

Subject overview: Law

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief

Law will develop students' understanding of our key British values of Democracy and the Rule of Law. Students will understand how laws are fundamental to society operating in a fair and balanced manner. Students will develop a greater understanding of the application and interpretation of law within the United Kingdom and gain a greater understanding of how they can be implemented to ensure fairness and justice in society.

Additional details

We develop students' intellectual curiosity around the shaping of the democracy and laws within the UK. We aim to ensure students have a well rounded understanding of the English Legal System and legal professions. Students will have the opportunity to apply their understanding to legal systems within different aspects of law, to real world scenarios. They will develop their application and evaluation skills to form justified conclusion in which opportunities are given to apply their understanding of precedent.

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Civil dispute resolution</p> <p>Alternatives to the courts in civil dispute resolution</p> <p>Enforcement of civil law</p> <p>The cost of taking legal action</p> <p>Application of the law of negligence</p> <p>Damage</p> <p>Burden of proof and res ipsa loquitur</p> <p>Unit 1 revision material</p> <p>Unit 1 revision material</p>	<p>Units 1 & 2 are delivered in Year 12. Also if any students wish to aggregate at the end of Year 12, they achieve the L3 National Certificate qualification.</p> <p>We begin the term with an introduction to the basic concepts of civil dispute resolution.</p> <p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge. Students will embed their substantive knowledge of the court structure. This will be supported by disciplinary knowledge of theory and key terms</p> <p>Students will develop their declarative knowledge through case law and scenarios, exploring, justice purpose of civil law to maintain a fair society. Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content for Unit 1.</p>	<p>Civil law in action task</p> <p>Assessment task page 16</p> <p>Research tasks</p> <p>Scenario questions</p> <p>Research tasks</p> <p>Research activity</p> <p>Assessment practice page 24</p> <p>Self test questions</p> <p>Summary questions</p> <p>Assessment practice</p> <p>Research task page 39</p> <p>Damages table</p> <p>Pause point page 43</p> <p>Revision guide tasks</p> <p>Create revision guide on duty of care</p>
Term 1:2	<p>Mock pre release research</p> <p>Unit 1 Mock exam</p> <p>Review Mock exam and mark scheme</p> <p>Unit 1 Mock pre release research</p> <p>Unit 1 Mock pre release research</p>	<p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge.</p> <p>Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content for Unit 1. Students will analyse a scenario and identify the key facts from which legal issues arise. Students will learn how to formulate a legal argument, analysing legislation by applying the rules and principles of statutory interpretation and analysing case law by applying the doctrine of precedent.</p> <p>Students will develop their procedural knowledge developed across the</p>	<p>Knowledge tests</p> <p>January 2019 Past paper</p> <p>Past exam papers</p> <p>January 2020 past paper</p>

	<p>Unit 1 Mock exam/ Review Mock exam and mark scheme</p> <p>Pearson pre release research task</p> <p>Pearson pre release research task</p> <p>Pearson pre release research task</p>	<p>course and apply this the mock exam paper and pre release material.</p>	
Term 2:1	<p>Unit 1 exam preparation</p> <p>Unit 1 exam</p> <p>Legal skills</p> <p>Explore how statutory rules are made and interpreted</p> <p>Legal skills</p> <p>Influences on Parliament</p> <p>The law-making procedure in Parliament</p> <p>How statutes are interpreted by the courts</p> <p>Examine how legislation is made outside of Parliament</p> <p>The European legislative process and its institutions</p>	<p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge. Students will develop their procedural knowledge developed across the course and apply this the mock exam paper and pre release material in preparation for the exam</p> <p>This term we introduce students to Statutory rules. Law making procedures are sequenced as it allows students to apply the law making to the court structures. We then sequence learning to learn about how laws are made outside of parliament.</p> <p>Procedural knowledge is demonstrated by applying and analysing declarative knowledge of legislation in parliament .</p> <p>Procedural knowledge is demonstrated by applying declarative knowledge of European legislation in parliament</p>	<p>Research task</p> <p>Snowdrop campaign</p> <p>Dangerous Dogs</p> <p>Group tasks - write Act of Parliament</p> <p>Peer learning task presentations</p> <p>Scenario assessment</p>
Term 2:2	<p>Assignment 1: Learning Aim A & B</p> <p>Learning aim C: Explore the various legal personnel involved in a criminal trial</p> <p>C1 The legal profession</p> <p>C2 Financing advice and representation in a criminal trial</p> <p>C3 Lay people</p> <p>C4 Judiciary</p>	<p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge. Students will build on their existing declarative knowledge from Unit 1, further developing more specific substantive knowledge focused on the legal personnel involved in criminal trials.</p> <p>We then move on to the basics of criminal law and begin our substantive topics. Substantive topics make up the coursework element and students need to develop an understanding of the law, and how to apply it to fictional scenarios. Students generally have an interest in criminal law.</p> <p>Students will embed substantive knowledge when applying the topics to the given scenarios as well as demonstrating their declarative knowledge in the assignment.</p>	<p>Assignment 1: Learning Aim A & B</p> <p>Essay: 'Lay people are of no use to the criminal justice process'</p> <p>Research task</p>

