

## Law

### Curriculum Principles

**By the end of their education, a student of Law at Dixons Broadgreen will:**

- Have developed analytical, critical thinking and communication skills, along with empathy and tolerance of a broad range of topical issues.
- Have developed the relevant understanding and knowledge to enable their success as a highly efficient professional
- Been provided with real life legal experiences in order to apply their learning in context
- Have developed a genuine enthusiasm for the law

**Our unifying ‘sentence’ is: “The law department at DBA developed students with the ability to practice as highly successful and effective professionals with the ability to think analytically and critically and communicate effectively”**

**In order to achieve a true understanding of law, topics have been intelligently sequence based on the following rationale:**

A true understanding of the legal system requires the delivery of core preliminary information without which a student will be unable to fully understanding the more complex areas. This includes the essential skill of researching and analysing case law.

- The study of law commences with an introduction to the difference between law and morality. Students will consider the difference between the two and developing an understanding that there are examples of “immoral” acts that are actually legal i.e. some people believe that eating meat is immoral. However, it is completely legal.
- Students will then develop an understanding of the civil court structure and learn about the hierarchy of the court structure and the role of the first instance and appellant courts. They will learn how to pursue a claim in the civil courts and consider liability and quantum in a basic case study. Alternative dispute resolution will be considered as well as a study of the personnel within the legal system. Students will then begin a detailed study of the law of negligence and develop the ability to consider a legal test i.e. the Caparo test. They will develop a high-level ability to analyse case law.
- An understanding of how laws are made will be followed by an introduction to aspects of criminal law including important Latin terms i.e. actus reus. A detailed analysis of the offences of murder, manslaughter, theft, robbery, burglary and criminal damage will enable students to understand the legal tests for these offences. Students will then consider police powers under the Police & Criminal Evidence Act 1984 (PACE).

**The law curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:**

- When designing our law curriculum consideration has been made to the school context and the needs of students within the school. For this reason, the curriculum will be constantly reviewed to ensure that it meets the needs of current cohorts of students.



- The nature of this subject is overtly inclusive. We explore a vast range of topics, styles and cultures. Students have a high level of autonomy in all lessons. All lessons teach to the top and are scaffolded for students who require additional support. The independence of students is paramount.

**We fully believe law can contribute to the personal development of students at DBA:**

- We seek to promote the personal development of students at DBA by ensuring that they are provided with opportunities to develop the ability to communicate effectively. This is crucial to the successful study of law. Students will be provided with the opportunity to practice oral communication and advocacy as well as the ability to communicate effectively in writing.
- Students are encouraged to develop a thirst for legal knowledge. As a new subject for all students in KS5 the development of knowledge and understanding is essential for success. This is promoted by the analysis of detailed case law and active discussion of key points. In order to do this successfully the students must be able to use the skill of high-level comprehension.
- Students are encouraged to be reflective, and law provides ample opportunity for reflection. They are encouraged to think about their own performance in a variety of tasks or assignments and consider what went well and not so well whilst striving for continuous improvement.

**At KS5 our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- The opportunity to visit a real court and see the law in practice is essential to a true appreciation of our legal system. Students will be provided with opportunities to attend court and encouraged to visit in their own time.
- Students will be provided with opportunities to meet with real legal professionals and take part in placement through close links with two national law firms, DWF and Weightmans.
- As students' progress into KS5 they are provided with opportunities to meet legal professionals such as lawyers and judges.

**A true love of law involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in BTEC examinations:**

Law at all levels caters for the needs of all our learners and

- An understanding of fundamental British Values (in particular democracy and the rule of law) are developed. This empowers students to think critically and strategically about law, morality and their place in the world.
- Explore the key features of the legal system of England & Wales
- To embed an independent learning ethos which will prepare students for higher education or the world of work.



