BUDMOUTH ACADEMY WEYMOUTH

Curriculum Statement - LAW

Our Intent:	
What is the vision (big picture) for your subject?	Students who take law develop a high level of knowledge which illuminates the world of law and politics. They develop an understanding of how the legal system works as well as of underlying concepts such as justice and morality. Students develop skills such as analytical thinking, rigorous application of rules to facts and objective thinking which are transferable to many aspects of work, study and life. A high proportion of law students continue to study law and many move into the legal professions.
What are the key concepts that underpin your subject?	Key concepts include objectivity, equality, the notion of fault as central to legal accountability, and justice. Students will consider how these concepts are embedded in law and the legal system. Students study various rights and how these can be asserted by individuals. The legal system is examined critically in the light of the aforementioned concepts of justice, fault and morality.
Which key themes are repeated over time?	Actues reus and mens rea of offences; rights in tort and contract law. Who makes law and how. Access to justice, sources of law. Fault, morality and justice.
What knowledge and skills will students have at the end of each key stage?	Knoweldge of English legal system; offences including non fatal offences, fat aoffences and property offences. General defences. Knowledeg of various torts including negligence based torts and land based torts. Contract law including the fiormation of a contract and the terms of a contract.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	The sepcification is entirely matched and exceeded in places. Students are encouraged and sometimes required to read, watch and listen around the subject. Frequent recommendations are made of podcasts, books, TV dramas and documentaries. In the last two weeks of term in July of year 12 all students research a well-known case and make a presentation to the class outlining the facts of the case as well as the issues raised. Links are made to current affairs when possible, often moving outside areas directly covered in the specification, for example this may include discussion of human rights issues.
How do you ensure that learning is sequenced effectively over time in your subject?	The course is taught by paper to ensure absolute clarity to the students. English legal system is taught first for each paper. For paper 1 this involves considerable detail and explantion as the whole subject is new to students. Paper 1 then involves crime as its substantive field. This is taught slowly and carefully to develop the skills which are then also needed for papers 2 and 3. Once a paper has been taught, one lesson per fortnight is retained for that paper. Once paper 3 is started, one lesson each for papers 1 and 2 are retained so paper 3 is taught in 7 lessons per fortnight. Skills are common to all three papers and are revisited (modelled, discussed, assessed) frequently.
How have you decided what knowledge and skills you want students to learn in your subject?	Particular knowledge and skills are required in order to succeed in A level law. These are detailed in the specification. In addition to this it is important that students develop an ability to apply their skills more widely than to the knowledge required by the specification.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Recommended wider reading, podcasts, viewing of films, dramas and documentaries. Frequent discussion of real world topics that relate to what we have studied in class. Visits to Winchester Crown Court and Weymouth Magistrates Court. Speakers and visitors where possible- past examples have included working barristers and solicitors, police officers and a member of the House of Lords.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	Detailed and thorough learning booklets are used for all aspects of the curriculum. These contain pages for note making, readings, exam questions, sample answers and resources for making case lists. Text books and teacher prepared notes are used for delivery of content, always preceeded by explanation and examples. Students need their own set of notes that they have made and all students have these by the end of the course. Teaching of each topic follows a loose structue of: introduction which should start from a point of knowledge or experience the students already have; delivery of content (textbook or teacher led); looking at exam questions alongside samples and models; practice and/or assessment.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	Homework is usually memorising for knowledge tests. In addition to this students are required to prepare revision resourses and to undertake activities to broaden and deepend their knowledge such as wider reading and listening to podcasts.
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	JG has been the only teacher on this course for the past 20 years. Should another teacher join, they will be guided by JG and resources fully shared. The learning booklets are such that they provide an easily-shared frameworkfor teaching
Our Implementation:	
What will we see when we drop into your subject lessons and why?	You might see teacher led content lessons where students are making notes from a textbook or the board. Class discussion. Students practising, sometimes on chromebooks with teacher watching and coaching. You might see students working togther to discuss exam questions or sometimes working together to answer exam questions on flipcahrt paper for sharing. You might see the teacher modelling thinking and writing using the visualiser. You might see us off on a tangent, discussing something current that relates to law- or even maybe that doesn't.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	Scaffolding is provided for all topics. The learning booklets provide plans which students can follow for guidance (although more able students are encouraged to use the plans flexibly). Skills are taught slowly with ample time and opportunity for practise provided in class. Teacher often assists students one-to-one if required
How do you stretch students who are high prior attainment?	Allowing flexibility in relation to above mentioned plans. Inspiring ambition in relation to university options and possible legal careers. AO3 requires analysis and evaluation which is explicitly taught. High demands are made- students who do not achieve full marks or close on knowledge tests are required to resit using a different test. Success in law is highly dependent on whether a students is prepared to put in time to do the vast amounts of memorising required, this is explicitly taught from the very start. In the first two weeks of yera 12 students will be assessed on something that requires memorising so they can see very early on what is required.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	Everything is made explicit- all knowledge and skills. No assumptions are made about prior knowledge. Scaffolding is provided for all aspects of the course. Examples are always given. Students can be given one-to-one help. Assessments may allow extra support such as use of notes or extra time.
How do you support students who are disadvantaged?	Inclusion in visits can be paid for by the bursary fund. The Magistrates' Court visit is free. Loan of revsion guides. Contact with home with individual support as required.
Our Impact:	
How are you monitoring implementation in your subject area?	Results are closely analysed using the AQA online marks anysis tool. Each year the lowest performing question is identified and teaching is reflected on and adjusted. Learning walks, frequent discussion and full sharing of all resources will ensure monitoring when a new member of staff becomes involved in law.
How do you check the rigour in planning and resourcing in your subject area?	Results inform whether the required rigor is embedded in the teaching. Most years at least one of the law students is highly academic with demanding ambition. Meeting the needs of these studenst without adversely impacting the offer to other students is a focus. The constant referencing and recommendation of wider exploration of the subject is essential for these high eprorming students.
How do you use assessment in your subject area?	There are frequent assessments ranging from low level knowledge tests (as stated above high marks are a must), to answering exam questions. Assessments are supported initially, so for example students may be allowed to use notes or given more time than would be allowed in an exam. These supports are gradually withdrawn across the course or across a topic. For example it may be the first crime assessment allows notes and a plan but a later crime assessment doesn't but the first tort assessment may allow full support once again.
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	Knowledeg gaps are easily identified by knowledge tests and can be retested. Skills gaps are identified through discussion and later through practice and assessments. Repreated practice can be put in place where needed. examples are shared. Some students are helped one-to-one
How is knowledge remembered in your subject?	Reptition. Finding ways to repeat that suit the individual student. Some is done togther in class- for example reviewing cases at the start and end of lessons. The course is structured to that onece one paper is finished a lesson is retained on that paper to assist with memorising. Remembering knowledge (AO1) is a huge part of law, the other AOs cannot be achieved without strong AO1.

