

## Year 12 Law Curriculum Rationale

Students will study the legal system, law making, criminal law and some areas of the law of tort to gain an understanding of why and how legal rules are initiated and enforced within UK society. As well as understanding the crucial role that law plays in society, students will develop critical thinking skills to evaluate legislation and then to apply legal rules and principles, using case law, to solve complex legal issues that arise within society.

### The Legal System (Knowledge and theory topic - 25% of Paper 1. Taught alongside Criminal Law topic below)

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<b>The Nature of Law</b>	<p>Law and rules: the difference between enforceable legal rules and principles and other rules and norms of behaviour</p> <p>The differences between civil and criminal law</p> <p>An overview of the development of English Law: custom, common law, statute law</p>	<p>Ascertain prior knowledge, undertake a baseline assessment to evaluate knowledge and understanding of legal concepts and ideas – introduces students to the idea of law as a concept and how different ideas behind this are embedded within society.</p> <p>The knowledge from this section is central to understanding the wider issues within the law. These legal structures and theories can then be</p>	<p>Forms Quiz</p> <p>Informal Discussion about case laws</p> <p>Q&amp;A</p>	<p>SPAG, reading for meaning. Key word focus to develop literacy.</p> <p>Tolerance for those with different opinions</p>	<p>Big picture thinking</p> <p>Enquiring</p> <p>Abstraction</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Going over class notes</p> <p>Reading resources placed on Teams</p> <p>Flipped Law Modules</p> <p>Links to relevant articles and news stories regularly shared prior to discussion in class.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		used to understand some of the other areas of the specification.				
<b>Civil courts and other forms of dispute resolution</b>	Knowledge and Understanding of the County Court and High Court jurisdiction. Pre-trial procedures and the three tracks – student will know which track any case should be allocated to and explain why. Knowledge and understanding of the Pre-trial procedures; Appeals and appellate courts and how these work; Employment Tribunals and how they work; Alternative Dispute Resolution and how this works. Students will evaluate ADR by exploring the Advantages and	Builds on: prior knowledge of law and its development within society. Leads to: greater understanding of the practical application of the law with regards to conflict resolution particularly within civil law.	Forms Quiz Exam Question in Class 1 <sup>st</sup> 8-mark exam question as introduction to exam assessment of AO1 – Demonstrate knowledge and understanding of the English legal system and legal rules and principles.	SPAG, reading for meaning. Tolerance for those with different opinions	Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring Open-minded	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. The Legal System Exercise Booklet questions

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	disadvantages of using the civil courts and Alternative Dispute Resolution to resolve disputes.					
<b>Criminal courts and lay people</b>	Understand the Jurisdiction of the Magistrates' and Crown Courts and be able to explain how cases are allocated. Classification of offences and pre-trial procedure. Appeals and appellate courts in the Criminal Law system. Sentencing and court powers, aims, factors and types of sentences. Lay magistrates and juries: qualifications, selection, appointment and their role in criminal cases. The advantages and disadvantages of	Builds on: knowledge of practical application of the law with regards to conflict resolution particularly within civil laws. Leads to: greater understanding of the criminal law system and the people and procedures within the system	Forms Quiz 1 <sup>st</sup> 12-mark exam question as introduction to exam assessment of AO3 - Analyse and evaluate legal rules, principles, concepts and issues.	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical analysis of who participates in juries and acts as magistrates	Self-regulation Precision Automaticity Concern for society Enquiring Open-minded	Going over class notes Reading resources placed on Teams Links to relevant articles and news stories regularly shared prior to discussion in class.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	using juries in criminal courts (Evaluation).					
<b>Legal personnel</b>	Barristers, solicitors and legal executives: role and the regulation of legal professions. The judiciary: types and role in civil and criminal courts. The separation of powers and the independence of the judiciary. Evaluation of the judiciary, including the advantages of judicial independence.	Builds on: understanding of the criminal law system and the people and procedures within the system. Leads to: precise understanding of the various roles within the criminal law system and an ability to judge the effectiveness of the different forms of justice employed within the system.	The Legal System Exercise Booklet questions Informal Discussion about case laws Q&A	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical analysis of who works as solicitors and magistrates – also links to exploration of ethnic and cultural diversity within the law.	Connection finding Seeing alternatives Critical thinking Automaticity Concern for society Enquiring Open-minded	Going over class notes Reading resources placed on Teams Links to relevant articles and news stories regularly shared prior to discussion in class.
<b>Access to justice</b>	Government funding for civil and criminal cases. Private funding, conditional fees, other advice agencies. Evaluation of access to justice.	Builds on: knowledge and understanding of the working processes of the criminal and civil justice system. Leads to: Ability to apply legal	End of Unit Assessment – 1 8 mark question (AO1) and 1 20 mark question (AO3) on any area of topic	SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical analysis of who qualifies	Strategy planning Intellectual confidence Intellectual playfulness Automaticity Collaboration Creative and enterprising Resilience	Going over class notes Reading resources placed on Teams Links to relevant articles and news stories regularly shared prior to discussion in class.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		processes and terminology to other aspects of the law curriculum and scenarios. Also enables students to begin to evaluate the effectiveness of how the law provides justice within society which is a key aspect of the Nature of Law synoptic unit.		for funding in law PSHE – discussion with statistics on whether we have a fair society – links to FBV on what values are integral to British society.		

