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 how the built environment provides opportunities for criminal behaviour. They also use GIS to investigate how we 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 knowledge of Asia (Y8, term 2), students develop knowledge of organised crime in the context of the heroin trial from Afghanistan to the UK.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
- Asia (Y8) 4 and 6 figure grid references and recognising features on OS maps (Y7) - International crime (Wildlife Crime T1) and piracy in Somalia (T2) in Y9	Fieldwork links – questionnaires, environmental perception scores, GIS – GCSE and A level
What are the links with other subjects in the curriculum?	**What are the links to SMSC, British Values and Careers?**
PSHE – classification of drugs including heroin	**SMSC** Spiritual development 2 - sense of enjoyment and fascination in learning about themselves, others and the world around the Spiritual development 3 – a sense of imagination and creativity – designing out crime Moral development 3: an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues Social development 3 – An acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and

	attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
	British Values 2 – rule of law
	Careers
	Gatsby Benchmark 4 - i) encouraging creativity – designing out crime, g) teamwork through group work collecting fieldwork data, a) communication in presenting the 'designing out crime' work.
	Career opportunities: Police Constable, Crime and intelligence analyst, Personal investigator, Digital Forensics Officer, Safeguarding Officer, Architect Liaison Officer, GIS analyst, working for MI5, GCHQ
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	**What are the opportunities for developing mathematical skills?**
FROM THE LIBRARY: *Crime and Detection*; Lane, B-364 *Crime in the UK*: Firth,L- Issues *Discussing Crime;* Acred, C- issues *Crime and Punishment;* Firth,l-*364* *Discussing Crime;* Acred, C-Issues Students will also be reading relevant articles (eg. BBC) about the heroin trail where key vocabulary will be discussed and defined.	Fieldwork – crime in Sleaford. Drawing and analysing pie charts, radar charts. Heroin trail – drug cost calculations

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<u>Intent – Concepts</u>

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What knowledge will students gain and what skills will they develop as a consequence of this topic?
Know
Different types of crime
Impact of crime of the victim, the offender and society
How criminal behaviour varies between locations and times of day and year
What GIS is
How to describe types of crime prevention and strategies to reduce criminal behaviour
How to interpret patterns of crime on a police GIS map
How to suggest an enquiry question when planning fieldwork
The difference between primary and secondary data and methods for primary data collection
How drugs are classified and the impact of drug addiction on people
how trafficking of heroin has social, economic and environmental effects
Apply
Knowledge of the impact of crime to decide which are most serious
Knowledge of the impact of crime on the victim, the offender and society to explain the long-term and short-term effects
Knowledge of how crime varies across time and space to explain reasons for variations
Knowledge of how GIS works to understand how it can be effectively used to map crime and identify crime hotspots
To explain patterns of crime from a police GIS map
Knowledge of how to plan an enquiry to help propose a range of primary data collection methods for the crime fieldwork in Sleaford
Analysis of the results of the primary data collection in Sleaford to help answer the chosen enquiry question about crime in Sleaford
Knowledge of the impact of heroin trafficking to understand the viewpoints of stakeholders on the heroin trail from Afghanistan to Europe
Extend
To apply knowledge of most effective methods for 'designing out crime' to justify your neighbourhood crime prevention strategy.
To evaluate the primary data collection methods used in the crime fieldwork including questionnaires, environmental perception surveys and sketches
To justify ideas and opinions of who are the victims on the 'heroin trail'

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?

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,	Assessment will take 3 main forms: 1. In starters, retrieval practice tasks and plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc. 2. For homework - tasks that require students to research new knowledge. E.g. research on BBC bitesize the heroin trail from Afghanistan to Europe 3. Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as Y9 assessment 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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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
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	Powerpoint 1 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) Pink panther music played while they complete this task. https://www.youtube.com/watch?v=lp6z3s1Gig0 Geog. 2 Third Edition, pages 102-103. Q 1,2,3,4,5 Plenary Q7 – which crimes are the most and least serious? Justify your ideas 1) Man selling laptops for £80 that he stole from a truck 2) Three cars on the street parked on double yellow lines 3) On a train nine people are travelling without a ticket 4) In a café, a man of 40 years old waits for a young girl in a café that he contacted on the internet 5) The Head Office of a company is fined for its factory fumes damaging people's lungs 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