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Curriculum Overview: LAW

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 12	Students are introduced to English legal system. During this phase, it is important that time is taken to explain key vocabulary and concepts. Understanding of the systems as well as some of the key idaes in law are introduced such as democracy, parlaiment, governement. Topics covered: civil criminal distinction; sources of law; statutory interpretation; judicial precedent; access to justice; magistrates; juries; judiciary	Introduction to crime: what elements are involved in the committing of a crime? Specific offences: non fatal offences against the person. Introduction to writing about substantive law. Important structure will be taught to then be used throughout substantive law	Learning about specific offences: homicides including special defences to murder; property offences. reinforcement of structure of substantive answers	Attempts and general defences. Crime theory and concepts	Ensure the whole of paper 1 is completed. This may involve revisiting some areas. Practise answering substantive questions. Paper 2 ELS: civil criminal distinction; sources of law; stages to passing a bill; law reform; ADR; judiciary. Prepare for mock exam	Mock exam and thorough feedback including redoing some questions. visit to magistrates' court. Start Tort for paper 2. Explanation of negligence: duty of care, breach of duty and damage. Develop exam answering skill as it relates to tort law. In the final two weeks of term, each student will study a case in depth and present to the class- this is for depth and breadth.
Year 13	Review of negligence. Explanation and application of further elements of negligence: neglegent missatement and psychiatric injury. Occupier's liability, land based torts. Mock 2 (which is poorly timed for law as paper 2 is not finished at this point)	Thorough feedback for mock paper 2. Vicarious liability, defences, practise substantive questions for paper 2. Tort theory and concepts: morals and fault. One elsson per fortnight retained for paper 1 revision.	Paper 3 ELS, including independence of the judiciary, rule of law, delegated legislation. Start contract law: the nature of a contract and agreement. Break off for mock 2 which will be a paper 1- also poorly timed for law. One lesson per forrtnight retained for paper 1 and one lesson for paper 2.	Terms of a contract, exclusion clauses, vitiating factors, discahrge. Practise questions, focus on A03 along with how to achieve "precision and detail" in answers. Theory and concepts for paper 3: justice, morality, balancing conflicting interests	Q9: focus on concepts. Students prepare model answers for all four concepts. Revision of papers 1 and 2. Sit paper 1	Last revision for papers 2 and 3