



# Law



KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY

## KEVI HWGA Curriculum Map Year 12

### Curriculum Purpose:

<b>Context</b>	<b>Beyond KEVI HWGA:</b>	Law students develop knowledge and understanding about the legal rules and principles for each area of law. Law can lead to a university degree course in a range of subjects. Law offers a wide range of career opportunities such as; education sector, criminal Justice, non-profit sectors, journalism, counselling, human resources, business and finance. Popular professions include, barrister, solicitor, legal executive and paralegal.
	<b>KS5</b>	<p>KS5 Students of Law will 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. 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.</p> <p>In respect of each private and public area of substantive law they are required to study, to analyse, apply and evaluate the legal rules and principles of that area of law. Analysis and application must include 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. Evaluation must require students to formulate a reasoned argument to support a particular proposition by reference to the relevant legal rules and principles that support that argument. Students of law will be able to construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.</p> <p>Construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem. 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>





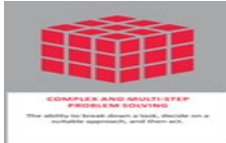



# Law

## Law Concepts

<b>Criminal Law- English Legal System</b>	Types of behaviour which are forbidden in society. A crime against the state. Murder, Gross negligence manslaughter, Unlawful act manslaughter, Theft, Robbery, Assault, Battery, Offences Against the Person Act 1861- s.47, s.20 and s.18. Strict liability
<b>Actus Reus</b>	Guilty act of an offence. Murder requires the 'unlawful killing of a reasonable person in being and under the king's (or Queen's) peace'.
<b>Mens Rea</b>	Guilty mind required for the offence. Intention, direct or indirect intention, subjective recklessness.
<b>Causation</b>	A link between the defendant's act or omission caused to the victim. Factual causation, 'But for test', Legal causation, 'Operating and substantial cause test', Victims own act, intervening acts, take your victim as you find them, thin skull rule.
<b>Civil Law- English Legal System</b>	Private disputes between individuals and/or businesses. Tort; negligence, occupiers' liability, vicarious liability, psychiatric injury, private nuisance, contract law, family law.
<b>Duty of Care</b>	Legal relationship between the claimant and the defendant. Caparo V Dickman test, foreseeability, proximity, fair and just. Contractual agreement.
<b>Breach of duty</b>	Has the defendant broken the duty of care by failing to reach the standard of care? Reasonable man, risk factors, cost of precautions, size of risk, breach of contract.
<b>Damage</b>	Has the defendant's breach led to the injury/loss suffered by the claimant. Causation in fact, but for test, causation in law, remoteness of damage test, foreseeability.