	D1 Elements of a crime D2 Non-fatal offences		
Term 3:1	D3 Aims of sentencing D4 Factors involved in sentencing D5 Types of sentences Assignment 2 Learning Aim C & D	Students demonstrate procedural knowledge on this unit in the summer of year 12. Topics include: General Liability - Non-fatal offences/fatal offences - Defences - Property Offences - Preliminary Offences Synoptic topics allow students to expand their cultural capital by reflecting on how laws influence our personal values and how the legal system can negatively impact some social groups	Research tas
Term 3:2	Assignment 2 Learning Aim C & D resubmission opportunity Year 13 preparation research project	This will develop both pupils' declarative and procedural knowledge and Substantive knowledge.	Assignment 2 Learning Aim C & D

YEAR 13			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	A The laws relating to homicide: murder, voluntary manslaughter and involuntary manslaughter A1 Murder A2 Voluntary manslaughter B1 Involuntary manslaughter B2 Corporate manslaughter C An introduction to offences against property: theft, robbery, burglary, fraud and criminal damage	This unit will develop both pupils' declarative and procedural knowledge and Substantive knowledge. We begin the term with an introduction to the basic concepts of homicide with a focus on substantive knowledge Law making procedures are sequenced as it allows students to apply the law making to the homicide crimes. We then sequence learning to learn about how laws are applied to fictitious scenarios. Procedural knowledge is demonstrated by applying and analysing declarative knowledge of both homicide and offences against property together with the law relating to police procedure using legal terminology	Murder essay question Quick questions Assessment scenario Scenario task page 126 Assessment scenario Theft actus reus quick questions

