

Year 13 Law Curriculum Rationale

Students will study the remaining areas of the law of tort, Human Rights and the Nature of Law to gain an understanding of why and how legal rules and systems are initiated and enforced within UK society and how these are crucial to the development of successful societies. As well as understanding the crucial role that law plays in society, students will develop critical thinking skills to evaluate theories of law and legislation and then to apply legal rules and principles, using case law, to solve complex legal issues that arise within society.

The Law of Tort (75% of Paper 2, continued from year 12)

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
Torts connected to land	Students will understand the basic elements of Private nuisance including, who can claim, what amounts to a nuisance, and what might be considered as unreasonable by the courts. An understanding of the separate tort of Rylands v Fletcher and how this is applied by the courts. Students will need to describe the elements of each element of the tort law and provide relevant cases and accurate legal principles to	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 effectively answer tort law-based scenarios with a greater variety of case law examples and principles.	Forms Quiz General Knowledge test 20-mark exam question in class or as official assessment (decision on which one to be based on needs of the student group at that time)	SPAG, reading for meaning. Tolerance for those with different opinions. Exploring the balance between the rights of the individual with the needs of society within Tort Law	Metacognition Big picture thinking Abstraction Critical thinking Concern for society Enquiring Open-minded	News Articles – targeted reading Flipped Law modules

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	different case scenarios.					
Vicarious Liability	<p>Student will gain an understanding of the concept of vicarious liability in terms of both its nature and purpose. An understanding of when employers can be liable for the torts committed by employees and for what reasons. This will include coverage of modern day employment practices where many people are not directly employed but may still have a "close connection" to the employer which requires them to retain liability. Students will need to describe the elements of each element of the tort law and</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 effectively answer tort law-based scenarios with a greater variety of case law examples and principles.</p>	<p>Forms Quiz General Knowledge test 20-mark exam question in class or as official assessment (decision on which one to be based on needs of the student group at that time)</p>	<p>SPAG, reading for meaning. Tolerance for those with different opinions Exploring the balance between the rights of the individual with the needs of society within Tort Law</p>	<p>Self-regulation Precision Automaticity Concern for society Enquiring Open-minded</p>	<p>News Articles – targeted reading Flipped Law modules 20 mark tort law scenario based examination essay</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	provide relevant cases and accurate legal principles to different case scenarios.					
Evaluation of Vicarious Liability	Knowledge and understanding of the advantages and disadvantages of Vicarious liability, how fair or unfair this area of law is, and how it succeeds in the balancing of competing interests (e.g., between employers and employees). Students will be able to evaluate the respected areas and arrive at a well evidenced and substantiated judgement.	Builds on: knowledge and understanding of Vicarious Liability 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	Mock Exam which assesses student progress on Paper Two as a whole – Law Making and The Law of Tort	SPAG, reading for meaning. Tolerance for those with different opinions Exploring the balance between the rights of the individual with the needs of society within Tort Law	Connection finding Seeing alternatives Critical thinking Automaticity Concern for society Enquiring Open-minded	News Articles – targeted reading Flipped Law modules 20 Mark Exam Question

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		increase the effectiveness of their evaluation arguments within this later topic.				

Human Rights Law (75% of Paper 3)

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
Rules and Theory	An outline of the rules of human rights law including features and underpinning principles such as Universality, Interdependence and Inalienable and indivisible rights. An overview of the theory of human rights law including ideas such as the Rule of Law, Democracy and Separation of Powers.	Builds on: knowledge and understanding of the history of law development within the UK and how this impacts us as individuals. Leads to: the ability to understand the basic concepts of human rights and how they impact us within society. Students will begin to gain an ability to apply this knowledge to novel scenario questions.	Forms Quiz General Knowledge test 20-mark exam question in class or as official assessment (decision on which one to be based on needs of the student group at that time)	SPAG, reading for meaning Tolerance for those with different opinions Exploration of the various views on the importance of Human Rights within British society throughout history Note that the study of Fundamental British Values is the reason why we chose to	Connection finding Seeing alternatives perspectives Evolutionary thinking Seeing alternatives Critical thinking Open-minded Perseverance Collaboration Concern for society	Law Review targeted reading and comprehension Flipped Law Modules