# Law

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Qs Linked to NC</b>	How are legal rules created and enforced in society? <i>(Domain knowledge- Subject specific knowledge covered throughout the ELS)</i>	How are 'rules of law' applied effectively in today's Society? <i>(Domain knowledge- Subject specific knowledge covered throughout the ELS)</i>	How are criminal processes applied effectively in the legal system? Synoptic application. <i>(Substantive/ Procedural Knowledge)</i>	How are tort processes applied effectively in civil matters? Synoptic application. <i>(Substantive/ Procedural Knowledge)</i>	How are legal rules applied to various disputes of civil matter? Synoptic application <i>(Declarative/ Procedural knowledge)</i>	How are legal rules applied to various offences of criminal Law? Synoptic application <i>(Declarative/ Procedural knowledge)</i>
<b>Colour codes:</b> <b>Key Knowledge, Skills HPL (VAA/ ACP's)</b> <a href="#">EDI Link</a>  <b>Key Concepts:</b>  <b>1.Criminal law</b>  <b>2.Actus reus</b>  <b>3.Mens rea</b>	<u>The Nature of Law and the English Legal System</u> <i>(Papers 1/2/3 – 25% weighting)</i> <b>Pupils to explore:</b> <b>Civil and Criminal law</b> <b>English Legal System:</b> ACP- Big Picture thinking VAA- Concerned for Society  <b>•Civil and Criminal law</b> <b>•outline of the court system.</b>	<u>The Nature of Law and the English Legal System</u> <i>(Papers 1/2/3 – 25% weighting)</i> <b>Pupils to explore:</b> <b>Law reform Civil and Criminal law – Law Commission</b> <b>European Union:</b> ACP- Connection Finding VAA- Concerned for Society  <b>•institutions of the EU</b>	<u>Criminal Law (Papers 1)</u> <b>Pupils to explore:</b> <b>Criminal law/Actus reus/Mens rea/Causation Non-fatal offences against the person:</b> ACP- Complex and Multi-step problem solving VAA-Practice  <b>•assault and battery</b> <b>•Actual Bodily Harm (ABH), contrary to s47</b> <b>Offences against the Person Act 1861</b>	<u>Tort (Paper 2)</u> <b>Pupils to explore:</b> <b>Civil law/ duty/breach/damage Negligence – injury and damage to property:</b> ACP- Connection finding VAA- Collaborative  <b>Duty of care-</b> <b>•the 'neighbour' principle and the Caparo three-part test</b>	<u>Tort</u> <b>Pupils to explore:</b> <b>Civil law/ duty/breach/damage Defences to an action in negligence:</b> ACP- Big Picture thinking VAA- Resilience  <b>•contributory negligence</b> <b>•consent (volenti non fit injuria), in respect of visitors.</b>	<u>Criminal Law</u> <b>Pupils to explore:</b> <b>Criminal law/Actus reus/Mens rea/Causation Homicide Murder:</b> ACP Strategy planning VAA- Collaborative  <b>EDI- Case law link/ Legislation- Rv Ahluwalia/ Sarah Tornton</b> <b>•murder</b> <b>AR/MR murder</b>



# Law

## 4. Causation

• legal rules and other norms of behaviour  
• sources of law  
• rule of law.

## 5. Civil law

## 6. Duty of care

## 7. Breach of duty

## 8. Damage

**Civil and Criminal law**  
**Parliamentary law making:**  
VAA- Concerned for Society  
ACP- Big Picture thinking



CONCERNED FOR SOCIETY  
The ability to know the contribution you can make to society for the benefit of those less fortunate...  
• influences on Parliament- How laws impact on EDI in society. Eg. Black lives matter/ Fathers for Justice.

• legislative process  
• Parliamentary supremacy.  
**Civil and Criminal law**  
**Delegated legislation:**  
VAA- Concerned for Society  
• types of delegated legislation

• sources of EU law  
• relationship between UK and EU law.

**Civil law** Civil dispute resolution:  
• civil courts  
• alternative forms of dispute resolution (ADR).

**Criminal law** Criminal courts:  
VAA- Concerned for Society  
ACP- Big Picture thinking



CRIMINAL LAW  
The ability to know the contribution you can make to society for the benefit of those less fortunate...  
• criminal courts  
• sentencing- Linked to BAME in society.  
• magistrates and juries.

**Civil and Criminal law** Legal personnel:  
VAA- Concerned for Society  
VAA- Confident

(OAPA 1861) EDI- Case links/ legislation.

**Criminal law/Actus reus/Mens rea/Causation** Non-fatal offences against the person –  
ACP- Complex and Multi-step problem solving  
VAA-Practice



PRACTICE  
The ability to train and prepare through repetition of the same processes in order to become more proficient.  
Grievous bodily harm (GBH) and wounding contrary, to s18 and 20 OAPA 1861.  
EDI- Case link/ legislation  
Synoptic questions- 20 marks focus.

Discussion of structure and key application of case law.

• theory of tort law – public policy factors governing the imposition of a duty of care.

**Civil law/ duty/breach/damage** Negligence – injury and damage to property:  
ACP Connection Finding  
VAA-Practice

• Breach of duty – the objective standard of care  
• theory of tort law – factors governing the objective standard of care.  
) EDI- Case links/ legislation.

