

# The Law Curriculum

The Law curriculum is mapped across two years and developed based on a logical progression of topics which build upon foundation knowledge of the English legal system and law-making principles, then introduce substantive criminal, contract and tort law. We differentiate all content to ensure that we tailor all learning to pupil ability. There is an expectation that students complete independent tasks as well as engaging in peer and self-assessment to encourage learners to be reflective and take ownership of their legal studies. Students are also routinely assessed on prior knowledge, by including AS level topics within A2 assessments, ensuring learners have the opportunity to actively revisit prior knowledge. We have three papers examinations at the end of the two-year course, the first two include AS topics with Criminal and tort Law respectively, with paper three introducing new topics in the form of contract law and the nature of law. We aim to include case law and current statutes to ensure lessons are engaging and relevant, whilst also encouraging application of the law to real-life situations. We also ensure that all students receive opportunities to participate in curriculum enrichment activities at appropriate points, enhancing their experience and building their legal aspirations.

## Extra-curricular

The Law department offers various extra-curricular activities including: visits to UK Parliament, UK Supreme court, Sheffield Crown court, guest speakers from current legal professionals and the Chesterfield Magistrates court.

# Curriculum Intent

The intent of our English curriculum is to develop learners who:

- Become passionate Law students;
- Develop into resilient, independent learners;
- Have a strong awareness of legal principles and how they fit into everyday life and can apply to real-life situations;
- Have a sound understanding of the English legal system and key legal terminology, which includes the ability to apply them in new contexts;
- Are inquisitive, having developed an understanding of how the legal system links to both modern society and history.
- Possess the ability to confidently approach and complete exam questions.
- Can memorise and construct their legal knowledge into coherent exam answers.

# Curriculum Implementation

We implement the intent of our curriculum through:

- Awareness of students' prior knowledge and starting points from KS4 study.
- Content planning and lesson content differentiated to ensure that all abilities are catered for.
- The expectation that students complete independent work to supplement the course.
- Building on prior knowledge by regularly revisiting previous topics and applying the law regularly to exam style questions.
- A routine expectation that students will show resilience in every lesson, and engage in reflective practices through green pen improvement.
- Ensuring that the opportunity to take part in curriculum enrichment activities at appropriate points is available to all students, which enhances their legal learning experience;
- A reflective approach to the continuing professional development of Law teachers (an 'open classroom' policy, collaborative planning, a teaching and learning focus to all faculty CPD).
- Ensuring Law teachers specialise in the topics they teach regularly, to create experts and ensure the student are taught with confidence and consistency.

| <b>Subject</b>   | <b>Law</b>  |  | <b>Year Group:</b>   | <b>12</b>  |  |                    |
|--|---|--|--|--|--|--------------------|
| <b>Unit/Topic: Paper 1</b>                             | Criminal courts and lay people<br><br>Legal Personnel   | Civil courts and ADR<br><br>Legal personnel  | Access to justice  | General elements of criminal liability   | Non-fatal offences against the person  | <b>Study Leave</b> |
| <b>Unit/Topic: Paper 2</b>                             | Parliamentary Law making  | Delegated legislation  | Judicial precedent<br><br>Statutory Interpretation                                   | Intro to law of tort<br><br>Law reform   | Negligence   | <b>Study leave</b> |
| <b>Skills</b>  | Knowledge retention, application, evaluation  | Knowledge retention, application, evaluation   | Knowledge retention, application, evaluation   | Knowledge retention, application, evaluation   | Knowledge retention, application, evaluation   |                    |
| <b>Knowledge</b>                                       | Substantive law, cases, statutes and legal principles.  | Substantive law, cases, statutes and legal principles.                               | Substantive law, cases, statutes and legal principles.                               | Substantive law, cases, statutes and legal principles.                               | Substantive law, cases, statutes and legal principles.   |                    |
| <b>Recall/review from previous learning</b>            | No prior knowledge (new subject at Y12)   | Links to prior term topic  | Links to prior term topic  | No prior learning needed as starting Y13 content                                     | Links to intro to tort and General elements of crime   |                    |
| <b>Assessment</b>                                      | 36 mark assessment, including AO1 and AO3 exam questions.   | 36 mark assessment, including AO1 and AO3 exam questions.                            | 36 mark assessment, including AO1 and AO3 exam questions.                            | Knowledge assessment on General elements of criminal liability.                      | 36 mark assessment, including AO1 and AO3 exam questions.  |                    |
| <b>Cultural Capital, Equality, Diversity Inclusion</b> | Use of real case examples showing diversity. Extra curriculars to include visiting courts. Discussion of gender and ethnicity splits in Magistrates, juries and legal profession. | Use of real case examples showing diversity. Extra curricular activities throughout. | Use of real case examples showing diversity. Extra curricular activities throughout. | Use of real case examples showing diversity. Extra curricular activities throughout. | Use of real case examples showing diversity. Extra curricular activities including UK Parliament and Supreme court trip. |                    |
| <b>Literacy/Numeracy</b>                               | Extended writing needed for exam style questions.   | Extended writing needed for exam style questions.                                    | Extended writing needed for exam style questions.                                    | Extended writing needed for exam style questions.                                    | Extended writing needed for exam style questions.  |                    |