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
				study Human Rights rather than Contract Law as this topic is at the heart of so many aspects of British values.		
Protection of the individual's human rights and freedoms in the UK	The history of the European Convention on Human Rights and the European Court of Human Rights The impact of the Human Rights Act 1998 The entrenched nature of the Human Rights Act 1998 in the devolution settlements of Scotland, Wales and Northern Ireland.	Builds on: knowledge and understanding of the theory of human rights and how they apply to individuals and society. Leads to: the ability to understand the basic concepts of human rights and how they are structured within our society both now and historically. Students will begin to gain an ability to apply this knowledge to novel scenario questions.	General Knowledge test Formal Targeted Questioning	SPAG, reading for meaning. Tolerance for those with different opinions. Detailed Glossary of Key Words and Definitions Exploration of the various views on the importance of Human Rights within British society throughout history	Intellectual confidence Seeing alternatives Intellectual playfulness Automaticity Concern for society Enquiring Practice Resilience	Law Review targeted reading and comprehension Flipped Law Modules

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
<p>Key provisions of the European Convention on Human Rights</p>	<p>Students need to have knowledge and understanding of the following provisions of the European Convention of Human Rights: Article 5: the right to liberty and security including lawful exceptions where detention is permitted. Article 6: the right to a fair trial including the presumption of innocence and the right to a reasoned and final judgement. Article 8: the right to respect for family and private life including the definition of what that means and how broad the definition of family is. An understanding of the difference between “in the public interest”</p>	<p>Builds on: knowledge and understanding of the history of human rights and how they have historically applied to individuals and society. Leads to: the ability to understand the specific articles of human rights, their limitations and exceptions and how they operate within the UK based on case law decisions and precedents. Students will gain an increasingly developed ability to apply this knowledge to novel scenario questions using correct Article sections and relevant case law principles.</p>	<p>Formal Targeted Questioning Forms Quiz 20 Mark Exam Question in class or as official assessment. (decision on which one to be based on needs of the student group at that time)</p>	<p>SPAG, reading for meaning. Tolerance for those with different opinions. Detailed Glossary of Key Words and Definitions Exploration of the various views on the importance of Human Rights within British society throughout history Links to ‘law making’ can particularly be seen in the parts of the section on law reform and influences on parliament. The influence of the media on law can be discussed by linking to Article</p>	<p>Enquiring Originality Generalisation Concern for Society Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice</p>	<p>BBC or website article for targeted reading and comprehension Flipped Law Modules 20-mark Human Rights scenario based essay</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>as opposed to “of the public interest” and the ability to differentiate between the two in case scenarios.</p> <p>Article 10: the right to freedom of expression and the understanding that this is a qualified right which includes some lawful restrictions. An appreciation of the conflict and balance that has to be achieved by the courts between article 8 and 10</p> <p>Article 11: freedom of assembly. An understanding that all people have the right to peaceful assembly and association with others but that there is a balance to this right against the rights of ordinary</p>			<p>10, the role of pressure groups and protests neatly link to Article 11. It would be worth teaching the learning about important protests and social movements when teaching ‘law making’ as these examples can be referred to again in later topics e.g. the Brixton Riots, the Poll Tax protests etc.</p>		

