

## Unit 15 Crime and the local community

### About the unit

This short unit explores patterns of criminal activity within the local area. It offers pupils a different perspective on the study of settlement, especially land use and layout.

Pupils learn through discussion, research and fieldwork where crime occurs locally and beyond. They also investigate possible causes, impacts and management of the issue. The unit focuses on:

- classification of crime types
- location of crime in the local area
- variations in crime regionally, nationally and internationally
- strategies used to combat the problem

There are opportunities to link with citizenship when developing pupils' sense of right and wrong and exploring some of the issues underpinning our society.

This unit is expected to take 4–7 hours.

### Key aspects

#### Geographical enquiry and skills

Pupils will:

- collect/record/present evidence
- analyse evidence and draw conclusions
- appreciate values and attitudes
- communicate appropriately

#### Knowledge and understanding of places

Pupils will:

- locate places and environments
- describe and explain physical and human features

#### Knowledge and understanding of patterns and processes

Explored through:

- settlement

#### Knowledge and understanding of environmental change and sustainable development

Not focused on

### Expectations

#### At the end of this unit

**most pupils will:** understand that there are different categories of crime, that not all crimes are recorded and why committing criminal offences is wrong; describe and begin to explain locational patterns of crime in the local area and beyond; suggest how to modify environments to make them safer, and have some understanding of the value of education in trying to modify people's values and attitudes to deter criminal activity; select and use appropriate skills and sources of evidence in their investigation of crime; suggest plausible conclusions and present their findings both graphically and in writing

**some pupils will not have made so much progress and will:** understand some of the different types of crime and that not all crimes are recorded, and give some reasons why committing criminal offences is wrong; begin to recognise and describe locational patterns of crime in the local area and beyond; begin to suggest how to modify environments to make them safer and begin to understand the value of education in trying to modify people's values and attitudes to deter criminal activity; use a range of skills and primary and secondary sources of evidence, and communicate their findings both graphically and in writing

**some pupils will have progressed further and will:** understand the wide range of types of crime and why not all crimes are recorded, and justify why committing criminal offences is wrong; describe and begin to explain the interactions within and between physical and human environments and show how these interactions create locational patterns of crime in the local area and beyond; suggest different ways of modifying environments to make them safer and justify the value of education in trying to modify people's values and attitudes to deter criminal activity; select and use accurately a wide range of skills and sources of evidence; begin to evaluate critically sources of evidence, present well-argued reports and begin to reach substantiated conclusions

### Prior learning

It is helpful if pupils have:

- used a large-scale OS map in fieldwork exercises
- taken part in discussions on social issues
- carried out research using a variety of sources, *eg newspapers, the internet*
- used a still or digital camera
- designed and used questionnaires

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## Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- crime and the community, *eg crime (recorded and non-recorded), police, design and the built environment, vandalism, detection, prevention, fear of crime, gated communities, target hardening, defensible space, victim, offender, neighbourhood watch, CCTV, graffiti, decision making, values and attitudes*
- police categories of recorded crime, *eg violence against the person, sexual offences, burglary, theft, handling goods, fraud, forgery, criminal damage, vehicle crime, risk assessment, perception of crime*

Speaking and listening – through the activities pupils could:

- listen for a specific purpose, note the main points and consider their relevance

Reading – through the activities pupils could:

- undertake independent research using knowledge of how text, databases, etc are organised and appropriate reading strategies

Writing – through the activities pupils could:

- group sentences into paragraphs that are clearly focused and well developed
- link ideas and paragraphs into continuous text

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## Resources

Resources include:

- useful article: ‘Approaches to investigating the geography of crime’, *Teaching geography*, Vol 22, No 1, pages 5–9 (Geographical Association)
- statistical reports – UK crime surveys, regional trends data or census CD-ROM and mapping package
- Chief constable reports
- useful websites, *eg [www.police.uk](http://www.police.uk), [www.courier.evansville.net/crime/weeklycrime.html](http://www.courier.evansville.net/crime/weeklycrime.html)*
- book, *eg ‘The Victorian Underworld’ by K Chesney (Pelican, 1989)*

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## Future learning

The unit provides a basis for future studies about how people interact with urban environments. It may provide prior experience to help fieldwork investigations at GCSE, GNVQ and A level by introducing the idea that the location of crime is not always random and that there are specific areas where criminal activities are more prevalent.

ICT skills involved in processing and analysing data may be further developed using other types of geographical data.

Decision-making skills developed may be used in different contexts, allowing pupils to become more active citizens in adult life.

