

## **An Introduction to Law at Ilkley Grammar School**

### **Law Curriculum Intent**

Through the study of law in the UK, students will gain powerful knowledge across a range of legal topics, gaining insight into the role of law in today's society. Through this knowledge students develop tolerance, empathy and respect for the differences between individuals, which will allow them to interact with those around them with kindness, compassion and without judgement of background, social status, belief, sex, race or ability. The skills students begin to develop through this curriculum lay solid foundations for students applying for the Criminology Diploma on offer in Post-16 at IGS and are highly sought after by higher education and prospective employers.

They will gain this powerful knowledge through:

- A clear teaching structure where key knowledge is revisited regularly, both within a teaching cycle and across the course, to build retrieval skills and to encourage retention of key information in the long-term memory.
- The explicit teaching of subject specific vocabulary, including the Latin definitions and meanings of legal doctrines.
- Development of an awareness of the rights and responsibilities of individuals, including the importance of taking personal responsibility and pride in the choices they make in school and in their lives beyond IGS and the possible consequences of their actions in a legal context.
- Development of an understanding of the concepts of law through justice, fault, law and morals and the balancing of conflicting interests.
- Gaining an in-depth understanding of how law impacts every aspect of their lives and the civic duties that underpin the development of law to fit the democratic society in which they live.
- Developing an understanding of how the criminal justice system, and their roles within in, functions so that they can influence and change how the law operates within the UK with the aim of improving their own lives and the lives of others.
- Development of sophisticated skills such as the identification of key facts from which legal issues arise, the selection of key legal precedent, analysis, critical thinking, problem solving, decision making, evaluation and re-evaluation of arguments.
- Developing curiosity and an enquiring mind whereby they can question the motivations behind criminality, how the criminal justice system treats individuals and the purpose of punishment with the aim of evaluating whether the law works and to offer alternatives as to how it could work.
- Formulation of persuasive legal hypothesis, using the principles of statutory interpretation through the doctrine of precedent, and encouragement to construct clear, concise and logical arguments which are substantiated by legal authority, using appropriate legal terminology.
- Discussions of current and sometimes emotive topics (such as euthanasia and abortion) to enable students to develop their verbal communication skills and their ability to communicate on controversial areas with sensitivity. These discussions will allow them the time and space to think about what their beliefs are and how they fit in the world around them and to have the courage to express them. Student's arguments will be challenged in order for them to develop resilience in debating, that they may re-examine their position and expand it further.
- Making explicit links throughout different areas of the curriculum to ambitious endpoints in future careers in Law, including the wider criminal justice system, notably their introduction to the Post-16 Criminology BTEC.

	What new knowledge/content do we introduce?	
	Year 9	
Autumn  Classification Process People in the law	Introduction to Law – Classifications of Law: Public vs. Private law. Criminal vs. Civil law Court Hierarchy and the UK Courts; Trial Practice (1) – The trial of Thomas Shelby People in the Law – Lay People; Juries; Magistrates; the Legal profession = lawyers, Judges Sources of English Law – Legislation; Case Law; the relationship between the different sources of law Criminal Courts and Processes – Pre-trial issues.	
Rationale for these components	Students are made aware of the basics of how law is made, how it is practised and by whom it is carried out in order for them to understand how the criminal justice system works in the wider community. Students are introduced to the basic concepts of what law is, what makes an action a crime and how that crime can be punished, including which courts will hear the case and what verdicts may be given for particular types of crimes. The purpose of looking at these topics now is to give them the theoretical foundation on which to proceed to the practical application of their knowledge learned this term to the Magistrates Court Mock Trial. Understanding the fundamentals of how laws are made and applied allows students to understand their civic duty and how they promote to British Values.	
Spring  Application of trial process to real life cases- focus on Criminal Law	Procedure in Criminal Court; The Age of Criminal Responsibility & <i>Doli incapax</i> Post Trial Issues; Trial Practice (2): <i>R v Paula Rees</i> Criminal Law – elements of criminal liability Fatal Offences; Non-fatal offences; Property offences General defences Careers in law Magistrates Court Mock Trial (MCMT) – Students will learn to analyse a case, from both a prosecution and defence perspective, via the trial bundle, interrogate witness statements, write opening and closing speeches, present evidence to a court, examine and cross-examine witnesses and make submissions on behalf of their clients and the court and write a summary of the law in the case to submit to the Magistrates.	
Rationale for these components	Criminal concepts from term 1 are revisited in order to formulate the charge against the defendant, which is used as the basis for their defence of prosecution. Students apply their knowledge of the court system and of case-law to build arguments and formulate strategies to prove the case (prosecution) or to defend their client. Students are introduced to a range of careers in law to coincide Careers Week in School. This builds on their knowledge of people in law from term 1 (the trial process) and extend this to careers within the wider Criminal Justice system e.g. police, probation services, Social Work, Prison Services.	
Summer  Civil Law	Civil Courts & Processes - Pre-trial issues Procedure in County Court trials Post Trial Issue The Law of Tort – Negligence; duty of care; Trespass Defences & remedies in tort Civil Law: Family law – marriage; divorce; succession.	

	Introduction to Criminology in Post-16.	
Rationale for these specific components	Students apply and develop understanding of the approaches to civil law in contrast to criminal law and note the key differences between how civil law is practised in terms of court, personnel and remedies available, most notably how the pursuit of a claim in tort has the effect of compensation (private), rather than a criminal (state) charge. This helps understand the importance of becoming literate in discrimination laws which underpin the British values and balancing the rights of individuals and their protected characteristics.	
	<b>Composites</b>	
What do students do with this knowledge?	By the end of year 9, an IGS Law student will: Understand where law comes from, how it is formally made and how it is executed and enforced through the hierarchical court system. Understand how a criminal trial comes to court, how it is prosecuted and defended Be able to critically analyse (uses strengths and limitations) case studies in a wide variety of topic areas Write well-structured answers (both longer and shorter) to ensure logical progression of ideas. Show an awareness of the differences between criminal and civil law Have an awareness of ambitious endpoints and future career pathways they can pursue in Law & the criminal justice system	
Links to previous learning	<b>Key Stage 3</b> <b>Citizenship</b> – reference is made to the Local Democracy, Democracy and Crime units undertaken in Years 7 & 8 Citizenship respectively. <b>RE / An Introduction to Philosophy / GCSE Philosophy</b> – Crime and Punishment; Morals	
Key vocabulary	key terminology is listed within the topic overview power point	
How is challenge embedded in the curriculum?	Lesson power points and activities include a range of challenge activities. These are designed to challenge deeper thinking and make connections and synoptic links between topic areas i.e. how law controls every aspect of our lives, including, for example, coming to school and the curriculum we follow.	
Cultural Capital	<b>Students are introduced to key cases and legislation in UK law</b> <b>National Justice Museum</b> - A proposed tour of the National Justice Museum in Nottingham (or the Royal Courts of Justice in London) to take part in workshops. <b>DLEIS / MCMT</b> – Students given the opportunity to discuss an ‘active’ case (MCMT is based on a real-life case) with a police officer, lawyers and a magistrates either digitally or in-school as part of the course.	
WIDER READING	The Secret Barrister by The Secret Barrister Fake News by The Secret Barrister	