

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Geography Scheme of Learning

### Year 9 – Term 4/Unit 4 Geography of Crime

#### Intent – Rationale

Crime affects all of us, not just the victims. Geography links to crime in that it's easier to commit crimes in some places rather than others. This topic introduces students to how the geography and layout of a place can make it harder or easier to commit crimes and we consider strategies of how crimes can be prevented.

Students consider mental maps of their local area and consider how the built environment provides opportunities for criminal behaviour. They also use GIS to investigate can compare crime in Sleaford and Lincoln. Students carry out an investigation through local fieldwork in Sleaford by identifying evidence of crime.

To link with Asia students develop knowledge of organised crime in the context of the heroin trial from Afghanistan to the UK.

| <b>Sequencing – what prior learning does this topic build upon?</b>  | <b>Sequencing – what subsequent learning does this topic feed into?</b>   |
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| <ul style="list-style-type: none"><li>• Asia (Y8)</li><li>• 4 and 6 figure grid references and recognising features on OS maps (Y7)</li><li>• International crime (Wildlife Crime T1) and piracy in Somalia (T2) in Y9</li></ul> | <ul style="list-style-type: none"><li>• Fieldwork links – questionnaires, environmental perception scores, GIS – GCSE and A level</li></ul>   |
| <b>What are the links with other subjects in the curriculum?</b>   | <b>What are the links to SMSC, British Values and Careers?</b>  |
| <ul style="list-style-type: none"><li>• PSGE – classification of drugs including heroin</li></ul>  | <ul style="list-style-type: none"><li>• SP2 – fascination and enjoyment in learning about the world</li><li>• SP3 – sense of imagination and creativity – designing out crime</li><li>• M3 – ethical and moral issues regarding what defines crime</li><li>• SO3 – rules of law with respect to crime</li><li>• BV2 – rule of law</li><li>• GB4 – i) Encouraging creativity – designing out crime</li><li>• GB4 – g) Teamwork, a) communication in presenting the 'designing out crime' work.</li><li>• GB4 – the careers of architect liaison officers are considered when designing out crime. Also the role of crime analysts in the police in analysing data from GIS maps.</li></ul> |

# KESTEVEN AND SLEAFORD HIGH SCHOOL

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| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills?  |
|   | Fieldwork – crime in Sleaford. Drawing and analysing pie charts, radar charts.<br>Heroin trail – drug cost calculations |

## Geography Scheme of Learning Year 9 – Term 4 Geography of Crime

### Intent – Concepts

| What knowledge will students gain and what skills will they develop as a consequence of this topic?  |
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| <p><b><u>Know</u></b><br/>           Different types of crime<br/>           Impact of crime of the victim, the offender and society<br/>           How criminal behaviour varies between locations and times of day and year<br/>           What GIS is<br/>           How to describe types of crime prevention and strategies to reduce criminal behaviour<br/>           How to interpret patterns of crime on a police GIS map<br/>           How to suggest an enquiry question when planning fieldwork<br/>           The difference between primary and secondary data and methods for primary data collection<br/>           How drugs are classified and the impact of drug addiction on people<br/>           how trafficking of heroin has social, economic and environmental effects</p> <p><b><u>Apply</u></b><br/>           Knowledge of the impact of crime to decide which are most serious<br/>           Knowledge of the impact of crime on the victim, the offender and society to explain the long-term and short-term effects<br/>           Knowledge of how crime varies across time and space to explain reasons for variations</p> |

# KESTEVEN AND SLEAFORD HIGH SCHOOL

| <p>Knowledge of how GIS works to understand how it can be effectively used to map crime and identify crime hotspots<br/>         To explain patterns of crime from a police GIS map<br/>         Knowledge of how to plan an enquiry to help propose a range of primary data collection methods for the crime fieldwork in Sleaford<br/>         Analysis of the results of the primary data collection in Sleaford to help answer the chosen enquiry question about crime in Sleaford<br/>         Knowledge of the impact of heroin trafficking to understand the viewpoints of stakeholders on the heroin trail from Afghanistan to Europe</p> <p><b>Extend</b><br/>         To apply knowledge of most effective methods for ‘designing out crime’ to justify your neighbourhood crime prevention strategy.<br/>         To evaluate the primary data collection methods used in the crime fieldwork including questionnaires, environmental perception surveys and sketches<br/>         To justify ideas and opinions of who are the victims on the ‘heroin trail’</p> |  |
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| What subject specific language will be used and developed in this topic?   | What opportunities are available for assessing the progress of students?   |
| <p>vandalism, graffiti, fraud, terrorism, domestic violence, victim, perpetrator, offender, burglary, assault, forgery, mugging, cybercrime, anti-social behaviour, primary data, secondary data, assault, cybercrime, catfishing, phishing crime hotspot, target hardening, defensible space, drug trafficking, organised crime, opium, Taliban,</p>  | <p>Assessment will take 3 main forms:</p> <ol style="list-style-type: none"> <li>1. In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc.</li> <li>2. For homeworks-tasks that require students to research new knowledge (e.g. a research the issue of conflict minerals/ answer questions using BBC Bitesize) or apply existing knowledge to extended answers. Eg. research the impact of heroin addiction on people</li> <li>3. Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as end-of-unit tests eg. Explain how drug addiction can affect people and the economy. (6 marks)</li> </ol> |