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## Links

The activities in this unit link with:

- other geography units – unit 3 ‘People everywhere’
- mathematics – using ratio and proportion
- ICT – using camera and internet search engines
- citizenship – work on legal human rights and responsibilities underpinning society, work on the basic criminal system
- history – work on historical aspects of crime
- PSHE – studying reducing crime in their neighbourhood

### What do we know about crime? Is all crime recorded?

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| <ul style="list-style-type: none"> <li>about the existing knowledge of the class regarding crime</li> </ul> | <ul style="list-style-type: none"> <li>Ask pupils for a definition of crime, <i>eg an act punishable by law, an offence</i>. Ask them to make a list of the types of crime (through a brainstorming activity) and to attempt to put them into categories.</li> <li>Discuss with pupils why these crimes are usually considered to be offences against other people and society/community.</li> <li>Discuss with them why not all crime is recorded.</li> </ul> | <ul style="list-style-type: none"> <li>know about different types of crime from the brainstorming activity</li> <li>explain why crime is considered 'offensive'</li> </ul> | <ul style="list-style-type: none"> <li>Although year 8 pupils will have an extensive knowledge of crime through visual media experiences, care must be taken if some pupils have first-hand experience as victims of crime.</li> <li>Citizenship: this activity provides pupils with opportunities to learn about legal and human rights and responsibilities underpinning society and how they relate to young people.</li> </ul> |
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### What do we feel about the different types of crime? Is there a fear of crime?

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| <ul style="list-style-type: none"> <li>to identify attitudes towards and values attached to different types of crime</li> <li>to collect, record and present evidence</li> <li>to analyse and evaluate evidence and draw conclusions</li> </ul> | <ul style="list-style-type: none"> <li>Help pupils to read newspaper reports on crime events in the locality (or possibly view videotaped local news). Ask pupils to rate on a scale (1–5) the effect the story had on them. Do some crimes have less of an effect on the individual than others?</li> <li>Discuss with them whether people think that some crimes can be justified and whether some crimes are less 'wrong' than others. Ensure pupils understand that breaking the law is wrong, and why.</li> <li>Suggest to the class that they might try to find out which types of crime are feared most in the class and how they might collect the data. (They will need to design a questionnaire and collect and tally the information.) Adults of different ages may also be questioned. Ask pupils to transform the data. Help them analyse the data with a series of question prompts, <i>eg Is there a difference between boys and girls? Does age make a difference?</i> Ask them to write about their findings in a report.</li> <li>Ask pupils to speculate where crime is most/least prevalent in the local community.</li> </ul> | <ul style="list-style-type: none"> <li>demonstrate some understanding of the effects of crime on people</li> <li>understand that fear of crime is greater than the facts of crime justify</li> <li>demonstrate from their survey that different groups have different fears of crime</li> <li>make suggestions about the occurrence of crime in the local area</li> </ul> | <ul style="list-style-type: none"> <li>Avoid spending too much time on graphic details of crime, especially violent crime. Highlight that in the UK violent crime is rare. Try to put things in perspective with some readings of historical aspects of crime.</li> <li>Citizenship: this activity provides pupils with an opportunity to learn about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal system, and how these relate to young people.</li> </ul> |
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### Are there areas of the locality where we expect more or less crime?

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| <ul style="list-style-type: none"> <li>about a technique to help them consider their feelings about images of urban areas, <i>eg semantic differential exercise</i></li> </ul> | <ul style="list-style-type: none"> <li>Provide pupils with 10 contrasting images of urban areas. Give pupils semantic differential charts (like/dislike) about how they feel about these areas. Ask them to identify characteristics of the areas they most like and most dislike.</li> <li>Ask them to make judgements about the likelihood of crime in each of the photos. Burglary and car crime can also be scored on a five-point scale. Compare results with per 100,000 statistics.</li> </ul> | <ul style="list-style-type: none"> <li>grade pictures of urban areas according to personal impressions</li> </ul> | <ul style="list-style-type: none"> <li>Semantic differential charts: work to a five-point scale – like/quite like/neither like nor dislike/quite dislike/dislike. See unit 5 'Exploring England'.</li> <li>Mathematics: ratio and proportion</li> <li>Comparison of likelihood of crime with per 100,000 statistics will need careful consideration.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Is it possible to map certain crimes in our locality?**

- how to record and plot data on large-scale maps to locate patterns of crime
- how to take and interpret photographs
- to identify physical and human features of areas where crime is most prevalent
- Ask pupils to plot on a street map where graffiti and vandalism occur in areas of the locality. Secondary data of other crimes, *eg burglary*, collected from local newspaper reports, may be plotted on the same map in a different colour.
- Ask them to relate the distribution to street layout, design of buildings, open spaces and vegetation cover with the help of an OS map/aerial photographs. This provides opportunity to consolidate earlier work linking maps and photos.
- locate areas of crime on a large-scale map and decide on suitable methods of presentation of data about crime
- describe and explain why crime may be more prevalent in some areas than others
- UK crime is often difficult to pinpoint as crime location data for neighbourhoods is often sensitive. Compare with US crime maps available from the internet.
- ICT: this activity provides an opportunity for pupils to take photographs of parts of the local area to illustrate their work.