**Year 12 BTEC Applied Law Long Term Plan**

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
Cycle 1	Orientation	Introduction to law – criminal vs civil Legal vs moral	Features of civil law Structure and jurisdiction of the English civil courts	Alternative Dispute Resolution Sources of advice (types of legal personnel)	Sources of funding The cost of taking legal action	Parliamentary legislation	How precedent works	The Law of negligence Duty of Care	The Law of negligence Breach of Duty	The Law of negligence Damage (factual and legal causation)	The Law of negligence Damages (general and special)	The Law of negligence Burden of proof and res ipsa loquitur	The Law of negligence Revision	Case study prep
		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
Cycle 2			Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2				
		Case study prep	Case study prep	Case study prep	Controlled Assessment	Unit 2: Investigating Aspects of Criminal Law and the legal system – Introduction to unit – Legal skills	Explore how statutory rules are made and interpreted How to read an Act of Parliament	Influences of parliament <ul style="list-style-type: none"> <li>Pressure Groups</li> <li>Law Commission</li> <li>Media</li> </ul>	The Law-making procedure in Parliament	How statutes are interpreted by the courts The Literal Rule	How statutes are interpreted by the courts <ul style="list-style-type: none"> <li>The Golden Rule</li> <li>The Mischi</li> </ul>	Delegated legislation <ul style="list-style-type: none"> <li>Orders in Council</li> <li>Statutory Instruments</li> <li>By-Laws</li> </ul>	The European Legislative process	The European Legislative process

										ef Rule			
	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
			Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
Cycle 3	Explore the various legal personnel involved in a criminal trial	Lawyers and Lay People Juries	The Judiciary	Apply the key elements of crime and sentencing in non-fatal offence case studies	Elements of a crime <ul style="list-style-type: none"> <li>• The actus reus</li> <li>• causation</li> </ul>	Elements of a crime <ul style="list-style-type: none"> <li>• The mens rea</li> <li>• Intention</li> <li>• Recklessness</li> </ul>	Non-fatal offences Common Assault	Non-fatal offences <ul style="list-style-type: none"> <li>• Actual bodily harm</li> <li>• Grievous bodily harm</li> </ul>	Aims of sentencing Factors involved in sentencing	Coursework completion	Coursework completion	Coursework completion	Coursework completion

## Year 13 BTEC Applied Law Long Term Plan

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
Cycle 1	Orientation	Unit 2: Investigating Aspects of Criminal Law and the legal system – Introduction to unit – Legal skills	Explore how statutory rules are made and interpreted	Explore how statutory rules are made and interpreted	Explore how statutory rules are made and interpreted	How to read an Act of Parliament	Influences of parliament	<ul style="list-style-type: none"> <li>Pressure Groups</li> <li>Law Commission</li> <li>Media</li> </ul>	The Law-making procedure in Parliament	How statutes are interpreted by the courts	How statutes are interpreted by the courts <ul style="list-style-type: none"> <li>The Golden Rule</li> <li>The Mischief Rule</li> </ul>	Delegated legislation <ul style="list-style-type: none"> <li>Orders in Council</li> <li>Statutory Instruments</li> <li>By-Laws</li> </ul>	The European Legislative process	The European Legislative process
		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
Cycle 2				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		Explore the various legal personnel involved in a criminal trial	Lawyers and Lay People	The Judiciary	Apply the key elements of crime and sentencing in non-fatal offence	Elements of a crime <ul style="list-style-type: none"> <li>The actus reus</li> </ul>	Elements of a crime <ul style="list-style-type: none"> <li>The mens rea</li> </ul>	Non-fatal offences Common Assault	Non-fatal offences <ul style="list-style-type: none"> <li>Actual bodily harm</li> <li>Grievous</li> </ul>	Aims of sentencing Factors involved in sentencing	Coursework completion	Unit 7: Aspects of Tort  Examine the principles of tort and liability in negligence for psychiatric harm	Psychiatric harm  Primary and secondary victims	Aim and calculation of damages

				case studies	causation	<ul style="list-style-type: none"> <li>Intention</li> </ul> Recklessness		bodily harm			Duty, breach and damage		
	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
			Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
Cycle 3	Liability for economic loss and negligent misstatements	Occupiers liability and vicarious liability  Occupiers Liability Act 1957	Occupiers liability and vicarious liability  Occupiers Liability Act 1984	Vicarious liability  Test used to determine employment status	Explore liability for private nuisance and Rylands V Fletcher	Coursework	Coursework	Final C/W deadline					