

	What we do	When we do it (e.g. Term 3)	How it helps students to develop our Alive theme (use language of descriptors if possible)
Year 12	<p><u>Legal System (LS)</u> Discuss the advantages and disadvantages of the jury system (12) Discuss the advantages and disadvantages of the use of magistrates in criminal cases (12)</p> <p><u>Law Making (LM)</u> Discuss the advantages and disadvantages of delegated legislation (12) Discuss the advantages and disadvantages of primary legislation (12)</p> <p><u>Criminal Law (CL)</u> Discuss whether the law on <i>non-fatal offences</i> is in need of reform or is fit for purpose (20). This essay covers the theme of balancing the struggle between individual rights (autonomy) and protecting the public (social paternalism)</p> <p><u>Tort Law (TL)</u> Discuss whether the current state of law relating negligence is fair and just on the claimant (20)</p>	<p>Term 3</p> <p>Term 5</p> <p>Term 4/5</p> <p>Term 4/5</p>	<p>This helps students to understand the different institutions in the criminal justice system and their limit in terms of enforcing the law, protecting the public, creating transparency in the law, promoting respect and justice in a system that isn't always democratic - for example, the selection of the jury and magistrates</p> <p>This helps students to show where my opinion is different to someone else's on a matter concerning justice by encouraging them to listen respectfully to one others' opinions as to whether the current of state of the law is just in protecting both the individual and society.</p> <p>Additionally, it helps them to understand the importance of law making with regards to create respect and justice in society. Furthermore, it makes them also think of the other ways that laws are made – judge made law and international organisation to also support and harmonise peace, justice and respect. Therefore, there helping them to know how and why different groups have fought for justice and respect</p> <p>The scenario questions helps them to empathise with others in terms of injustice and disrespect. Therefore, helping them to make comparisons with current state of affairs, their own experience which are unjust, and inspire them to do whatever is within their power to set them right</p>
Year 13	<p><u>Criminal Law (CL)</u> Discuss whether the law on <i>intoxication/ consent/self-defence/ non-fatal offences</i> is in need of reform or is fit for purpose (20). All of these essays covers the same theme, the balance/ struggle between individual rights (autonomy) and protecting the public (social paternalism)</p> <p><u>Tort Law (TL)</u> Discuss whether it is fair and just to impose vicarious liability on an employer (20)</p>	<p>Term 4</p> <p>Term 5</p>	

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
	We are Reviewing and Revising	Transition task	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect Habits and different approaches to adopt for Law
1	We are Diversity and Choice We are Questioning	LS –civil court and alternative dispute resolutions –choice to resolve a dispute how you see fit (limits)	This helps students to understanding the fact that not everybody is equal in society – some people are more financially well off than other Therefore putting them at advantage legally in court. Additionally, this topic helps students to understand choice – not all civil issues should go to court/ be resolved in court – online dispute resolutions – ebay/ amazon etc
	We are Reviewing and Revising	Assessment (not timed) 8 marker and 10 marker	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect – highlight topics that revisiting, reviewing, before practising Set targets for the next assessment
2	We value Justice and respect We are Questioning	LS – lawyers– student learn about responsibility and respect regarding qualifying as a lawyer -if you abuse your powers there are consequences – regulatory bodies, complaint bodies, bodies that represent you in court for negligence/ misuse of powers	This helps them to understand and appreciated the with any job, there are terms and conditions. There are rules to follow and if you break them, regardless of who you are, you are not above the law (Rule of Law), you will receive some kind of punishment/ disciplinary action
	We are Reviewing and revising	Controlled Assessment Timed)	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect – highlight topics that revisiting, reviewing, before practising Review targets set in the first ever assessment
3	We value Diversity and choice We are Questioning	LS- Access to justice - limited not everyone is entitled to legal aid	Same theme as term 1
4	We value Justice and respect We are Questioning	CL – fatal offences – when is taking the life of another justified?	Helps students to understand the different special defences and general defences for murder and the different requirements that must be meant before a defence is considered by the defence lawyer/ judges. Judges will consider mitigating and aggravating factors to enforce justice
5	We value Justice and respect We are Questioning	CL – fatal offences – reinforces morality and justice	Same theme as term 4 – learn and understand that justice is only served if legal requirements are met
	We are Reviewing and revising	Controlled Assessment Timed)	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect – highlight topics that revisiting, reviewing, before practising Review targets set in the first ever assessment
6	We value Justice and respect We are Questioning	CL- non-fatal offences -reinforces morality and justice	Same theme as term 4 – learn and understand that justice is only served if legal requirements are met

