

Subject Law
Year 12
Curriculum Overview

Intent:

To develop student’s knowledge and appreciation of the English legal system, analysis of how this is implemented, and the overall rule of law. To allow students to contemplate deeper issues such as law and morality and the role of fault in law, as well as learning the statutory definitions of offences and defences. Students will be able to apply knowledge of offences / defences to novel scenarios in order to assess criminal culpability, and also do the same with applying tort law. Students will appreciate the key differences between criminal and civil law, which also forms a basis for the study of this subject in year 13.

The students are examined by being given shorter and longer questions, with 30 marks being the most number of marks possible in one question. This means students have an opportunity to learn how to write in more depth, and structure their writing by describing, applying and evaluating, which is also reflected in the assessment objectives for this specification.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	English Legal System <ul style="list-style-type: none"> The role and structure of Parliament Delegated legislation Judicial precedent 	EU law and Tort law <ul style="list-style-type: none"> EU institutions Law reform and the role of the law commission Negligence law 	Tort law <ul style="list-style-type: none"> Psychiatric injury Economic loss Occupiers’ Liability Nuisance Vicarious liability 	Criminal law and English legal system <ul style="list-style-type: none"> Civil Court systems and claims Criminal law theory – actus reus and mens rea 	Criminal law <ul style="list-style-type: none"> Strict liability offences Murder Voluntary and involuntary manslaughter 	Criminal law <ul style="list-style-type: none"> None fatal offences: Assault Battery ABH section 18 and section 20 GBH
Additional support links: Here are links to additional resources which will help your child	https://quizlet.com/_3m5gnk?x=1jqt&i=m2az1		https://quizlet.com/_7hzbct?x=1jqt&i=m2az1 https://quizlet.com/_7i5zdd?x=1jqt&i=m2az1 https://quizlet.com/_7ilqij?x=1jqt&i=m2az1 https://quizlet.com/_7i5qof?x=1jqt&i=m2az1	https://quizlet.com/_850r2j?x=1jqt&i=m2az1	https://quizlet.com/_7co6gj?x=1jqt&i=m2az1 https://quizlet.com/_7coehu?x=1jqt&i=m2az1	https://quizlet.com/_7clwqk?x=1jqt&i=m2az1
Knowledge: Included here is the specific knowledge your child will learn in detail	Students will be able to: Explain the role of Parliament in our law making and influences on future laws Explain in detail how laws are created as part of a step by step process Explain how judges have the power to set precedence under common law Assess the role of Parliament in the English Legal system and discuss strengths and weaknesses Explain the difference between common and statute law Understand and explain various types of Bills and Legislation	Students will be able to: Explain how and why Law Reform occurs and what can prompt this Explain the importance of law reform Understand the concept of tort law as an area of substantive law Explain and apply the legal test for negligence to novel scenarios independently, in order to assess liability for various types of tort law offences Understand and explain the legal process for making a civil claim and/or appeal Evaluate the effectiveness of the civil court system and funding		Students will be able to: Understand and explain the premise of criminal law, how it's different to tort law, and discuss key legal doctrines which underpin criminal law (transferred malice, continuing acts, etc) as well as the different ways in which an actus reus and mens rea can be met (omissions, direct and oblique intent, recklessness, etc) Explain and apply the legal test for both fatal and non fatal offences to novel scenarios independently, in order to assess culpability for various types of criminal law offences Identify whether particular partial defences would apply in particular scenarios Assess whether a partial defence could be used in a novel scenario, by applying the appropriate common law tests Understand and explain the difference between civil and criminal law and identify the differences in the legal process for both		
Skills: Included here is the specific skills your child will learn in detail	Develop competence in using legal skills during the study of the nature of law, legal issues and the English legal system, and private and public areas of substantive law	<ul style="list-style-type: none"> Demonstrate their ability to analyse a scenario by identifying the key facts from which legal issues arise Analyse, when formulating a legal argument, legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent Analyse, apply and evaluate the legal rules and principles of that area of law. This includes the ability to identify and breakdown into constituent parts the relevant legal rules and principles for each area of law and apply those legal principles to a hypothetical scenario. Furthermore, students will be able to formulate a reasoned argument to support a particular proposition by reference to the relevant legal rules and principles that support that argument Construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology Construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem 				

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THE HART
SCHOOL
Creative
Education
Trust

		<ul style="list-style-type: none"> Analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints. 			
<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>Judicial precedent, delegated legislation, public bill, ratio decidendi, obiter dicta, private bill, Parliament, Constituents, Law Lords, Member of Parliament, Order in Council, Statutory instrument, golden rule, literal rule, By-law, Practice statement, legislation, common law, purposive approach, case law, first reading, second reading, queens council, supreme court, royal assent</p>	<p>Law commission, EU, institution, reform, codification, consolidation, tort, fault, negligence, occupier, premises, vicarious, liability, private nuisance, Ryland v Fletcher, primary victim, secondary vicrim</p>	<p>Actus reus, mens rea, omission, transferred malice, oblique intent, recklessness, reasonable man, objective, subjective, continuing act, contemporaneity rule</p>	<p>Strict liability, mens rea, actus reus, voluntary manslaughter, involuntary manslaughter, diminished responsibility, loss of control, qualifying trigger, infidelity, malice, unlawful, express, implied</p>	<p>Common assault, assault, battery, actual bodily harm, grievous bodily harm, wound, inflict, malicious, intent, reckless, jostling</p>