Law Curriculum Overview Year 12

Nature of Law and the English Legal System – Teacher 1 and 2				
The content of the Year 12 Law course is not reliant on prior learning. All written skills and numerical techniques will be delivered and developed during the two-year course. Every year students experience some challenge with the level of skill required to successfully transition to A Level and answer A Level questions. These skills are nurtured over the two years of the course and are practiced regularly throughout.				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
The Nature of Law and the English Legal System. Types of law making and the legal system.	Knowledge: The Nature of Law, The Rule of Law, Law making parliamentary law making, Delegated legislation, Statutory interpretation, Judicial precedent, law reform. The legal system: Criminal courts, Lay people – lay magistrates, Lay people – Juries. Understanding: Students will understand how laws are created; they will be able to differentiate between the different types of laws. Students will understand the role of the courts, how they function and the role of lay people within the legal system. Skills: Students will gain skills in research, understanding and learning subject specific terminology, the ability to evaluation legal systems, to summarise information into key points and to reference case authority to support their work.	Students working independently to learn the subject matter covered. Students being able to explain the law. An ability to evaluate legal practices. An ability to reference appropriate case authority and legislation to support students' legal arguments. Students will be able to reflect on their work produced and actively engage with the feedback.	As a new subject to students there are limited links to prior learning in the first term. Students may understand the legal process and court systems.	AQA A level Law - For A level Year 1 and AS - Jaqueline Martin/Nicholas Price (Hodder Education) https://www.parliament.uk/ https://www.gov.uk/ http://www.e-lawresources.co.uk/ https://www.judiciary.uk/you-and-thejudiciary/sentencing/

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
The Nature of Law and the English Legal System. Law making; the European Union. The legal system; the Civil Courts, ADR, Tribunals, legal personnel, legal systems, the judiciary, access to justice and funding.	Knowledge: Law making; the European Union, The legal system: the civil courts, The legal system; Legal personnel, The legal system; The Judiciary, The legal system; Access to justice and funding. Understanding: Students will understand the role of the European Union, the impact of the laws it creates on the UK and how those laws are created. They will develop an understanding of the different legal roles within society, such as solicitors, barristers and legal executives, they will understand what these jobs entail as well as how to qualify. They will understand the different levels of Judge within the courts and how to qualify to each position. Students will understand how a civil case can be dealt with both in court and through alternative dispute resolution. They will understand how to begin a civil claim and the steps that should be followed. Skills: Students will gain skills in research, understanding and learning subject specific terminology, the ability to evaluation legal systems and to summarise information into key points. They will develop career skills; students understand the requirements to become a legal professional. Transfers to real world application. Students will develop exam practice skills.	Students working independently to learn the subject matter covered. Students being able to explain the law. An ability to evaluate legal practices. Students will be able to reflect on their work produced and actively engage with the feedback.	Students will build on the knowledge that they have acquired in the first half term. They will utilise and apply the legal terminology already covered. Students will be able to compare the law-making processes from within the UK and the EU.	AQA A level Law - For A level Year 1 and AS - Jaqueline Martin/Nicholas Price (Hodder Education) https://www.parliament.uk/ https://www.gov.uk/ http://www.e-lawresources.co.uk/ https://europa.eu/ https://www.justice.gov.uk/courts/procedurerules/civil/rules/part07 https://www.judiciary.uk/you-and-thejudiciary/sentencing/

Criminal Law - Teacher 1				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Criminal law; the elements of a crime, actus reus and mens rea, no fault and strict liability offences.	Knowledge: Rules of a crime, Actus reus, Mens rea; intention, subjective recklessness, negligence, transferred malice, coincidence of actus reus and mens rea. No fault and strict liability; concept of strict liability, interpretation by the courts, justification for strict liability offences, arguments against strict liability offences. Understanding: Students will have an understanding of the necessary elements of a crime. They will understand the different levels of mens rea, be able to define them with case authority and distinguish which form is applicable in a scenario. Students will understand what a non-fault/strict liability offence is, they will be able to give examples and evaluate the need for these types of offence. Skills: Exam practice, students will begin to develop the application/scenario-based exam question skills, utilising the ILAC structure. Evaluative skills. Ability to break down the law and determine whether an offence is one of strict liability.	Students working independently to learn the subject matter covered. Students being able to explain the law. An ability to evaluate legal practices. Students will be able to reflect on their work produced and actively engage with the feedback. Students will learn the ILAC structure to apply the law to a scenario exam question.	Students will have looked at an introduction to criminal law, they will review and utilise terms such as; defendant, burden of proof and standard of proof. Students will build on their knowledge of the Criminal Courts system to allocate defendants to the correct court and to apply the correct sentence	AQA A level Law - For A level Year 1 and AS - Jaqueline Martin/Nicholas Price (Hodder Education) https://www.gov.uk/ http://www.e-lawresources.co.uk/ https://www.gov.uk/courts/crowncourt http://alevellaw.doomby.com/ https://www.judiciary.uk/you-andthe-judiciary/sentencing/

