

## 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 and law making.
- 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.

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> <li>• Criminal courts</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> <li>• Mock trial</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> </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>	<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><u><b>Links to Careers:</b></u> 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><u><b>Link to PSHE:</b></u> 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>• Lay people</li> <li>• Legal Personnel</li> <li>• Access to justice</li> <li>• Criminal Law</li> <li>• General elements of criminal liability</li> </ul>	<p><b>Lay people:</b></p> <ul style="list-style-type: none"> <li>- Magistrates</li> <li>- Juries</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> </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> <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>	<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><u><b>Links to Careers:</b></u> 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><u><b>Link to PSHE:</b></u> 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> <li>• Debate</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End of term assessment</li> </ul>

		<b>General elements of criminal liability:</b> <ul style="list-style-type: none"> <li>- Actus Reus</li> <li>- Mens Rea</li> </ul>	<b>Wellbeing, Internet Safety and Harms)</b>	
Spring 1 Criminal	<ul style="list-style-type: none"> <li>• Non – Fatal offences against the person</li> <li>•</li> </ul>	<b>Non-Fatal offences against the person:</b> <ul style="list-style-type: none"> <li>- Common assault: assault and battery</li> <li>- Assault occasioning actual boding harm</li> </ul>	<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>	<b>FORMATIVE:</b> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> <li>• Peer Assessment</li> <li>• Pair/Group assessment</li> </ul>
Spring 2 Criminal	<ul style="list-style-type: none"> <li>• Non – Fatal offences against the person</li> </ul>	<b>Non-Fatal offences against the person:</b> <ul style="list-style-type: none"> <li>- S18 grievous bodily harm</li> <li>- S20 grievous bodily harm</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> </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>	<b>FORMATIVE:</b> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Homework</li> <li>• Peer Assessment</li> <li>• Pair/Group assessment</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End of term assessment</li> </ul>
Summer 1 Criminal	<ul style="list-style-type: none"> <li>• Evaluation of Criminal Law</li> </ul>	<b>Evaluation of Criminal Law:</b>	<ul style="list-style-type: none"> <li>• To evaluate non-fatal offences and provide ideas for reform</li> </ul>	<b>FORMATIVE:</b> <ul style="list-style-type: none"> <li>• Worksheets</li> </ul>

		<ul style="list-style-type: none"> <li>- Non – Fatal offences against the person</li> <li>- Ideas for reform</li> </ul>	<p><u><b>Links to Careers:</b></u> 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><u><b>Link to PSHE:</b></u> 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>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Peer Assessment</li> <li>• Pair/Group assessment</li> </ul>
Summer 2 Recap and Review	<ul style="list-style-type: none"> <li>• Recap, Revise and apply</li> </ul>	To recap, revise and apply the paper 1 content taught thus far.	<ul style="list-style-type: none"> <li>• To apply their knowledge to exam style questions.</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 assessment</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End year assessment</li> </ul>