Law Making (Knowledge and theory topic - 25% of Paper 2. Taught alongside Criminal Law topic below)

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<b>Parliamentary law making</b>	Legislative process - Green and White Papers, different types of Bill, legislative stages in the House of Commons and the	Builds on: knowledge and understanding of the legal system. Helps students understand the process of where laws originate	Forms Quiz Informal Discussion about Parliamentary laws Q&A	SPAG, reading for meaning Tolerance for those with different opinions FBV of British Democratic processes and	Critical thinking Intellectual confidence Collaboration Practice	Going over class notes Reading resources placed on Teams Links to relevant articles and news stories regularly shared prior to discussion in class.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	House of Lords and the role of the Crown Advantages and disadvantages of the legislative process	Leads to: Ability to see importance of Parliament and the law-making process to society. Also allows student to make links to synoptic studies later on regarding the nature of law		the idea of the supremacy of Parliament		
<b>Delegated Legislation</b>	Types of delegated legislation: Orders in Council, Statutory Instruments and By-laws Controls on delegated legislation by Parliament and the courts, and their effectiveness Reasons for the use of delegated legislation Advantages and disadvantages of delegated legislation	Builds on: previous knowledge of how major laws are suggested and implemented. Leads to: A greater understanding of the legislative process and a realisation of how much complexity there is within the system.	Forms Quiz Exam Question in Class 1 <sup>st</sup> 8-mark exam question as introduction to exam assessment of AO1 – Demonstrate knowledge and understanding of the English legal system and legal rules and principles.	SPAG, reading for meaning. Tolerance for those with different opinions. PSHE and Citizenship – discussion over how much power should be invested in undemocratic bodies and institutions.	Imagination Critical thinking Fluent thinking Confident Collaboration	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Law making Exercise Booklet questions
<b>Statutory Interpretation</b>	Rules of statutory interpretation: the	Builds on: knowledge and	Law Making Exercise Booklet questions.	SPAG, reading for meaning.	Generalisation Seeing alternatives	Going over class notes

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	literal rule, the golden rule and the mischief rule. The purposive approach Intrinsic and extrinsic aids to interpretation Impact of European Union Law and the Human Rights Act 1998 on statutory interpretation Advantages and disadvantages of the different rules and approaches to statutory interpretation	understanding of the law-making process and develops an understanding that law making can leave gaps or can become outdated Leads to: the ability to understand how laws can be modified through judicial decision making. This will enable the student to understand the process of judicial decision making and understand how crucial it is to the democratic institutions of the UK	Informal Discussion about case laws Targeted Q&A	Tolerance for those with different opinions. PSHE and Citizenship – discussion over how much power should be invested in undemocratic bodies and institutions.	Fluent thinking Automaticity Originality Concern for society Creative and enterprising Risk-taking	Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Law making Exercise Booklet questions
<b>Judicial Precedent</b>	The Doctrine of Precedent including stare decisis, ratio decidendi and obiter dicta	Builds on: knowledge and understanding of judicial actions within the law. Leads to: the ability to understand the	Law Making Exercise Booklet questions. Informal Discussion about case laws Targeted Q&A 12-mark exam question – exam	SPAG, reading for meaning. Tolerance for those with different opinions	Strategy planning Seeing alternatives Fluent thinking Automaticity Originality Concern for society Creative and enterprising	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	The hierarchy of the courts including the Supreme Court Binding, persuasive and original precedent; overruling; reversing; distinguishing Advantages and disadvantages of precedent	different forms of precedent and who has to follow these and why they are crucial to the development of English law.	assessment of AO3 - Analyse and evaluate legal rules, principles, concepts and issues.	Key word focus to develop literacy.	Risk-taking Collaboration Practice	regularly shared prior to discussion in class. Law making Exercise Booklet questions
<b>Law Reform</b>	Influences on Parliament: political, public opinion, media, pressure groups and lobbyists Law reform by the Law Commission Advantages and disadvantages of influences on law making	Builds on: knowledge and understanding of the law-making process and the various groups involved. Leads to: a greater appreciation of how much is involved in the process of law making and a wider appreciation of the democratic process.	Law Making Exercise Booklet questions. Informal Discussion about case laws Targeted Q&A	SPAG, reading for meaning. Tolerance for those with different opinions PSHE and Citizenship – discussion on morals and what groups should be involved in the law-making process and whether the process can be corrupted.	Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Law making Exercise Booklet questions



Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<b>European Law</b>	Institutions of the European Union Sources of European Union law Impact of European Union law on the law of England and Wales	Builds on: knowledge and understanding of law-making process and the constitution of the UK Leads to: Understanding of how EU law impacts upon the UK and how it affects the varying parts of the UK – links to synoptic unit of Nature of Law.	End of Unit Assessment – 1 8 mark question (AO1) and 1 20 mark question (AO3) on any area of topic	SPAG, reading for meaning. Tolerance for those with different opinions. Discussion of Sovereignty and the impact of human rights within Europe and the UK	Self-regulation Connection finding Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Law making Exercise Booklet questions

Criminal Law (Theory and application topic – 75% of Paper 1, taught alongside the topics listed above)

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
<b>Rules and Theory</b>	An outline of the rules of criminal law including the elements of criminal liability. An overview of the theory of criminal law including theories, aims and purposes.	Builds on: the introduction to the Nature of Law by linking the outline principles to specific examples within criminal law Leads to: A greater ability to appreciate the mechanics of how criminal law theory is applied to real world cases.	Targeted questioning Exercises in class	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions	Connection finding Seeing alternatives perspectives Evolutionary thinking Confident Open-minded Perseverance Collaboration	Going over class notes Reading resources placed on Teams. Links to relevant articles and news stories regularly shared prior to discussion in class.
<b>General elements of Criminal liability</b>	Actus reus: conduct and consequence crimes; voluntary acts and omissions; involuntariness; causation. Mens rea: fault; intention and subjective recklessness; negligence and strict liability; transferred malice; coincidence of actus reus and mens rea.	Builds on: As above – this further develops the practical application of criminal law theory to everyday criminal law application. Leads to: Students will begin to understand the importance of case law and how this links to judicial precedent. They will be able to apply	General knowledge test on theory of criminal law	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions	Intellectual confidence Seeing alternatives Intellectual playfulness Automaticity Concern for society Enquiring Practice Resilience	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Criminal Law Exercise Booklet questions

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>Definition of all the separate elements of the elements of criminal liability listed above, knowledge of relevant cases which clarify legal principles and then application of all of this to a case scenario.</p>	<p>knowledge of case law to answer criminal law-based scenarios</p>				
<p><b>Non-fatal offences against the Person</b></p>	<p>Common assault: assault and battery under s39 Criminal Justice Act 1988. Assault occasioning actual bodily harm, wounding and grievous bodily harm under s47, s20, s18 Offences Against the Person Act 1861. Definition of all the separate elements of the offences listed above, knowledge of relevant cases which clarify legal principles and then application</p>	<p>Builds on: The ability to apply case law to criminal law-based scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of criminal law and an increased ability to effectively answer criminal law-based scenarios with a</p>	<p>20-mark Practice Question in class based on non-fatal offences scenario – sometimes to go through in class and sometimes to be set as homework</p>	<p>SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions</p>	<p>Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice</p>	<p>Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Non-Fatal Offences Exercise Booklet questions</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	of all of this to a case scenario.	greater variety of case law examples and principles.				
<b>Evaluation of non-fatal offences against the person</b>	Victorian Act & archaic language heavily re-interpreted; inconsistency & overlap between offences; sentences do not reflect differences; consent exceptions are anomalous + reform point	Builds on: knowledge and understanding of non-fatal offences case law and principles. Leads to: appreciation of the benefits and limitations of current law in order to arrive at an overall evaluation of this area of law alongside a judgement as to its effectiveness. Synoptic understanding allows students to combine this area with later areas within the Nature of Law, using examples from here to increase the	Targeted questioning A 20-mark evaluation question based on one of the evaluation topics in criminal law to be set as an assessment homework	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Possible that 20-mark assessment set for homework.

