

## What are the aims and intentions of this curriculum?

The purpose of this year is to introduce students to legal concepts, they will:

- Gain a fundamental understanding of the English legal system.
- An understanding of the nature of law, law making and sources of law.
- Gain a foundation understanding of both private and public law.
- An introduction to the concept of legal liability.
- Develop and apply the techniques of legal method and reasoning to analyse and offer answers to legal problems, based on legal rules and principles.
- Develop the ability to construct and communicate legal arguments by reference to appropriate legal authorities.
- To broaden their knowledge of the world around and how law affects them.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1 ELS	<ul style="list-style-type: none"> <li>• Introduction to the nature of law</li> <li>• Civil courts</li> <li>• Alternative dispute resolution</li> </ul>	<p><b>Introduction to nature of law:</b></p> <ul style="list-style-type: none"> <li>- Difference between civil and criminal law</li> <li>- The connections between law, morality and justice</li> <li>- The differences between civil and criminal law</li> <li>- An overview of English Law: custom, common law, statute law</li> <li>- The rule of law</li> </ul> <p><b>Civil Courts:</b></p> <ul style="list-style-type: none"> <li>- Civil process</li> <li>- County Court</li> <li>- High Court</li> <li>- Civil jurisdictions, pre-trial procedures, the three tracks</li> <li>- Appeals and appellate courts</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the difference between civil and criminal law in terms of procedure, purpose and outcomes, including the different court systems</li> <li>• Understand the development and application of each area of law</li> <li>• To gain an insight into the principle of the rule of law as an underpinning concept for justice, human rights and as a guiding principle of the law, including the core elements of the rule of law</li> <li>• Understand the three divisions of the High Court and grounds to appeal</li> <li>• To evaluate the use of civil courts and alternative dispute resolution</li> <li>• To define summary, triable either-way and indictable offences</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> <li>• Peer Assessment</li> <li>• Pair/Group work</li> </ul>

		<p><b>Alternative Dispute Resolution:</b></p> <ul style="list-style-type: none"> <li>- Employment tribunals</li> <li>- Mediation</li> <li>- Negotiation</li> <li>- Conciliation</li> <li>- Arbitration</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the process of appeal in the criminal justice system</li> <li>• The aims of sentencing as per s142 Criminal Justice Act 2003.</li> </ul> <p><b>Links to Careers:</b> All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><b>Link to PSHE:</b> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	
Autumn 2 ELS	<ul style="list-style-type: none"> <li>• Criminal courts</li> <li>• Lay people</li> <li>• Access to justice</li> </ul>	<p><b>Criminal Courts:</b></p> <ul style="list-style-type: none"> <li>- Criminal process</li> <li>- Magistrates Court</li> <li>- Crown Court</li> <li>- Classification of offences</li> <li>- Pre trial procedures</li> <li>- Appeals and appellate courts</li> <li>- Sentencing and court powers</li> </ul> <p><b>Lay people:</b></p> <ul style="list-style-type: none"> <li>- Magistrates</li> <li>- Juries</li> </ul> <p><b>Access to Justice:</b></p> <ul style="list-style-type: none"> <li>- Government funding for civil and criminal cases</li> <li>- Private funding, conditional fees and other advice agencies</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the role of lay people in the criminal justice system including the qualifications, selection process and appointment.</li> <li>• To gain an insight into how legal professions are regulated, the different levels of judges and their respective roles</li> <li>• How judicial independence is achieved</li> <li>• The financial methods available to seek justice</li> <li>• To understand the rules and general elements of criminal liability.</li> </ul> <p><b>Links to Careers:</b> All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><b>Link to PSHE:</b> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental</p>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End of term assessment</li> </ul>