# KESTEVEN AND SLEAFORD HIGH SCHOOL

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|  | Key word meaning and spelling tests are included as part of the focus on building a knowledge bank of geographical vocabulary. |
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# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Intent – Concepts

| Lesson title       | Learning challenge  | Higher level challenge  | Suggested activities and resources  |
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| Types of crime     | To explore different types of crime in the UK                 | To compare different types of crime and consider which crimes are considered most serious | <p>Powerpoint 1</p> <p>Check prior knowledge rotation rounders game. Check what students already know about types of crime, cybercrime, crime prevention, heroin (to be referred back to during the course)</p> <p>Pink panther music played while they complete this task.</p> <p><a href="https://www.youtube.com/watch?v=lp6z3s1Gig0">https://www.youtube.com/watch?v=lp6z3s1Gig0</a></p> <p>Geog. 2 Third Edition, pages 102-103.</p> <p>Q 1,2,3,4,5</p> <p>Plenary Q7 – which crimes are the most and least serious? Justify your ideas</p> <ol style="list-style-type: none"> <li>1) Man selling laptops for £80 that he stole from a truck</li> <li>2) Three cars on the street parked on double yellow lines</li> <li>3) On a train nine people are travelling without a ticket</li> <li>4) In a café, a man of 40 years old waits for a young girl in a café that he contacted on the internet</li> <li>5) The Head Office of a company is fined for its factory fumes damaging people’s lungs</li> <li>6) A man parks a car outside an Embassy in London. He gets out with a suicide bomb attached to his belt. The bomb will go off in 15 minutes</li> </ol> |
| 2) Impact of crime | To understand the impact of crime on the offender, victim and | To understand the short-term and long-term impacts of crime                               | <p>Powerpoint 2</p> <p>Starter: Crime or not?</p> <p>Arson article</p> <p>Images of locations where crimes take place and questions</p> <p>Extension task options: Geog.2 Third Edition. Pages 100-101. Q5</p>  |

## KESTEVEN AND SLEAFORD HIGH SCHOOL

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|                         | society and to make links between crime and location                                    |   |   |
| 3) Mapping of crime     | To know what geographical information systems are and how crime can be mapped using it. | To apply knowledge of four and six figure grid references to identify criminal activity and patterns on a map.                  | <p>Powerpoint 3</p> <p>Define GIS, data and software.</p> <p>Students may read through and discuss pages 8-9 in explanation of GIS and its relevance to its Geography today</p> <p>Show Bitesize clip explaining GIS</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zy6g9j6">https://www.bbc.co.uk/bitesize/clips/zy6g9j6</a></p> <p>Geog. 2 4<sup>th</sup> edition pages 10-11. Q1-7</p> <p>Plenary: <i>Do you think the aerial photo is a good match for the map?</i></p> <p><i>Do you think the police need to use aerial photos as well as GIS maps?</i></p> <p><u>Homework: Crime prevention in my local area.</u></p> <p>Take a walk with a friend/family member around your village/part of your town and identify examples of what measures have been taken to reduce crime.</p> <p><u>Challenge:</u> Take some photos and stick and label them in your book to show actual evidence of crime prevention.</p> |
| 4/5 Designing out crime | To how knowledge of crime prevention and strategies for 'designing out crime'           | To apply knowledge of most effective methods for 'designing out crime' to justify your neighbourhood crime prevention strategy. | <p>Powerpoint 4/5</p> <p>Task sheet – Designing out crime</p> <p>Evaluation sheet – designing out crime</p> <p>Geog. 2 Third edition. Page 108 to introduce terms</p> <p><a href="https://www.bbc.com/bitesize/clips/zsm3cdm">https://www.bbc.com/bitesize/clips/zsm3cdm</a></p> <p><a href="https://www.bbc.com/bitesize/clips/z8g76sg">https://www.bbc.com/bitesize/clips/z8g76sg</a></p>   |
| 6) IT lesson –          | To interpret data from a  | To be able to explain reasons for patterns of   | <p>Powerpoint 6</p> <p>Question sheet for map analysis (updated annually as map changes)</p>  |

