

Law

Intent:

Students develop a deep understanding of the legal system, along with a strong interest to study further. A clear understanding of procedural law, covering the foundations of law making and the legal system will enable students to develop their legal knowledge in of substantive law; crime, tort and contract. Skills developed include; describe legal rules, apply le-

Context:

No prior learning is required, however links from other subjects and knowledge of current affairs do support an understanding of the legal system.

<p>The Big Picture—Intent:</p> <p>In year 12 ,students will complete 2 of the 3 exam units. They will initially cover the foundations of the legal system (procedural law); for example the courts and law making. They will then study to substantive areas; crime and tort law. The skills students will develop are; describe legal rules, apply legal rules and evaluate legal rules. Next steps; make links with degree study with regard wider reading. Application and evaluation of legal rules can then be further applied at degree levels to more complex questions and situations.</p>	<p>YEAR 12</p> <p>LAW</p>
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Content / Units	Skills	Knowledge	Prior—Y11	Next—Y13
<p>Paper 1</p> <p>English legal system</p> <p>Criminal law</p> <p>Paper 2</p> <p>Law making</p> <p>Tort law</p>	<p>Describe and explain the law</p> <p>Apply the law</p> <p>Evaluate the law</p>	<p>Civil courts, criminal courts, legal personnel, access to justice.</p> <p>Parliamentary law making, delegated legislation, judicial precedence, statutory interpretation and law reform.</p> <p>Offences against the person; fatal and non fatal, property offences and defences.</p> <p>Negligence, occupiers liability, torts against land, vicarious liability, defences and remedies.</p>	<p>No prior knowledge is required, however a understanding an interest in current affairs is beneficial.</p>	<p>Make synoptic links on topics studied across the courts, linked with the themes of justice, morality and society.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>During Autumn 1 all procedural areas of law are covered. These Are the 8 and 12 mark questions on both papers 1 and 2. In the Spring term year 1 sections of both crime and toe will be covered. In the Summer term the year 2 sections o crime and tort will be covered. LORIC skills of organization and resilience are developed through the transition to A level study. Communication will be developed by sharing thoughts and opinions on legal issues. Home learning is consolidation and exam question practice. This develops independence as leaners need to utilize leaning and in class scaffolding to complete exam questions alone. This is purposeful as it improves vital exam skills. Literacy skills are developed through effective written communication And essay writing. Numeracy is developed through the use of statistics. Revision skills are trailed in class and interleaving takes place though weekly tests on previous topics. Wow moments include understanding the effectiveness of prisons and the nature of fault based liability.</p>	<p>Understanding of the work of a solicitor or barrister, within the justice system and business.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on the legal system’s role and effectiveness within society. Considering how reform could better support both defendants and victims/ claimants.</p>	<p>Low stakes testing</p> <p>Knowledge testing</p> <p>Assessment of skills in class through extended writing</p> <p>Deep marking on exam questions based on topic</p> <p>Mock exam practise in class and in mock exam periods</p>

<p>Impact:</p> <p>Students have an excellent understanding of procedural law; how the legal system works. They can also apply legal rules correctly to answer problem based questions on both crime and tort. They can evaluate thoroughly both criminal and tort law along with discussing relevant reform proposals. These skills will then be utilised in a 3rd area of substantive law; contract. Students will be able to use the knowledge they have to answer synoptic questions such as, does the legal system achieve justice?</p>
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The Big Picture—Intent:

In year 13 students cover further law (paper 3) contract law and the nature of law. This covers the formation, terms and end of a contract. The nature of law focuses on synoptic links based on key themes. Skills; describe legal rules, apply legal rules, evaluate legal rules. Next steps; make links with degree study with regard wider reading. Application and evaluation of legal rules can then be further applied at degree levels to more complex questions and situations.

**YEAR 13
LAW**

Content / Units	Skills	Knowledge	Prior—Y12	Next
Paper 3 Contract law Nature of law	Describe and explain the law Apply the law Evaluate the law	Formation of contract Terms Vitiating factors Discharge of contract Law and justice Law and morality Law and society	Knowledge of the legal system and how law is made. Knowledge of substantive law., how to describe, apply and evaluate the law.	Study of law or law based subjects at university.

Implementation	Marches Futures Links	Summative Assessment
<p>During the Autumn term Contract law is covered for paper 3. In the spring term the synoptic essays are covered. LORIC skills of organization and resilience are developed through the transition to A level study. Communication will be developed by sharing thoughts and opinions on legal issues. Home learning is consolidation and exam question practice. This develops independence as learners need to utilize leaning and in class scaffolding to complete exam questions alone. This is purposeful as it improves vital exam skills. Literacy skills are developed through effective written communication And essay writing. Numeracy is developed through the use of statistics. Revision skills are trailed in class and interleaving takes place though weekly tests on previous topics. Wow moments include, the understanding of simple contractual agreements and discovering whether the legal system achieves justice.</p>	<p>Understanding of the work of a solicitor or barrister, within the justice system and business.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on the legal system's role and effectiveness within society. Considering how reform could better support both defendants and victims/ claimants.</p>	<p>Low stakes testing</p> <p>Knowledge testing</p> <p>Assessment of skills in class</p> <p>Deep marking on exam questions, based on topic</p> <p>Mock exam practise in class and in mock exam periods</p>

Impact:

Students have an excellent understanding of procedural law; how the legal system works. They can also apply legal rules correctly to answer problem based questions on contract, crime and tort. They can evaluate thoroughly contract, criminal and tort law along with discussing relevant reform proposals. Students will be able to use the knowledge they have to answer synoptic questions such as, does the legal system achieve justice?

Glossary of Key Terms:

A01

LORIC — leadership, organisation, resilliance, initiative and communication.

Add any terms here which are specific to your subject that a 'non Marches' audience would need explained. The audience range for this document is wide: Parents, Governors, OFSTED etc.