	<p>C1 Theft: Section 1–6 of the Theft Act 1968</p> <p>C2 Robbery: Section 8 of the Theft Act 1968</p> <p>C3 Burglary: Section 9 of the Theft Act 1968</p> <p>C4 Fraud by false representation: Section 2 of the Fraud Act 2006</p> <p>C5 Criminal damage: Section 1 of the Criminal Damage Act 1971</p> <p>D Introduction to general defences in criminal law</p> <p>D1 Duress</p> <p>D2 Intoxication</p> <p>D3 Self-defence</p> <p>D4 Insanity and automatism</p> <p>E An overview of police powers</p>	<p>Procedural knowledge is demonstrated by applying declarative knowledge of laws relating to both homicide and offences against property together with the law relating to police procedure, using legal terminology and relevant case law and statute law to illustrate points made and make connections</p> <p>Procedural knowledge is demonstrated by applying declarative knowledge by evaluating evidence to make informed judgements with appropriate justification, synthesising ideas and evidence from several sources to support arguments</p>	<p>Burglary recap questions</p> <p>Assessment practice 3.3</p> <p>Intoxication and self defence case questions</p> <p>Stop and search PACE research task</p>
<p>Term 1:2</p>	<p>E2 Arrest</p> <p>E3 Detention, interviews, searches and samples</p> <p>Unit 3 Mock pre release research</p> <p>Unit 3 Mock pre release research</p> <p>Unit 3 Mock exam</p> <p>Review Mock exam and mark scheme</p> <p>Unit 3 Mock pre release research</p> <p>Unit 3 Mock pre release research</p> <p>Unit 3 Mock exam</p> <p>Review Mock exam and mark scheme</p> <p>Pearson pre release research task</p>	<p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge.</p> <p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge. Students will develop their procedural knowledge developed across the course and apply this the mock exam paper and pre release material in preparation for the exam.</p> <p>Students will analyse a scenario and identify the key facts from which legal issues arise. Students will learn how to formulate a legal argument, analysing legislation by applying the rules and principles of statutory interpretation and analysing case law by applying the doctrine of precedent.</p> <p>Students will be developing their conditional knowledge with the use of metacognition strategies when recapping content for Unit 3</p> <p>Students will develop their procedural knowledge developed across the</p>	<p>Assessment practice</p> <p>January 2019 Past paper</p> <p>January 2020 past paper</p> <p>External Unit 3 assessment</p>

		course and apply this the mock exam paper and pre release material	
Term 2:1	<p>Unit 3 exam preparation Learning aim A: Explore the legal rules governing the formation of marriages</p> <p>A1 Marriage and civil partnership</p> <p>A2 Cohabitation</p> <p>A3 Legal rights and obligations of marriage/civil partnership and cohabitation</p> <p>Learning aim B: Examine the various methods for dissolving a relationship</p> <p>B1 Nullity</p> <p>B2 Divorce and dissolution</p> <p>B3 Judicial separation</p> <p>Assignment 1: Learning Aim A & B</p> <p>Learning aim C: Investigate the legal rules governing the distribution of money and property on the breakdown of a relationship</p> <p>C1 Financial orders available to the court on divorce/dissolution</p> <p>C2 Factors the court will take into account when deciding what order to make</p> <p>Learning aim D: Examine how the courts resolve disputes over children</p> <p>D1 Parenthood and parental responsibility</p> <p>D2 Children's rights</p>	<p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge.</p> <p>Substantive knowledge is demonstrated when students apply the legal requirements for a marriage and civil partnership in given case studies.</p> <p>Students explain difference between the rights and obligations of marriage/civil partnership and cohabitation and apply the law in given case studies.</p> <p>The difference between the rights and obligations of marriage/civil partnership and cohabitation and apply the law in given case studies. Apply and analyse the law on marriage, civil partnerships and cohabitation in given case studies. Apply the law on annulment, divorce and dissolution of a marriage and civil partnership in given case studies, explaining the applicable grounds.</p> <p>Apply the law on divorce, dissolution and nullity in given case studies, analysing the current law.</p> <p>Evaluate the impact of the current law on the formation and dissolution of adult relationships. Explain and apply the financial and children orders and relevant factors taken into account on divorce/dissolution in given case studies.</p>	<p>Assessment practice</p> <p>Assignment 1 Learning Aim A & B</p>

	D3 Disputes over children		
Term 2:2	<p>Assignment 1: Learning Aim A & B submission deadline</p> <p>Assignment 2 Learning Aim C & D resubmission opportunity</p> <p>Assignment 2 Learning Aim C & D resubmission deadline</p>	<p>This will develop both pupils' declarative and procedural knowledge and Substantive knowledge.</p> <p>Procedural knowledge is demonstrated by applying declarative knowledge of laws relating to legal rights and obligations of marriage/civil partnership and cohabitation and examine the various methods for dissolving a relationship</p> <p>Students will develop substantive knowledge on Investigating the legal rules governing the distribution of money and property on the breakdown of a relationship and Parenthood and parental responsibility</p>	Assignment 2 Learning Aim C & D
Term 3:1			
Term 3:2			