**Civil law/ duty/breach/damage** Negligence – injury and damage to property:  
ACP Connection Finding  
VAA- Collaborative

**Civil law/ duty/breach/damage** Occupiers' Liability Act 1957

ACP Connection Finding  
VAA- Enquiring



CONNECTION FINDING  
The ability to use connections from past experiences to seek possible generalisations.  
– liability in respect of visitors.  
Occupiers' liability to children.  
Trades people  
Contractors  
Remedies

**Civil law/ duty/breach/damage** Occupiers' Liability Act 1984  
ACP Connection Finding  
VAA- Confident



CONFIDENT  
The ability to seek out opportunities to receive feedback to your work, process your own views, and listen closely and constructively to the views of others, to setting, and able to work in teams; take a variety of roles and be able to evaluate your own ideas.

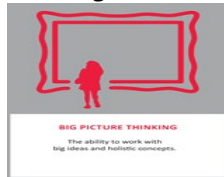
Transferred malice  
Mandatory life sentence  
**Criminal law/Actus reus/Mens rea/Causation**  
Voluntary manslaughter –  
ACP Strategy planning  
VAA- Concerned for society

loss of control- Burden of proof  
Loss of self control  
Qualifying triggers  
Standard of self control.  
Diminished responsibility.  
Abnormality of mental functioning.  
Substantially impaired.  
DR and intoxication.  
EDI- Changes in the law; R v Ahluwalia/ Sara Thornton/ RVR  
1991- Legal changes in relation to female rights.



# Law

- reasons why delegated legislation is used
  - Parliamentary and judicial controls on delegated legislation.
- Civil and Criminal law**
- Statutory interpretation:**  
**VAA- Concerned for Society**  
**ACP- Big Picture thinking**



- rules of statutory interpretation
  - internal and external aids to statutory interpretation
  - impact of the European Convention on **Civil and Criminal law** **Human Rights (ECoHR) and EU law.**
- Judicial precedent:**  
**VAA- Concerned for Society**



- barristers, solicitors and legal executives
  - regulation of the legal profession- Linked to BAME members in society in the profession/ Law Society.
- Access to justice and funding:**  
**VAA- Concerned for Society**  
**ACP- Big Picture thinking**



- alternative sources of legal advice
  - funding alternatives.
- Judiciary:**  
 • types and function of judges- EDI- Changing nature of appointment of judges in society today.



- Damage:**
- causation in fact
  - causation in law (remoteness of damage).

- liability in respect of trespassers.
- The background of the duty
- The scope of the duty.
- Defences
- Remedies

- Criminal law/Actus reus/Mens rea/Causation**
- Involuntary manslaughter:**
- ACP Strategy planning**
- VAA Open -minded**



- Unlawful act manslaughter
- AR/MR Application
- Gross negligence manslaughter.
- AR/MR Application
- EDI- Case link/legislation



# Law

- hierarchy of the courts
- elements of precedent – stare decisis, ratio decidendi and law reports
- operating precedent – overruling and distinguishing.

- judicial immunity.

## **Criminal Law**

**Criminal law/Actus reus/Mens rea/Causation**

**ACP-Meta-cognition**

**VAA- Collaborative**



- voluntary acts

- omissions.

Actus reus  
(continued):

**Causation**

- causation in fact

- causation in law.

**Mens rea:**

**ACP-Meta-cognition**

**VAA- Risk taking**



- intention and subjective recklessness

- strict liability

- transferred malice



# Law

		•coincidence of actus reus and mens rea.				
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# Law