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		effectiveness of their evaluation arguments within this later topic.				
<b>Fatal offences against the person</b>	Murder: actus reus and mens rea. Voluntary manslaughter: defences of loss of control and diminished responsibility under Coroners and Justice Act 2009. Involuntary manslaughter: unlawful act manslaughter and gross negligence manslaughter Definition of all the separate elements of the offences listed above, knowledge of relevant cases which clarify legal principles and then application of all of this to a case scenario.	Builds on: The ability to apply case law to criminal law-based scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of criminal law and an increased ability to effectively answer criminal law-based scenarios with a greater variety of case law examples and principles.	20-mark Practice Question in class based on fatal offences scenario - sometimes to go through in class and sometimes to be set as homework Targeted questioning	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Fatal Offences Booklet questions

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
<b>Offences against property</b>	Theft under s1 Theft Act 1968 – definition of all the elements that make up this offence. Robbery under s8 Theft Act 1968 - definition of all the separate elements of the offence. Burglary under s9(1)(a) and s9(1)(b) Theft Act 1968 Definition of all the separate elements of the offences listed above, knowledge of relevant cases which clarify legal principles and then application of all of this to a case scenario.	Builds on: The ability to apply case law to criminal law-based scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of criminal law and an increased ability to effectively answer criminal law-based scenarios with a greater variety of case law examples and principles.	Targeted Questioning 20-mark Practice Question in class based on Property offences scenario - sometimes to go through in class and sometimes to be set as homework	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class.
<b>Mental Capacity Defences</b>	Insanity – if the defendant can prove that they were insane at the time they committed the offence then this can provide a defence.	Builds on: The ability to apply case law to criminal law-based scenarios and to also increase the synoptic understanding of	20-mark Practice Question in class based on Mental Capacity Defences scenario - sometimes to go through in class and	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>Automatism – if the defendant can prove that they were unable to control what they were doing due to an external factor, at the time they committed the offence, then this can provide a defence. The defendant bears the evidential burden (reverse onus) and, if successful, D will be acquitted (a ‘complete’ defence).</p> <p>Intoxication – Whether intoxication will be available as a defence depends on two factors: Was the offence committed one of basic intent or specific intent? Was D voluntarily or involuntarily intoxicated?</p>	<p>the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of criminal law and an increased ability to effectively answer criminal law-based scenarios with a greater variety of case law examples and principles.</p>	<p>sometimes to be set as homework</p>	<p>different opinions.</p>	<p>Practice</p>	<p>regularly shared prior to discussion in class.</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>Ability to apply all of the above elements of defences to case scenarios, providing relevant case law and legal principles to arrive at a sound legal conclusion.</p>					
<p><b>Evaluation of Intoxication</b></p>	<p>legal principle vs policy; BI &amp; SI distinction illogical &amp; inconsistent; difficult for juries; inconsistency re: fall-back positions on SI offences. Understanding of relevant points on reform of intoxication. Judgement given on the efficacy and fairness of Intoxication as a defence.</p>	<p>Builds on: knowledge and understanding of Intoxication case law and principles. Leads to: appreciation of the benefits and limitations of current law in order to arrive at an overall evaluation of this area of law alongside a judgement as to its effectiveness. Synoptic understanding allows students to combine this area with later areas</p>	<p>Targeted questioning A 20-mark evaluation question based on one of the evaluation topics in criminal law to be set as an assessment homework</p>	<p>SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.</p>	<p>Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice</p>	<p>Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class.</p>



Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		<p>within the Nature of Law, using examples from here to increase the effectiveness of their evaluation arguments within this later topic.</p>				
<p><b>General Defences</b></p>	<p>Self-defence and how it can be applied; understanding the ideas of reasonable and necessary force. Duress by threats – definition of and rules for application Duress of circumstances and necessity – definition of and rules for application. Consent – definition of consent and the main rules / elements of the defence. Ability to apply all of the above defences to case scenarios,</p>	<p>Builds on: The ability to apply case law to criminal law-based scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of criminal law and an increased ability to effectively answer criminal law-based scenarios with a greater variety of</p>	<p>20-mark Practice Question in class based on General Defences scenario - sometimes to go through in class and sometimes to be set as homework</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Discussion of British Values regarding the principle “an Englishman’s home is his castle” and how this relates to the law on self-defence</p>	<p>Metacognition Big picture thinking Flexible thinking Enquiring Open-mindedness</p>	<p>Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class.</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	providing relevant case law and legal principles.	case law examples and principles.				
<b>Evaluation of Self-Defence</b>	A knowledge of the fairness or otherwise of the "All or nothing" nature of defence; appreciation that rules developed under common law at different time – so are they still relevant? Understanding the evaluative point as to whether the use of excessive force drop murder to manslaughter? Understanding how jury decisions lead to inconsistency; Evaluating whether D's characteristics be considered? Understanding and application of any relevant reform point.	Builds on: knowledge and understanding of self-defence case law and principles. Leads to: appreciation of the benefits and limitations of current law in order to arrive at an overall evaluation of this area of law alongside a judgement as to its effectiveness. Synoptic understanding allows students to combine this area with later areas within the Nature of Law, using examples from here to increase the effectiveness of their	Targeted questioning A 20-mark evaluation question based on one of the evaluation topics in criminal law to be set as an assessment homework	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class.

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		evaluation arguments within this later topic.				
<b>Evaluation of Consent</b>	<p>The appreciation of consent as an attempt at striking a balance between law &amp; morality; Understanding and explanation of the balance between privacy &amp; public policy; A discussion about whether judges should determine social, moral &amp; public policy issues? Understanding that Consent has often had inconsistent application. Understanding and application of any relevant points on reform of consent</p>	<p>Builds on: knowledge and understanding of Consent case law and principles. Leads to: appreciation of the benefits and limitations of current law in order to arrive at an overall evaluation of this area of law alongside a judgement as to its effectiveness. Synoptic understanding allows students to combine this area with later areas within the Nature of Law, using examples from here to increase the effectiveness of their</p>	<p>Targeted questioning A 20-mark evaluation question based on one of the evaluation topics in criminal law to be set as an assessment homework</p>	<p>SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions. PSHE discussion on the issues with consent and why this can prove problematical in law. Links to the synoptic unit "The Nature of Society" as how we deal with consent reflects how our society operates as a whole.</p>	<p>Metacognition Big picture thinking Flexible thinking Enquiring Open-mindedness</p>	<p>Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Possible that 20-mark assessment set for homework.</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		evaluation arguments within this later topic.				
<b>Preliminary Offences</b>	To understand the law on Attempted Offences: the actus reus and mens rea; To also understand how you can be found guilty under attempted crimes of factual impossibility but not for crimes of legal impossibility and to appreciate the differences between the two. Definition of all the separate elements of the offences listed above, knowledge of relevant cases which clarify legal principles and then application of all of this to a case scenario.	Builds on: The ability to apply case law to criminal law-based scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of criminal law and an increased ability to effectively answer criminal law-based scenarios with a greater variety of case law examples and principles.	20-mark Practice Question in class based on Preliminary Offences scenario - sometimes to go through in class and sometimes to be set as homework Mock Exam which assesses student progress on Paper one as a whole – The Legal System and Criminal Law	SPAG, reading for meaning Tolerance for those with different opinions	Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class.

The Law of Tort (75% of Paper 2 – completed in year 13)