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>people to go about their daily business. Note that students need to understand the articles and any limitations or restrictions that may lawfully be applied to them. They must then be able to apply the law correctly to different case based scenarios, using appropriate legal principles and case studies.</p>					
<p>Human Rights and English law</p>	<p>Public order offences and how and why these can be used to restrict Articles 10 and 11 Understanding of Police Powers and their relationship to both Articles 5 and 6 in how they can be utilised lawfully. Interception of Communications and</p>	<p>Builds on: the ability to understand the specific articles of human rights, their limitations and exceptions and how they operate within the UK based on case law decisions and precedents. Students will gain an increasingly developed ability to</p>	<p>Formal Targeted Questioning Forms Quiz 20 Mark Exam Question in class or as official assessment. (decision on which one to be based on needs of the student group at that time)</p>	<p>SPAG, reading for meaning. Tolerance for those with different opinions. Detailed Glossary of Key Words and Definitions Exploration of the various views on the importance of Human Rights</p>	<p>Enquiring Originality Generalisation Concern for Society Intellectual confidence Imagination Complex and multi-step problem solving Precision Automaticity Speed Practice</p>	<p>BBC or website article for targeted reading and comprehension Flipped Law Modules</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>how the powers for this affect Article 8 Duty of Confidentiality laws and how these interact with Articles 8 and 10 The relationship between Obscenity Laws and Article 10 Torts of Defamation and Article 10 – the balance between public interest and private life Torts of Trespass and how these apply to Article 11 The relationship between Harassment and Article 10</p>	<p>apply this knowledge to novel scenario questions using correct Article sections and relevant case law principles. Leads to: a greater ability to understand how English law can legally be used to restrict some human rights and how to apply this knowledge to relevant human rights based law scenarios using appropriate case law and legal principles.</p>		<p>within British society throughout history</p>		
<p>Enforcement of human rights law</p>	<p>Understand the mechanisms within the domestic courts for enforcing human rights. To understand the power and limitations of the courts to ensure that</p>	<p>Builds on: knowledge and understanding of human rights as a whole holistic set of principles and enables students to link ideas to other</p>	<p>Formal Targeted Questioning Forms Quiz 20 Mark Exam Question in class or as official assessment. (decision on which</p>	<p>SPAG, reading for meaning. Tolerance for those with different opinions.</p>	<p>Enquiring Originality Generalisation Concern for Society Intellectual confidence Complex and multi-step problem solving Precision</p>	<p>BBC or website article for targeted reading and comprehension Flipped Law Modules</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>domestic law reflects Human Rights. Understand and explain the process of judicial review and who is able to launch an action.</p> <p>To be able to explain the remedies available to the courts for addressing possible breaches of human rights within English law.</p> <p>To understand the role of the ECtHR in enforcing and upholding human rights within English Law. To understand how the ECtHR is a dynamic institution and how this impacts UK law development.</p>	<p>areas of the curriculum such as law making, the legal system and the Nature of Law synoptic study.</p> <p>Leads to: ability to evaluate the way human rights are viewed and treated by the government and the courts and will enable the students to arrive at a judgement as to how effectively Human Rights are protected within the UK</p>	<p>one to be based on needs of the student group at that time)</p>	<p>Detailed Glossary of Key Words and Definitions</p> <p>Exploration of the various views on the importance of Human Rights within British society throughout history</p>	<p>Automaticity</p> <p>Speed</p> <p>Practice</p>	
Evaluation of Human Rights	<p>Critical evaluation of human rights protection in the UK, including Articles 5, 6, 8, 10 and 11 of the</p>	<p>Builds on: knowledge and understanding of human rights as a</p>	<p>Targeted Questioning</p> <p>20 Mark Exam Question as official assessment.</p>	<p>SPAG, reading for meaning.</p> <p>Tolerance for those with</p>	<p>Enquiring</p> <p>Originality</p> <p>Generalisation</p> <p>Seeing alternatives</p> <p>Collaboration</p>	<p>20 Mark Exam Question as official assessment.</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:	Home learning and enrichment:
	European Convention on Human Rights; the Human Rights Act 1998. Points are also credited for relevant ideas for reform.	whole holistic set of principles. Leads to: ability to evaluate the way human rights are viewed and treated by the government and the courts and will enable the students to arrive at a judgement as to how effectively Human Rights are protected within the UK		different opinions. Exploration of the various views on the importance of Human Rights within British society throughout history	Concern for Society Intellectual confidence	

The Nature of Law (25% of Paper 3)

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:	Home learning and enrichment:
Introduction to the nature of law	Law and rules: the difference between enforceable legal rules and principles and other rules and norms of behaviour The connections between law, morality and justice	Builds on: earlier knowledge and understanding of the principles and theories of law and how it operates in society. Leads to: The ability to link the practical	Targeted Questioning 20 Mark Exam Question in class or as official assessment. (decision on which one to be based on	SPAG, reading for meaning Tolerance for those with different opinions Exploration of the various views on the rule of law within British	Generalisation Seeing alternatives Fluent thinking and Enquiring Originality Concern for society Creative and enterprising Risk-taking Collaboration	Law Review targeted reading and comprehension Flipped Law Modules