<p>Spring 1 Criminal</p>	<ul style="list-style-type: none"> <li>• Criminal Law</li> <li>• General elements of criminal liability</li> <li>• Non – Fatal offences against the person</li> </ul>	<p><b>Criminal Law</b></p> <ul style="list-style-type: none"> <li>- How to define crime</li> <li>- Rules of criminal law</li> <li>- Sources of criminal law</li> <li>- Elements of criminal liability</li> </ul> <p><b>General elements of criminal liability:</b></p> <ul style="list-style-type: none"> <li>- Actus Reus</li> <li>- Mens Rea</li> </ul> <p><b>Non-Fatal offences against the person:</b></p> <ul style="list-style-type: none"> <li>- Common assault: assault and battery</li> <li>- Assault occasioning actual boding harm</li> </ul>	<p><b>Wellbeing, Internet Safety and Harms)</b></p> <ul style="list-style-type: none"> <li>• To define assault and battery</li> <li>• To understand the actus reus and mens rea of all non-fatal offences</li> <li>• To understand the relevant statutory authority for each offence</li> </ul> <p><b>Links to Careers:</b> All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><b>Link to PSHE:</b> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> <li>• Peer Assessment</li> <li>• Pair/Group assessment</li> </ul>
<p>Spring 2 Criminal</p>	<ul style="list-style-type: none"> <li>• Non – Fatal offences against the person</li> <li>• Evaluation of Criminal Law</li> </ul>	<p><b>Non-Fatal offences against the person:</b></p> <ul style="list-style-type: none"> <li>- S18 grievous bodily harm</li> <li>- S20 grievous bodily harm</li> </ul> <p><b>Evaluation of Criminal Law:</b></p> <ul style="list-style-type: none"> <li>- Non – Fatal offences against the person</li> <li>- Ideas for reform</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the actus reus and mens rea of all non-fatal offences</li> <li>• To understand the relevant statutory authority for each offence</li> <li>• To evaluate non-fatal offences and provide ideas for reform</li> </ul> <p><b>Links to Careers:</b> All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><b>Link to PSHE:</b> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End of term assessment</li> </ul>

<p>Summer 1 Criminal</p>	<ul style="list-style-type: none"> <li>• Mock Trial Project</li> <li>• Legal Personnel</li> <li>• Studying Law after school</li> </ul>	<p><b>Mock Trial</b></p> <ul style="list-style-type: none"> <li>- Structure of a trial in the Magistrates and Crown Court</li> <li>- Prosecution</li> <li>- Defence</li> <li>- Legal Clerk</li> <li>- Usher</li> <li>- Legal Advisor</li> <li>- Judiciary</li> <li>- Jury</li> </ul> <p><b>Legal Personnel:</b></p> <ul style="list-style-type: none"> <li>- Barristers</li> <li>- Solicitors</li> <li>- Legal executives</li> <li>- The judiciary</li> <li>- Non-Law careers</li> </ul> <p><b>Studying Law after school:</b></p> <ul style="list-style-type: none"> <li>- A-Level Law</li> <li>- Undergraduate</li> <li>- Postgraduate</li> <li>- SQE/LPC/BPC</li> <li>- GDL</li> </ul>	<ul style="list-style-type: none"> <li>• To practically apply content previously learned in a mock trial</li> <li>• Develop presentation and planning skills</li> <li>• Encourage team working</li> <li>• To explore legal careers</li> <li>• To discover the various legal routes after completing compulsory schooling</li> </ul> <p><b>Links to Careers:</b> All careers (example – Police, Judges, Roles within a court e.g. legal clerk, CPS, Parliament, Forensic Science, National Probation Service and National Offender Management)</p> <p><b>Link to PSHE:</b> The Law (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime) Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</p>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> <li>• Project based learning</li> <li>• Mock trial</li> </ul>
<p>Summer 2</p>	<ul style="list-style-type: none"> <li>• Alternative Dispute Resolution Project</li> <li>• Alliance Challenge</li> </ul>	<p><b>Alternative Dispute Resolution Project:</b></p> <ul style="list-style-type: none"> <li>- Analysing a case brief and witness statements</li> <li>- Planning and researching</li> <li>- Role of an arbitrator, mediator and conciliator</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to critically analyse a case and witness statements</li> <li>• To develop planning, research and presentation skills</li> <li>• To be able to practically experience the various roles within an alternative dispute resolution environment</li> <li>• To encourage team building and facilitating collaboration</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> <li>• Project based learning</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End year assessment</li> </ul>