Law Year 12 (Paper 2) Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
	We are Reviewing and Revising	Transition task	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect Habits and different approaches to adopt for Law
1	We value Justice and Respect We are Questioning	LM – lessons on 'Parliamentary Law-Making' = democratic UK process, contrasted with lessons on 'Delegated legislation' =non-democratic UK process	This helps them to understand and appreciated the different institutions (Parliament and other delegated bodies) involved in the creation of our laws. Laws are designed to reflect the norms and values of society at the time
	We are Reviewing and Revising	Assessment (not timed) 8 marker and 10 marker	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect – highlight topics that revisiting, reviewing, before practising Set targets for the next assessment
2	We are Questioning We value Justice and Respect	LM- 'lessons on Statutory interpretation' = judge made law – fill in the gaps in the above law-making process	This helps students to understand that Act of parliament are not perfectly drafted and because of this error, judges will need to use several rules to help them assess the enforcement of the Act – each rule tries to achieve fairness, justice and consistency in their own way
	We are Reviewing and Revising	Controlled Assessment Timed)	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect – highlight topics that revisiting, reviewing, before practising Review targets set in the first ever assessment
3	We are Questioning We value Justice and Respect	LM- Judicial precedents – judge made law – why we have judge made law	This helps them to understand and appreciated the different institutions involved in making UK law through undemocratic means, to keep our laws in-tuned with our social norms and values, which are forever changing
4	We are Questioning We value Justice and Respect	LM- Law reform bodies – Law commission helps to shape new laws to make them more accessible, modern, fair and simple	Same as term 3
5	We are Questioning We value Justice and Respect	TL- negligence – claimant are entitled to sue for incompetency in terms of duty of care	Same theme as term 4 – learn and understand that justice is only served if legal requirements are met
	We are Reviewing and Revising	Controlled Assessment Timed)	<ul style="list-style-type: none"> This helps students to 'think about thinking' → self-reflect – highlight topics that revisiting, reviewing, before practising Review targets set in the first ever assessment
6	We are Questioning We value Justice and Respect	TL- Occupier's Liability Act - claimant are entitled to sue for incompetency in terms of the state of the premises	Same theme as term 4 – learn and understand that justice is only served if legal requirements are met

Law Year 13 (Paper 1 & 2) Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value Justice and Respect We are Questioning	CL – property offences	Same them as term 4 in year 12 – learn and understand that justice is only served if legal requirements are met
2	We value Justice and Respect We are Questioning	CL – mental capacity defences	Same them as term 4 in year 12 – learn and understand that justice is only served if legal requirements are met
3	We value Justice and Respect We are Questioning	CL – General defences – insanity, automatism, intoxication	Same as term 4 in year 12
	We are Reviewing and Revising	Mock	<ul style="list-style-type: none"> • This helps students to ‘think about thinking’ → self-reflect – highlight topics that revisiting, reviewing, before practising • Review targets set year 12
4	We value Justice and Respect We are Questioning	Review occupier’s liability - claimant are entitled to sue for incompetency in terms of the state of the premises	Same theme as term 4 – learn and understand that justice is only served if legal requirements are met
	We are Reviewing and Revising	Mock	<ul style="list-style-type: none"> • This helps students to ‘think about thinking’ → self-reflect – highlight topics that revisiting, reviewing, before practising • Review targets set in the past
5		TL – Private nuisance Rylands v Fletcher vicarious liability	Same theme as term 4 – learn and understand that justice is only served if legal requirements are met
	We are Reviewing and Revising	Mini mock and revision in class	<ul style="list-style-type: none"> • This helps students to ‘think about thinking’ → self-reflect – highlight topics that revisiting, reviewing, before practising • Review targets set in in the past

Law Year 3 (Paper) Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value Justice and Respect We are Questioning	HR – protecting of individual rights	This helps students to understand and appreciate international and domestic laws relating to our rights. They also get to learn that if these rights are infringed they can legally take a body, person or country to court
2	We value Justice and Respect We are Questioning	Article 5, 6, 7 and 8	
3	We value Justice and Respect We are Questioning	Article 11	
	We are Reviewing and Revising	Mock	<ul style="list-style-type: none"> • This helps students to ‘think about thinking’ → self-reflect – highlight topics that revisiting, reviewing, before practising • Review targets set in the first ever assessment
4		NL – law and morality	Helps students to learn the fact that laws are interlinked and are designed to reinforce morality. They learn about how morals change with time and how laws have to as well
	We are Reviewing and Revising	Mock	<ul style="list-style-type: none"> • This helps students to ‘think about thinking’ → self-reflect – highlight topics that revisiting, reviewing, before practising • Review targets set in the first ever assessment
5		NL- law and society	Helps students to learn the fact that laws are interlinked and are designed to reinforce the norms and values of society, which is forever changing and consist of different cultures, political view and religious.
	We are Reviewing and Revising	Mini mock and revision in class	<ul style="list-style-type: none"> • This helps students to ‘think about thinking’ → self-reflect – highlight topics that revisiting, reviewing, before practising • Review targets set in in the past