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Criminal law: Non-fatal offences.	Knowledge: Non-fatal offences against the person; s.39, s.47, s.18, s.20. The rules of tort law; principles of liability and fault, negligence and remedies. Liability in negligence: Personal injury and damage to property: Duty of care, breach of duty, damage and res ipsa loquitor. Understanding: Students will develop an understanding of the different types of non-fatal offences. They will be able to define the offences, establish the mens rea and actus reus and support their definitions with case authority. Students will understand the elements of a negligence claim and be able to explain whether a duty of care has been breached. They w Skills: Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question. Students will sit a mock exam; this will be there first full paper.	Students working independently to learn the subject matter covered. Students being able to explain the law. An ability to evaluate legal practices. Students will be able to reflect on their work produced and actively engage with the feedback. Students will utilise the ILAC structure to apply the law to a scenario exam question. Students will be responsible and organised in preparing for their mock exam.	Students will build on content covered on the Civil court systems; the courts within the hierarchy, the case tracks and track allocation to advise clients on their case. Students will use the ILAC structure covered under criminal law with the civil law exam questions.	AQA A level Law - For A level Year 1 and AS - Jaqueline Martin/Nicholas Price (Hodder Education) My revision Notes - AQA Law - Peter Darwant/Ian Yule Revision Express - A level Study Guide/ As and A2 in One Book (Law) https://www.gov.uk/ http://www.e-lawresources.co.uk/ https://www.justice.gov.uk/courts/procedure rules/civil/rules/part07 https://www.gov.uk/make-court-claim-formoney

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Rules and theories in Criminal Law Homicide, defences to murder; loss of control and diminished responsibility. Manslaughter, unlawful act manslaughter and gross negligence manslaughter.	**Knowledge**: Murder; actus reus, mens rea, mandatory life sentence. Also, Voluntary manslaughter: partial defence to murder; loss of control, diminished responsibility. Involuntary manslaughter; Unlawful act manslaughter, gross negligence manslaughter. **Understanding:** Students will understand the elements of the homicide crimes studied in terms of actus reus and mens rea points of law. Students will also be able to identify supporting cases that confirm the points of law concerned. Students will then be able to distinguish offences from a case scenario setting**.** **Skill:** Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question.	Students will be able to verbalise responses which correctly relate a specific homicide offence to a context scenario. Students verbalising explanations that explain appropriate homicide points of law and how they apply relevant to the scenario at hand. Students identifying correct cases that support a point of law for the offence and scenario at hand. Written submissions that follow the appropriate structure that shows the correct theory, points of law and case material for an offense which is then applied to the case at hand. An ability to identify the positive and negative issues related to the law in question	Prior knowledge of the elements of a crime is vital for this section of the course The students must be able to comprehend what the elements of a crime are, what actus reus is and what mens rea is and from this they can build the offence using the points of law for the specific question at hand. Students must also follow the ILAC writing structure for completing an application question which was outlined in Year 12 Criminal Law.	AQA A level Law For Year 2 - Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.elawresources.co.uk/ My revision Notes - AQA Law - Peter Darwant/Ian Yule Revision Express - A level Study Guide/ As and A2 in One Book (Law)

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Property Offences; theft and robbery	**Knowledge:** Theft, actus reus and mens rea. Aggravated offence of Robbery, actus reus and mens rea. **Understanding:** Students will have an understanding of the elements of the property offence crimes studied in terms of actus reus and mens rea points of law. Students will also be able to identify supporting cases that confirm the points of law concerned. Students will then be able to distinguish offences from a case scenario setting. **Skill:** Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question.	Students will be able to verbalise responses which correctly relate a specific property offence to a context scenario. Students verbalising explanations that explain appropriate property points of law and how they apply to the scenario at hand. Students identifying correct cases that support a point of law for the offence and scenario question.	Prior knowledge of the elements of a crime is vital for this section of the course The students must be able to comprehend what the elements of a crime are, what actus reus is and what mens rea is and from this they can build the offence using the points of law for the specific question at hand. Students must also follow the ILAC writing structure for completing an application question which was outlined in Year 12 Criminal Law.	AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.elawresources.co.uk/ My revision Notes - AQA Law - Peter Darwant/Ian Yule Revision Express - A level Study Guide/ As and A2 in One Book (Law)