## KESTEVEN AND SLEAFORD HIGH SCHOOL

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| Investigating crime in the local area using GIS | police website showing patterns of crime in the local area<br><a href="http://www.police.uk/lincolnshire/NC14/">http://www.police.uk/lincolnshire/NC14/</a> | crime in Sleaford and Lincoln using the police website<br><a href="http://www.police.uk/lincolnshire/NC14/">http://www.police.uk/lincolnshire/NC14/</a> |   |
| 7)Fieldwork enquiry                             | To decide on an enquiry question and plan a route to enquiry for fieldwork on crime in Sleaford   | To decide and justify data collection technique is most appropriate   | Powerpoint 7<br>Explanation of difference between primary/secondary data and sampling as well as data collection methods<br>Various worksheets including a map, environmental perception score sheets and student-produced questionnaires |
| 8) Fieldwork lesson                             | To collect primary data in Sleaford by asking questionnaires , carrying our environmental perception surveys and from labelled sketches/photos              | To evaluate the primary data collection methods used including questionnaires, environmental perception surveys and sketches                            | Fieldwork booklets to be completed in Sleaford including questionnaires, photos and perception scores.  |

## KESTEVEN AND SLEAFORD HIGH SCHOOL

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| 9) and 10)<br>Fieldwork writing up | To present the primary data from the Sleaford fieldtrip                          | To analyse and interpret the primary data collected in Sleaford in order to answer the chosen enquiry question           | Powerpoint 9 and 10<br><br>Handout of group tasks and explanation of how to present and analyse data   |
| 11) The Heroin Trail               | To know how drugs are classified and the impact of drug addiction on people      | To know the classification of heroin and its source and route from Afghanistan to the UK                                 | Powerpoint 11<br>Clip showing impact of heroin use on a US teenager<br><a href="https://www.youtube.com/watch?v=GLBds6O3ANE">https://www.youtube.com/watch?v=GLBds6O3ANE</a><br>What is heroin? What are the effects of drug and heroin misuse?<br>Define 'organised crime'<br>Consider route of heroin from poppy fields of Afghanistan to Europe and the UK<br>Pages 96-97 in Geog. 2. Q 1-6<br><b>Homework:</b><br>Go online to: <a href="http://www.bbc.co.uk/bitesize/ks3/geography/spaces/crime/revision/6/">http://www.bbc.co.uk/bitesize/ks3/geography/spaces/crime/revision/6/</a><br>Read through about the Heroin Trail from Afghanistan to Europe. Produce a spider diagram with brief notes to explain why Afghanistan generates so much illegal trade.   |
| 12) Impact of the heroin trail     | To know how trafficking of heroin has social, economic and environmental effects | To develop an understanding of the challenges facing Afghanistan in terms of heroin production and political instability | Powerpoint 12<br>Teach me, tell me more task – the heroin trail<br>Suggestion of clips to watch and take notes from to support knowledge of issue <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/news/av/world-asia-24928454/afghanistan-opium-record-yield-from-poppy-fields">https://www.bbc.co.uk/news/av/world-asia-24928454/afghanistan-opium-record-yield-from-poppy-fields</a></li> <li>• <a href="https://www.aljazeera.com/news/2016/01/afghanistan-drug-rehab-160119065418362.html">https://www.aljazeera.com/news/2016/01/afghanistan-drug-rehab-160119065418362.html</a></li> <li>• <a href="http://www.bbc.co.uk/news/world-south-asia-15265860">http://www.bbc.co.uk/news/world-south-asia-15265860</a></li> <li>• <a href="http://www.bbc.co.uk/news/av/world-asia-42003158/afghanistan-s-child-opium-problem">http://www.bbc.co.uk/news/av/world-asia-42003158/afghanistan-s-child-opium-problem</a></li> <li>• <a href="http://www.aljazeera.com/news/2016/01/afghanistan-drug-rehab-160119065418362.html">http://www.aljazeera.com/news/2016/01/afghanistan-drug-rehab-160119065418362.html</a></li> </ul> Newspaper article and questions about the Heroin Trail (BBC) |
| 13) /14) Debatin g the             | To be able to present a viewpoint of a   | To articulate viewpoints of ideas of stakeholders involved in the heroin trail   | Powerpoint 13:<br>Watch clip for overview:<br><a href="https://www.aljazeera.com/programmes/101east/2015/05/afghanistan-billion-dollar-drug-war-150505073109849.html">https://www.aljazeera.com/programmes/101east/2015/05/afghanistan-billion-dollar-drug-war-150505073109849.html</a>  |



## KESTEVEN AND SLEAFORD HIGH SCHOOL

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| heroin trail      | stakeholder in the heroin trail | and to be able to respond to questions in role | Students are allocated a role and provided with resources to debate the issue of the heroin trail. Roles include a drug addict, an Afghan farmer, a drug smuggler, border police, a drug boss and an opium dealer.<br>Students ask questions and respond in role with consideration on whether they are 'victims' of crime |
| End of topic test |                                 |  | Data response, multiple choice and short and extended answers including an extended answer about the heroin trail using knowledge from the class debate  |