| Curriculum Content Map | | | | | | | Subject: | | | | | | |
|--------------------------|--|--|---|--|---|---|---|---|--|---|---|---|--|
| | | | Term 1 | | | | Term 2 | | | | Term 3 | | |
| Mor | Units of Work | | September Introduction to the ELS: • civil and criminal law, • outline of the court system. | October Statutory interpretation: • rules of statutory interpretation, • internal and external aids to statutory interpretation, • interpr | November European Union: • institutions of the EU • sources of EU law • relationship between UK and EU law. | December Access to justice and funding: • alternative sources of legal advice, • funding alternatives. | January Law and fault: • fault in the criminal law • fault in the civil law. | February Actus reus: • voluntary acts • omissions: • causation in fact, • causation in law. | March Murder: • murder, • voluntary manslaughter – loss of control and diminished responsibility. | April Theft – actus reus: • appropriation, • property, • belonging to another. | May Derences: • capacity defences — insanity, intoxication and automatism, • necessity defences — self-defence, | three-part test, • theory of tort law – public | July Defences to an action in negligence: contributory negligence, consent (volenti non fit injuria). |
| | Substantive Knowledge | The What! | Identity the civil and | Describe the different rules of statutory interpretation. Identify the different internal and external aids to statutory interpretation. Analyse the effectiveness of the different approaches to statutory interpretation. | Identify the respective functions of the Council, Commission, Parliament and Court of Justice of the European Union. Describe the nature and functions of each type of EU law source. Illustrate the impact of EU law on the UK legal system. | Identify the alternatives to visiting a solicitor. • Describe in outline how legal work of different types can be paid for. | used in civil and criminal law. • Analyse the reasons for the use of fault. | broken and when it is not. | Identify the elements required for murder. Explain and analyse the circumstances in which a defendant can rely on one of the partial defences. Read the following article on the double murder or Katie and Elizabeth Edwards and watch the relevant videos. Consider why a partial defence was not available. How can you use this to evaluate | Define the concept of appropriation. • Explain what does and does not amount to property. • Analyse the circumstances in which items belong to another. | Explain the elements of each defence. Identify the circumstances in which each offence is likely to be relevant. Use this criminal law clip to revise automatism. | Identify the tests for imposing a duty of care. • Explain the three stages of the Caparo test. • Analyse public policy factors involved in imposing a duty of care. | |
| | Discip linary knowledge | The How! | Be prepared to give case examples to illustrate each aspect of precedent. Construct a diagram of the hierarchy of the courts; showing their powers, as against each other, for the purposes of judicial precedent. | Give examples of Law Commission papers and their impact in reforming different aspects of criminal and civil law. Be prepared to give reasons as to why law needs to be kept under review. | EU law remains part of the specification and is examinable in the normal way. Construct a flow diagram showing how | available locally. • Access the website of such an alternative | in criminal, negligence and contract law. • Be prepared to use a wide range of | issues behind causation rules, such as those relating to medical negligence, • Construct a chart summarising the different rules | | | Link automatism with actus reus and the issue of voluntary acts. Construct a chart of the different rules governing the use of self- defence and give a case example for each. | duty of care (sporting events or theatre productions). • Think of everyday examples of when a duty of care exists. | Note that contributory negligence exists when a claimant either contributes to the cause of an accident or the level of his injuries, • Even if a defence is clearly relevant to a scenario problem, be careful to establish the primary liability first: a defence cannot |
| | Sequencing (Flow) | Retrieval & Extension | As new students to A-levels they will learn about note-taking skills and how to think about causes and consequences | As new students to A-levels they will learn about note-taking skills and how to think about continuities and changes over time. | Changes and challenges in the workplace Provision of social welfare | Students will develop their skills of independent analysis and formulating criteria for judging historical statements | Evaluation skills and prioritising key factors to establish clear criteria for analysis and reaching sustained conclusions. | Source analysis for establishing what kinds of sources are being used and their nature, origing and purpose. Understanding how NOP helps build our understanding of the utility of sources. | | Building our understanding of sources and how we can add our own contextual understanding to assess the validity of the sources. | Factorising changes over time and thinking synoptically about key drivers in living standards and racial tensions in Britain across the whole time period. | Source analysis and how to reach sustained and consistent evaluations over the course of an essay. | How to research and write notes and use this to assess different case debates. Revision skills. Note-taking Prioritising learning |
| | Summative Assessment | | | API | | AP2 | AP3 | АР | | | | APS | |
| Personal Empowerment | Virtue | | Friendliness and Civility | Justice and Truthfulness | Courage | Generosity | Gratitude | Good speech | Good temper and humour | Self-mastery | Self-mastery | Compassion | Good sense |
| | Link to Virtue | reflect, think deeply and critically about an issue. | The friendliness and civility experiences by citizens of Britain during the Depression and how American society became more psoiltive post 1955 | The justice and trutfulness of society in Britian and the USA adapting to changes in day-to-day life | The courage to face economic challenges | The need for generosity to create new societies | The gratitide for education and ability to speak out on important political issues | The good speech of the Civil Rights movemen | The good temper and humour of student movements and the impact of social change in Britain | Self-mastery to stand against oppositon and organise events to make protest | Self-mastery to stand against oppositon and organise events to make protest | Was America a compassionate society from 1955? How did compassion feature in British history post-1918? | Good sense to adopt revision stratgeis and research staretgies to prepare for the coursework element |
| Preparation for Work | Skill | e skills | Listening | Leadership | Problem Solving | Creativity | Staying Positive | Speaking | Speaking | Staying Positive | Aiming High | Speaking | Teamwork |
| | Link to Skill | Transferabl | Listening to one another and appreciating counter-arguments | The leadership of the National Government | Problem-solving to economic challenges | Craetive solutions to economic and social issues. | Staying positive in the face of political opposition to make your mark. | Speaking to one another positively and sharing ideas to craft nuance into our responses to questions | The Port Huron statement and good speech of poets and activists in this period | Staying positive despite opposition | Staying positive despite oppositio | Aimimng High to make changes in society and bring about political change | Working together to find resources neded for the coursework |
| eparation Citizenship | SMSC & British Values | opinions on issues | Democracy | Rule of Law | Mutual Respect | Indivodial Liberty | Tolerance of other belieds | Democracy | Rule of Law | Mutual Respect | Individual liberty | Tolerance | Democracy |
| Prepai for Citiz | Link to SMSC & British Values | Developing c curent | | | | | | | | | | | |