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:	Home learning and enrichment:
<b>Rules and Theory</b>	<p>An outline of the rules of the law of tort – to understand that tortious liability involves some kind of harm or interference with a protected interest which is actionable in civil law in the civil courts to the burden of ‘on a balance of probabilities’</p> <p>An overview of the theory of the law of tort including protected interests, the issue of compensation culture</p>	<p>Builds on: the introduction to the Nature of Law by linking the outline principles to specific examples within tort law.</p> <p>Leads to: A greater ability to appreciate the mechanics of how tort law theory is applied to real world cases. Also aids students to be able to evaluate law within the later synoptic topic of “The Nature of Law” by providing them with key ideas and</p>	<p>Forms Quiz Targeted Questioning</p>	<p>SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions. FBV – who has a duty of care and when? Should we have a law that compels people to help those in need?</p>	<p>Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring Open-minded</p>	<p>Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class.</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	and the overall aims of tort law	case examples that can be used in their arguments.				
<b>Liability in Negligence</b>	Liability in negligence for injury to people and damage to property The duty of care: Donoghue v Stevenson (1932) and the neighbour principle, the Caparo test and Robinson v Chief Constable of West Yorkshire (2018) Breach of duty: the objective standard of care and the reasonable man; risk factors Damage: factual causation; legal causation	Builds on: As above – this further develops the practical application of tort law theory to everyday tort law application. Leads to: Students will understand the aims and importance of this area of law. This will also build on their understanding of the importance of case law and how this links to judicial precedent. They will be able to apply knowledge of case law to answer tort law-based scenarios	20-mark Practice Question in class based on General Defences scenario - sometimes to go through in class and sometimes to be set as homework	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.	Strategy planning Intellectual confidence Intellectual playfulness Automaticity Collaboration Creative and enterprising Resilience	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Negligence Exercise Booklet
<b>Defences in Tort</b>	Contributory negligence – How it operates and how it	Builds on: The ability to apply case law to tort law-based	20-mark Practice Question in class based on General	SPAG, reading for meaning.	Metacognition Big picture thinking Abstraction	Going over class notes Reading resources placed on Teams

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>can result in the Possibility of 100% contributory negligence. Volenti non fit injuria – what it is and how it operates as a defence.</p>	<p>scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of tort law and an increased ability to effectively answer tort law-based scenarios with a greater variety of case law examples and principles.</p>	<p>Defences scenario - sometimes to go through in class and sometimes to be set as homework</p>	<p>Key word focus to develop literacy. Tolerance for those with different opinions.</p>	<p>Critical thinking Concern for society Open-minded</p>	<p>Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Possible that 20-mark assessment set for homework.</p>
<p><b>Remedies in Tort</b></p>	<p>Compensatory damages Mitigation of loss Injunctions Abatement</p>	<p>Builds on: The ability to apply case law to tort law-based scenarios and to also increase the synoptic understanding of the importance of law to society,</p>	<p>Targeted Questioning General knowledge test</p>	<p>SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions. PSHE discussion over</p>	<p>Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring Open-minded</p>	<p>Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Negligence Exercise Booklet</p>

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		morality and the ideas of justice. Leads to: Greater understanding of specific areas of tort law and an increased ability to effectively answer tort law-based scenarios with a greater variety of case law examples and principles.		rights and responsibilities – the right to claim compensation for someone else’s negligence as opposed to the responsibility to take more care over your own actions.		
<b>Evaluation of liability in negligence</b>	Advantages and disadvantages of liability in Negligence The fairness or unfairness of the law of negligence The balancing of competing interests between the defendant, the claimant and the needs of society.	Builds on: knowledge and understanding of Negligence case law and principles. Leads to: appreciation of the benefits and limitations of current law in order to arrive at an overall evaluation of this area of law alongside a judgement as to its effectiveness.	Targeted questioning A 20-mark evaluation question based on one of the evaluation topics in tort law to be set as an assessment homework	SPAG, reading for meaning. Key word focus to develop literacy. Tolerance for those with different opinions.	Strategy-planning Connection finding Critical thinking Speed and accuracy Concern for society Enquiring Practice	Going over class notes Reading resources placed on Teams Flipped Law Modules Links to relevant articles and news stories regularly shared prior to discussion in class. Possible that 20-mark assessment set for homework.



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		<p>Synoptic understanding allows students to combine this area with later areas within the Nature of Law, using examples from here to increase the effectiveness of their evaluation arguments within this later topic.</p>				
<p><b>Occupiers' Liability</b></p>	<p>Liability in respect of lawful visitors (Occupiers' Liability Act 1957) Liability in respect of trespassers (Occupiers' Liability Act 1984)</p>	<p>Builds on: The ability to apply case law to tort law-based scenarios and to also increase the synoptic understanding of the importance of law to society, morality and the ideas of justice. Leads to: Greater understanding of specific areas of tort law and an increased ability to</p>	<p>Targeted questioning. 20-mark Practice Question in class based on General Defences scenario - sometimes to go through in class and sometimes to be set as homework</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Key word focus to develop literacy</p>	<p>Connection finding Intellectual confidence Intellectual playfulness Precision Automaticity Creative and enterprising Open-minded Resilience</p>	<p>Summer Work on Miscarriages of Justice – Preparation for Year 13 (VIVA presentation – 40 marks awarded)</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		effectively answer tort law-based scenarios with a greater variety of case law examples and principles.				