**Would a better understanding of the geography of crime help people reduce its occurrence?**

- that certain crimes could be reduced by improvements in the design of buildings and street layout
- how to write and present a formal report
- Provide the pupils with crime occurrence data and ask them to plot it on a map of appropriate scale. Using scale helps pupils to calculate density and to draw choropleth maps.
- Ask pupils to study their drawn maps in groups. Ask them to describe the patterns shown and to try to explain them, drawing on what they have learnt so far.
- Then ask pupils to suggest ways in which certain criminal incidents, *eg pick-pocketing, mugging, theft from cars*, can be reduced, *eg CCTV in town centres, redesign of streets and buildings, lighting, changing vegetation types*.
- Ask pupils to imagine that they are a member of the local council with a particular interest in crime prevention and to write a report to present at a future meeting about 'Crime occurrence in the local community and how it might be prevented'. Remind pupils that such a report should be formal, impersonal and objective. Weaker writers may need additional support to organise and structure their writing.
- describe patterns shown on a choropleth map
- describe and explain patterns of crime in the local area and suggest ways in which it might be reduced
- plan and write a well-structured report in which points are supported with evidence and language and tone are suitably formal for the purpose
- Remind pupils about work on density in unit 3 'People everywhere', and that thematic map shading, *eg for rainfall*, is similar.
- Language for learning: this activity provides pupils with an opportunity to group sentences into paragraphs that are clearly focused and well developed, in a piece of continuous writing (300 words minimum recommended). Pupils may need reminding of the characteristics of formal impersonal writing using the third person and avoiding contractions, *eg they are, rather than they're*, and to be referred to earlier formal writing in unit 6 'World sport'.

**Are there patterns of crime nationwide? Is there a difference between urban and rural crime?**

- that crime has a national dimension and that offending rates vary from region to region
- Arrange for pupils to present their report to representatives of the local community invited to the school, *eg police officers, members of the local crime panel*, or ask them to produce a crime prevention leaflet targeted at different members of the community.
- Give pupils data of offending rates at a regional scale and ask them to plot these on maps using ICT packages or to construct spreadsheets. Ask them to write an analysis to accompany the maps and spreadsheets.
- explain the importance of planning in crime reduction
- use ICT accurately to show patterns of crime and analyse their findings in writing
- For useful comparison ensure that offending rates are comparable, *eg rate per 100,000*. Stress how local variations are not discernible when regional and national figures are used.

**Learning objectives**


Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### Can international comparisons of crime be made?

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| <ul style="list-style-type: none"> <li>• about differences in crime between countries</li> <li>• about alternative ways to reduce/prevent crime</li> </ul> | <ul style="list-style-type: none"> <li>• Help pupils to access internet sites to obtain comparisons of crime rates (most are based in the US). Ask them to describe these in writing, using appropriate connectives, <i>eg in comparison, unlike, in contrast to</i>.</li> <li>• As a concluding activity discuss with pupils the issue of crime prevention in their local area. Focus on two aspects:             <ul style="list-style-type: none"> <li>– how to make committing crimes more difficult and their detection easier</li> <li>– changing people's values and attitudes so that fewer crimes are committed</li> </ul> </li> <li>• This activity could be linked to a personal, social and health education (PSHE) programme and involve local police liaison officers or organised as a simulation in which pupils consider themselves to be either parents or members of the school's governing body who want the school to take a lead on this. What would they do? How would they do it? Alternatively, the two aspects could be dealt with in a formal debate and linked with literacy objectives for year 8.</li> </ul> | <ul style="list-style-type: none"> <li>• use search engines on the internet to select appropriate material for making written comparisons</li> </ul> | <ul style="list-style-type: none"> <li>• ICT: this activity provides pupils with an opportunity to use the internet. Select websites beforehand to ensure suitability.</li> <li>• Language for learning: this activity provides pupils with an opportunity to undertake independent research using knowledge of how text, databases, etc are organised and of appropriate reading strategies. Pupils may need reminding about strategies for skimming, scanning, close reading, note making, etc when gathering information.</li> <li>• Language for learning: a debate would provide pupils with an opportunity to listen for a specific purpose, note the main points and consider the relevance.</li> <li>• PSHE: links with work on considering ways to reduce crime in the neighbourhood.</li> </ul> <p> <b>Safety</b> – all off-site visits must be carried out in accordance with LEA and school guidelines</p> |
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