Picture it – Differentiated activity about Timothy Evans  Sorting activity about arguments for and against capital punishment  On one hand / on the other activity about capital punishment  12 mark GCSE question  Review of Learning – Freyer model | Blasphemy  Corruption  Treason  Adultery  Fraud  Hijacking  Mass Murder  Smuggling  Drug offences |
| **11** | **Christian attitudes to the death penalty**  To understand the different Christian attitudes to the death penalty. | Recall activity  Sorting activity about the death penalty  12 mark GCSE question  Review of Learning – Freyer model | Capital Punishment |
| **12** | **Revision for end of unit assessment** | | |
| **13** | **End of unit assessment completed on Microsoft Teams**  **(1, 2, 4, 5 and 12 mark questions - /51)** | | |