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<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>The rule of law: definition and importance</p> <p>Evaluation of the Rule of Law within England</p>	<p>knowledge of the law system to the theories for why law exists the way it does, in particular, this module will enable students to understand the principle of the Rule of Law as an underpinning concept for justice, human rights and as a guiding principle of the law. A. V. Dicey</p>	<p>needs of the student group at that time)</p>	<p>society throughout history and how this should apply today.</p>	<p>Practice</p>	
<p>Law and morality</p>	<p>The distinction between law and morals</p> <p>The diversity of moral views in a pluralist society</p> <p>The relationship between law and morals and its importance</p> <p>The legal enforcement of moral values</p>	<p>Builds on: earlier knowledge and understanding of the principles of morality within law and practical case examples.</p> <p>Leads to: The ability to understand and link some theories of law and morality to practical case examples in order to</p>	<p>Theory Knowledge test</p> <p>Targeted Questioning</p> <p>20 Mark Exam</p> <p>Question in class or as official assessment.</p> <p>(decision on which one to be based on needs of the student group at that time)</p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p> <p>Exploration of the various views on the law and morality and how it operates within British society throughout history – cases</p>	<p>Generalisation</p> <p>Seeing alternatives</p> <p>Fluent thinking and Enquiring</p> <p>Originality</p> <p>Concern for society</p> <p>Creative and enterprising</p> <p>Risk-taking</p> <p>Collaboration</p> <p>Practice</p>	<p>Law Review targeted reading and comprehension</p> <p>Flipped Law Modules</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	Evaluation of law and morality in England	evaluate how effective the UK is at providing a system that incorporates a system based on moral values		that appealed to the European Court of Human Rights can be used here when discussing controversial issues such as euthanasia, assisted dying and sado-masochism.		
Law and justice	The meaning of justice Theories of justice The extent to which the law achieves justice Evaluation of law and justice within England	Builds on: earlier knowledge and understanding of the principles of justice within law and practical case examples. Leads to: The ability to understand and link some theories of law and justice to practical case examples in order to evaluate how effective the UK is at providing a system that incorporates a	Targeted Questioning 20 Mark Exam Question in class or as official assessment. (decision on which one to be based on needs of the student group at that time)	SPAG, reading for meaning Tolerance for those with different opinions Exploration of the various views on the law and justice and how it operates within British society throughout history – all of the Articles studied in the Human Rights section can be	Generalisation Seeing alternatives Fluent thinking and Enquiring Originality Concern for society Creative and enterprising Risk-taking Collaboration Practice	Law Review targeted reading and comprehension Flipped Law Modules

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		system that fully achieves justice.		used as examples in an essay on justice e.g. discussion of the balance between rights of an individual versus the powers of the police (Article 5), and the use of juries, issues surrounding the composition of the judiciary, miscarriages of justice and the failings of the appeals procedure (Article 6).		
Law and Society	The role law plays in society The law as a social control mechanism The way in which the law creates and deals	Builds on: earlier knowledge and understanding the principles of how law is used within society with practical case examples.	Targeted Questioning. Mock Exam which assesses student progress on Paper three as a whole – The Nature of Law	SPAG, reading for meaning Tolerance for those with different opinions Use of graphs and data to	Generalisation Seeing alternatives Fluent thinking and Enquiring Originality Concern for society Creative and enterprising	Law Review targeted reading and comprehension Flipped Law Modules 20 marks assessment Essay based on one of

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
	<p>with consensus and conflict The realist approach to law making Evaluation of law and society within England</p>	<p>Leads to: The ability to understand and link some theories of law and society and how they should operate to practical case examples in order to evaluate how effective the UK is at providing a system that incorporates a system that uses the law for the best aims and objectives of society.</p>	<p>and Human Rights Law</p>	<p>explore trends within society. Exploration of the various views on law and how it is utilised within society and throughout history - there are numerous links to the role of the police and society (Article 5), the role of the public in the legal system e.g. jury service (Article 6), and the use of direct action and protest to get the law reformed (Article 10 &11), civil disobedience and the role of the police (Article 5), and the role of the media in creating moral</p>	<p>Risk-taking Collaboration Practice</p>	<p>the Nature and Law topics</p>

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
				panics (Article 10).		