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| <b>Subject</b>   | <b>Law</b>   |  | <b>Year Group:</b>  | <b>13</b>   |   |                    |
| <b>Unit/Topic: Paper 1</b>                             | Voluntary and Invol. manslaughter<br>Theft   | Robbery and Burglary<br>Insanity and Automatism  | Intoxication  |   |   |                    |
| <b>Unit/Topic: Paper 2</b>                             | Vicarious Liability<br>Torts connected to land   | Attempted offences<br>General defences   | N/A   |   |   |                    |
| <b>Unit/topic: Paper 3</b>                             | N/A  |  | Contract formation<br><br>Law and morality, law and justice and law and society                         | Contract terms<br><br>Contract discharge  | Contract vitiating factors<br><br>Contract remedies   | <b>Study leave</b> |
| <b>Skills</b>  | Knowledge retention, application, evaluation   | Knowledge retention, application, evaluation   | Knowledge retention, application, evaluation  | Knowledge retention, application, evaluation  | Knowledge retention, application, evaluation  |                    |
| <b>Knowledge</b>                                       | Substantive law, cases, statutes and legal principles.   | Substantive law, cases, statutes and legal principles.   | Substantive law, cases, statutes and legal principles.  | Substantive law, cases, statutes and legal principles.  | Substantive law, cases, statutes and legal principles.  |                    |
| <b>Recall/review from previous learning</b>            | Links to General elements of crime and intro to tort.  | Links to General elements of crime and intro to tort.  | Links to general elements of crime. Key terms relevant to contract and nature of law.                   | Key terms from prior topics relevant to contract and nature of law.                                     | Key terms from prior topics relevant to contract law.   |                    |
| <b>Assessment</b>                                      | 40 mark assessment per paper, covering AO1, AO2 and A03. 20 marks A2 and 20 marks on previous AS topics. | 40 mark assessment per paper, covering AO1, AO2 and A03. 20 marks A2 and 20 marks on previous AS topics. | 40 mark assessment per paper, covering AO1, AO2 and A03. Contract and NOL tested on scenario and essay. | 40 mark assessment per paper, covering AO1, AO2 and A03. Contract and NOL tested on scenario and essay. | 40 mark assessment per paper, covering AO1, AO2 and A03. Contract and NOL tested on scenario and essay. |                    |
| <b>Cultural Capital, Equality, Diversity Inclusion</b> | Use of real case examples showing diversity. Extra curriculars throughout.                               | Use of real case examples showing diversity. Extra curricular activities throughout.                     | Use of real case examples showing diversity. Extra curricular activities throughout.                    | Use of real case examples showing diversity. Extra curricular activities throughout.                    | Use of real case examples showing diversity. Extra curricular activities throughout.                    |                    |

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| <b>Literacy/Numeracy</b> | Extended writing needed for exam style questions. | Extended writing needed for exam style questions. | Extended writing needed for exam style questions. | Extended writing needed for exam style questions. | Extended writing needed for exam style questions. |  |
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