Extra lesson if time: 2) Impact of crime	To understand the impact of crime on the offender, victim and society and to make links between crime and location	To understand the short-term and long-term impacts of crime	Powerpoint 2 Starter: Crime or not? Arson article Images of locations where crimes take place and questions Extension task options: Geog.2 Third Edition. Pages 100-101. Q5
3) Mapping of crime	To know what geographical information systems are and how crime can be	To apply knowledge of four and six figure grid references to identify criminal activity and patterns on a map.	Powerpoint 3 Define GIS, data and software. Students may read through and discuss pages 8-9 in explanation of GIS and its relevance to its Geography today Show Bitesize clip explaining GIS https://www.bbc.co.uk/bitesize/clips/zy6g9j6 Geog. 2 4th edition pages 10-11. Q1-7 Plenary: *Do you think the aerial photo is a good match for the map?* *Do you think the police need to use aerial photos as well as GIS maps?* Homework: Crime prevention in my local area.

	mapped using it.		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. Challenge: Take some photos and stick and label them in your book to show actual evidence of crime prevention.
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.	Powerpoint 4/5 Task sheet – Designing out crime Evaluation sheet – designing out crime Geog. 2 Third edition. Page 108 to introduce terms https://www.bbc.com/bitesize/clips/zsm3cdm https://www.bbc.com/bitesize/clips/z8g76sg
Extra lesson if time: 6) IT lesson – Investigating crime in the local area using GIS	To interpret data from a police website showing patterns of crime in the local area http://www.police	To be able to explain reasons for patterns of crime in Sleaford and Lincoln using the police website http://www.police.uk/lincolnshire/NC14/	Powerpoint 6 Question sheet for map analysis (updated annually as map changes)

	.uk/lincolnshire/NC14/		
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 Explanation of difference between primary/secondary data and sampling as well as data collection methods 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 percepti	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.

	on surveys and from labelled sketches /photos		
9) and 10) 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 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 Clip showing impact of heroin use on a US teenager https://www.youtube.com/watch?v=GLBds6O3ANE What is heroin? What are the effects of drug and heroin misuse? Define 'organised crime' Consider route of heroin from poppy fields of Afghanistan to Europe and the UK Pages 96-97 in Geog. 2. Q 1-6 Homework: Online research BBC Bitesize – Heroin Trail research – produce a spider diagram explaining why there is illegal trade
12) Impact of the heroin trail	To know how traffickin g of	To develop an understanding of the challenges facing Afghanistan in terms of	Powerpoint 12 Teach me, tell me more task – the heroin trail Suggestion of clips to watch and take notes from to support knowledge of issue

	heroin has social, economic and environmental effects	heroin production and political instability	• https://www.bbc.co.uk/news/av/world-asia-24928454/afghanistan-opium-record-yield-from-poppy-fields • https://www.aljazeera.com/news/2016/01/afghanistan-drug-rehab-160119065418362.html • http://www.bbc.co.uk/news/world-south-asia-15265860 • http://www.bbc.co.uk/news/av/world-asia-42003158/afghanistan-s-child-opium-problem • http://www.aljazeera.com/news/2016/01/afghanistan-drug-rehab-160119065418362.html Newspaper article and questions about the Heroin Trail (BBC)
Extra lessons: 13) /14) Debating the heroin trail	To be able to present a viewpoint of a stakeholder in the heroin trail	To articulate viewpoints of ideas of stakeholders involved in the heroin trail and to be able to respond to questions in role	Powerpoint 13: Watch clip for overview: https://www.aljazeera.com/programmes/101east/2015/05/afghanistan-billion-dollar-drug-war-150505073109849.html 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. Students ask questions and respond in role with consideration on whether they are 'victims' of crime
Assessment:		Students will be assessed on their fieldwork reports about crime in Sleaford. Questions on this topic will be set in the Y9 exam at the beginning of term 5.	