<p><b>Assessment and Feedback Synoptic tasks set from papers 1 and 2.</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles <b>(13.33%)</b></p> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology <b>(9%)</b>.</li> <li>• <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues <b>(11%)</b>.</li> </ul> <p><b>Formative assessment/Feedback through whole class feedback, self/peer assessment tasks set during class activities.</b></p> <p><b>Summative assessment</b></p> <p><b>VAA- Practice/Resilience/ Perseverance</b></p> <p><b>ACP- Intellectual confidence/ Self-regulation</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles <b>(13.33%)</b></p> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology <b>(9%)</b>.</li> <li>• <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues <b>(11%)</b>.</li> </ul> <p><b>Formative assessment/Feedback through whole class feedback, self/peer assessment tasks set during class activities.</b></p> <p><b>Summative assessment</b></p> <p><b>VAA- Practice/Resilience/ Perseverance</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles <b>(13.33%)</b></p> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology <b>(9%)</b>.</li> <li>• <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues <b>(11%)</b>.</li> </ul> <p><b>Formative assessment/Feedback through whole class feedback, self/peer assessment tasks set during class activities.</b></p> <p><b>Summative assessment</b></p> <p><b>VAA- Practice/Resilience/ Perseverance</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles <b>(13.33%)</b></p> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology <b>(9%)</b>.</li> <li>• <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues <b>(11%)</b>.</li> </ul> <p><b>Formative assessment/Feedback through whole class feedback, self/peer assessment tasks set during class activities.</b></p> <p><b>Summative assessment</b></p> <p><b>VAA- Practice/Resilience/</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles <b>(13.33%)</b></p> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology <b>(9%)</b>.</li> <li>• <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues <b>(11%)</b>.</li> </ul> <p><b>Formative assessment/Feedback through whole class feedback, self/peer assessment tasks set during class activities.</b></p> <p><b>Summative assessment</b></p> <p><b>VAA- Practice/Resilience/</b></p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of the English legal system and legal rules and principles <b>(13.33%)</b></p> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology <b>(9%)</b>.</li> <li>• <b>AO3:</b> Analyse and evaluate legal rules, principles, concepts and issues <b>(11%)</b>.</li> </ul> <p><b>Formative assessment/Feedback through whole class feedback, self/peer assessment tasks set during class activities.</b></p> <p><b>Summative assessment</b></p> <p><b>VAA- Practice/Resilience/</b></p>
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# Law

	<p><b>Subject Knowledge Check 1</b></p> <p>Exam questions will be a mixture of question styles including; multiple choice, short answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of legal issues.</p> <p><b>Exam paper (Partial questions from paper 1 ELS)</b> Individual/whole class feedback/ address misconceptions.</p>	<p><b>ACP- Intellectual confidence/ Self regulation</b></p> <p>Exam questions will be a mixture of question styles including multiple choice, short answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of legal issues.</p> <p><b>Exam paper 1 (ELS Questions)</b> Individual/whole class feedback/ address misconceptions.</p>	<p><b>ACP- Intellectual confidence/ Self regulation</b></p> <p><b>Subject Knowledge Check 2</b></p> <p>Exam questions will be a mixture of question styles including multiple choice, short answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of legal issues. <b>Exam paper 1 (Criminal liability questions)</b> Individual/whole class feedback/ address misconceptions.</p>	<p><b>Perseverance</b></p> <p><b>ACP- Intellectual confidence/ Self regulation</b></p> <p>Exam questions will be a mixture of question styles including multiple choice, short answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of legal issues.</p> <p><b>Exam paper 2 (Negligence Questions)</b> Individual/whole class feedback/ address misconceptions.</p>	<p><b>Perseverance</b></p> <p><b>ACP- Intellectual confidence/ Self regulation</b></p> <p>Exam questions will be a mixture of question styles including multiple choice, short answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of legal issues.</p> <p><b>Exam papers ½</b> Individual/whole class feedback/ address misconceptions.</p>	<p><b>Perseverance</b></p> <p><b>ACP- Intellectual confidence/ Self regulation</b></p> <p><b>Y12 FINALS</b></p> <p>Exam questions will be a mixture of question styles including multiple choice, short answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of legal issues.</p> <p><b>Exam papers ½</b> Individual/whole class feedback/ address misconceptions.</p>
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Law