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Necessity and Capacity defences	**Knowledge:** Attempts; definition, actus reus, mens rea. Capacity defences; insanity, automatism and intoxication. Definitions and case law of the defences. Necessity defences; self-defence, duress of threat, duress of circumstance. Definitions and case law of the defences. Necessity defences; self-defence, duress of threat, duress of circumstance. **Understanding:** Students will understand the elements of the specific defences that can be used within the criminal system when an offender is charged with an offence in relation to specific points of law. Students will also be able to identify supporting cases that confirm the points of law concerned. Students will then be able to distinguish defences applicable in case scenario settings. **Skill:** Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question.	Students will be able to verbalise responses which correctly relate a specific defence to a context scenario. Students verbalising explanations that explain appropriate defence points of law and how they apply relevant to the scenario at hand. Students identifying correct cases that support a point of law for the offence and scenario at hand. Written submissions that follow the appropriate structure that shows the correct theory, points of law and case authority for use within the defence which is then applied to the exam question.	Students need to know the Homicide and Property offences. They then need to know which defence is applicable to which offence and why. Students also need to know the points of law for the offences so that they can apply the defence appropriately within the structure of an exam answer.	AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.elawresources.co.uk/ My revision Notes - AQA Law - Peter Darwant/Ian Yule Revision Express - A level Study Guide/ As and A2 in One Book (Law)

Human Rights - Teacher 2				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
An introduction to the Rules and Theories in Human Rights Law	**Knowledge:** Students need to be aware of the rules and theory in human rights; theories of human rights, rights contrasted with liberties, the scope of rights. Students also need to know "Human rights in international law, impact of WW2, UN, Council of Europe, and the EU. on fundamental human rights. Finally, students must know "Human rights in the UK before and after the Human Rights Act 1998" detail on the European convention, impact of the ECtHR, entrenched nature of the HRA 1998. **Understanding**: Students will understand the Pre-European Convention of Human rights world and what legitimized breaches existed throughout. The students will then be able to identify how the European Convention has attempted to redefine law making by underpinning human rights thinking into the forefront of law making. Students will be able to look at examples of this in the English legal system. **Skill:** Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Students will develop an ability to identify and apply appropriate law which is relevant to the demands of the exam question.	Students can recall and verbalise: Why there is a need for Human Rights legislation in the modern world. What human right violations were legitimized by law makers in society. How the UN Charter on Human Rights and the European Convention on Human Rights lays the foundations for the Human Rights Act 1998 and what English law was like prior to the Act. Students can make accurate written submissions, with answers supported by relevant case authority.	Students will look back at previous syllabus material to see how Human Rights context is built into legislation created and studied. Students will look at historical scenarios such as racial segregation in USA/South Africa & Nazi Germany as examples of legitimized domestic legislation passed by democratic process that created Human Rights abuses.	"Human Rights for AQA A level Law" Sally Russell AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" http://www.elawresources.co.uk/ https://www.aqa.org.uk/subjects/law/as-and-alevel/law-7162/assessmentresources https://www.thestudentroom.co.uk/showthread.php?t=3200921

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
An understanding of Human Right Articles which impact English Law	**Knowledge:** Article 2 Right to Life; Article 5 Right to liberty; Article 8 Right to Private Life; Article 10 Freedom of Expression; Article 11 Freedom of Assembly. Students also need to know how English law is compliant with the above-mentioned Articles and how the courts enforce Article breaches by the nation state or by an individual. **Understanding:** Students will understand the elements of the specific Articles in question. Students will also be able to identify supporting cases that confirm the points of law concerned within each Article. Students will then be able to apply their knowledge of the Articles to the scenario presented. **Skills:** Exam practice and exam question skills. Application questions, preparation for extended questions in final exams. Develop ability to identify and apply appropriate law which is relevant to the demands of the exam question.	Students verbalising responses which correctly relate a specific Article and its meaning to a context scenario. Students verbalising explanations that explain how a violation of an article has occurred in the scenario at hand. Students identifying correct cases that support a point of law for the Article scenario at hand. Written submissions that follow the appropriate structure that shows the correct theory, points of law and case material for an offense which is then applied to the case at hand. The ability to confirm if a violation has occurred and why. An ability to relate the Article to current English law to examine compliance and non-compliance. An ability to relate how the courts enforce HR violations in English Law.	Students are expected to be able to look at English law and the principles learnt from this, to confirm how the law complies with the Article in question.	AQA A level Law For Year 2 Jacqueline Martin, Nicholas Price, Richard Wortley "Hodder Education" "Human Rights for AQA A level Law" Sally Russell http://www.elawresources.co.uk/ https://www.aqa.org.uk/subjects/law/as-and-alevel/law-7162/assessmentresources https://www.thestudentroom.co.uk/showthread.php?t=3200921