Revision – 6 Weeks (One Week per session)

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
Legal System	Preparation for exams / Retrieval Practice / Examination Technique	Builds on previous knowledge and skills acquired throughout the two-year course. Leads to increased concentration, improved familiarity with both content and question types, and improved technique for answering assessment questions	Question and Answers in Class Exam Questions in Class with Live Marking Practice Questions OCR Revision Activities	SPAG, reading for meaning Tolerance for those with different opinions Interpretation of statistics Glossary of Key terms	Metacognition Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice Self-regulation Connection finding Strategy Planning	Flipped Law modules Exam Scenario Questions (when appropriate) Flipped Law Quizzes
Criminal Law	Preparation for exams / Retrieval Practice / Examination Technique	Builds on previous knowledge and skills acquired throughout the two-year course. Leads to increased concentration, improved familiarity with both content	Question and Answers in Class Exam Questions in Class with Live Marking Practice Questions	SPAG, reading for meaning Tolerance for those with different opinions Interpretation of statistics	Metacognition Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking	Flipped Law modules Exam Scenario Questions (when appropriate) Flipped Law Quizzes

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		and question types, and improved technique for answering assessment questions	OCR Revision Activities	Glossary of Key terms	Practice Self-regulation Connection finding Strategy Planning	
Law Making	Preparation for exams / Retrieval Practice / Examination Technique	Builds on previous knowledge and skills acquired throughout the two-year course. Leads to increased concentration, improved familiarity with both content and question types, and improved technique for answering assessment questions	Question and Answers in Class Exam Questions in Class with Live Marking Practice Questions OCR Revision Activities	SPAG, reading for meaning Tolerance for those with different opinions Interpretation of statistics Glossary of Key terms	Metacognition Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice Self-regulation Connection finding Strategy Planning	Flipped Law modules Exam Scenario Questions (when appropriate) Flipped Law Quizzes
Tort Law	Preparation for exams / Retrieval Practice / Examination Technique	Builds on previous knowledge and skills acquired throughout the two-year course. Leads to increased concentration, improved familiarity with both content and question types,	Question and Answers in Class Exam Questions in Class with Live Marking Practice Questions OCR Revision Activities	SPAG, reading for meaning Tolerance for those with different opinions Interpretation of statistics Glossary of Key terms	Metacognition Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice	Flipped Law modules Exam Scenario Questions (when appropriate) Flipped Law Quizzes

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		and improved technique for answering assessment questions			Self-regulation Connection finding Strategy Planning	
Human Rights	Preparation for exams / Retrieval Practice / Examination Technique	Builds on previous knowledge and skills acquired throughout the two-year course. Leads to increased concentration, improved familiarity with both content and question types, and improved technique for answering assessment questions	Question and Answers in Class Exam Questions in Class with Live Marking Practice Questions OCR Revision Activities	SPAG, reading for meaning Tolerance for those with different opinions Interpretation of statistics Glossary of Key terms Exploration of British Values	Metacognition Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice Self-regulation Connection finding Strategy Planning	Flipped Law modules Exam Scenario Questions (when appropriate) Flipped Law Quizzes
The Nature of Law	Preparation for exams / Retrieval Practice / Examination Technique	Builds on previous knowledge and skills acquired throughout the two-year course. Leads to increased concentration, improved familiarity with both content and question types, and improved	Question and Answers in Class Exam Questions in Class with Live Marking Practice Questions OCR Revision Activities	SPAG, reading for meaning Tolerance for those with different opinions Interpretation of statistics Glossary of Key terms	Metacognition Generalisation Seeing alternatives Fluent thinking Automaticity Concern for society Creative and enterprising Risk-taking Practice Self-regulation	Flipped Law modules Exam Scenario Questions (when appropriate) Flipped Law Quizzes

Unit	Core knowledge / skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development	Home learning and enrichment
		technique for answering assessment questions		Exploration of British Values of Fairness, Justice and Moral Conduct	Connection finding Strategy Planning	