

Faculty of Physical & Social Education AQA A-Level Law: Year 12

Long Term Plan



Rationale (with end points):

- Develop students' competence in using legal skills during the study of the nature of law, legal issues, and private and public areas of English Legal System and Criminal Law;
- Allows for earlier introduction and practice of AO1, AO2 and AO3 skills
- Enable students to demonstrate an ability to analyse a scenario by identifying the key facts from which legal issues arise;
- Support students in formulating a legal argument and analysing legislation by applying the rules and principles of statutory interpretation;
- Support students in analysing case law by applying the doctrine of precedent;
- Enable students to construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology;
- Develop students' ability to analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter alternative viewpoints.

Term	Topic	Knowledge	Skills	Reading /wider reading
Autumn Term 1: Criminal Law	Introduction to Criminal Law		<ul style="list-style-type: none"> • Describe the elements of a criminal offence (actus reus and mens rea); • Explain the need for a criminal act to be committed voluntarily; • Distinguish between informally deviant acts and formally deviant acts. 	
	Actus reus	<ul style="list-style-type: none"> • voluntary acts • omissions. • causation in fact • causation in law 	<ul style="list-style-type: none"> • Explain the voluntary nature of a legally valid actus reus. • Identify the circumstances in which the law imposes a duty to act. • Describe the difference between voluntary acts and omissions; • Explain the meaning of causation in fact and causation in law. 	Complete the following causation scenario Activity 1: Mr Martini's revenge . As an extension re-visit this to do non-fatal offences. Refer to the SAMs for additional practice scenarios.
	Mens rea	<ul style="list-style-type: none"> • intention and subjective recklessness • strict liability • transferred malice • coincidence of actus reus and mens rea. 	<ul style="list-style-type: none"> • Define intention and subjective recklessness. • Analyse the requirements for an offence of strict liability. • Describe the concepts of transferred malice and coincidence. 	Name the case and the principle from the following video clip: https://www.youtube.com/watch?v=EVkckEIHNo&index=2&list=PLB1924BE641404093 After teaching AR and MR get your students to name the case and the principle from the following AR and MR clip .
	Murder:	<ul style="list-style-type: none"> • murder • voluntary manslaughter – 	<ul style="list-style-type: none"> • Identify the elements required for murder. 	<ul style="list-style-type: none"> • Sign up to Channel 4 OD and you can let the students watch a real murder trial.

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		<ul style="list-style-type: none"> loss of control and diminished responsibility 	<ul style="list-style-type: none"> Explain and analyse the circumstances in which a defendant can rely on one of the partial defences. 		<ul style="list-style-type: none"> Read the following article on the double murder of Katie and Elizabeth Edwards and watch the relevant videos. Consider why a partial defence was not available. How can you use this to evaluate the law?
	Involuntary manslaughter:	<ul style="list-style-type: none"> unlawful act manslaughter gross negligence manslaughter 	<ul style="list-style-type: none"> Identify and explain the required elements for involuntary manslaughter. Analyse when involuntary manslaughter can arise in terms of unlawful acts and a duty of care. 		<ul style="list-style-type: none"> Watch this video clip on 'The Philpott' case and apply this to the rules on gross negligence manslaughter.
	Non-fatal offences against the person	<ul style="list-style-type: none"> assault and battery Actual Bodily Harm (ABH), contrary to s47 Offences against the Person Act 1861 (OAPA 1861) 	<ul style="list-style-type: none"> Define the respective elements of the actus reus and mens rea of: assault, battery and ABH. Explain the relationship between the three offences. 		
	Non-fatal offences against the person	<ul style="list-style-type: none"> Grievous bodily harm (GBH) and wounding contrary, to s18 and 20 OAPA 1861. 	<ul style="list-style-type: none"> Define the respective elements of the actus reus and mens rea of both s20 and s18. Explain the relationship between the two offences. 		<ul style="list-style-type: none"> Complete the following Activity 2: Criminal offences table.
Autumn Term 2: Criminal Law	Theft	<ul style="list-style-type: none"> actus reus: appropriation property belonging to another. 	<ul style="list-style-type: none"> Define the concept of appropriation. Explain what does and does not amount to property. Analyse the circumstances in which items belong to another 		<ul style="list-style-type: none"> Class will use their whiteboards and complete the following actus reus of theft activity.
	Theft	<ul style="list-style-type: none"> mens rea: dishonesty intention permanently to deprive. 	<ul style="list-style-type: none"> Define dishonesty in terms of statutory provision and the common law. Explain the circumstances in which the law holds that an intention permanently to deprive exists 		<ul style="list-style-type: none"> Students will use white boards to follow this mens rea of theft activity.
	Robbery:	<ul style="list-style-type: none"> actus reus of robbery mens rea of robbery. 	<ul style="list-style-type: none"> Define the elements of the actus reus and mens rea of robbery. Explain the relationship between robbery and theft. 		

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	Attempts	<ul style="list-style-type: none"> Requirements of s1 Criminal Attempts Act 1981 	<ul style="list-style-type: none"> Define the requirements necessary for an attempt. Analyse when behaviour does or does not fall short of an attempt 	<ul style="list-style-type: none"> 	
	Defences	<ul style="list-style-type: none"> capacity defences – insanity, intoxication and automatism necessity defences – self-defence, duress and duress of circumstances. 	<ul style="list-style-type: none"> Explain the elements of each defence. Identify the circumstances in which each offence is likely to be relevant. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use this criminal law clip to revise automatism.
	Theory in criminal law:	<ul style="list-style-type: none"> harm fault principles of criminal law. 	<ul style="list-style-type: none"> Analyse harm as a basis for criminalising conduct. Explore the concepts of fault and individual responsibility in the context of the criminal law. Examine principles relevant to formulating the rules of criminal law. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Activity: AS a starter, explore the concept of fault by going onto justice.gov.uk/ and completing the activity.
Autumn Term 1: Revision					
Spring Term 1: Nature of Law and English Legal System	Introduction to English Legal System	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Discuss what is meant by 'law'; Look through topics covered in unit. 	<ul style="list-style-type: none"> 	<p style="text-align: center;">What is law? The British Academy</p> <p style="text-align: center;">Seminar 1: What is Law?</p>
	Law and Society	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Explain how the law influences societal behaviour and social norms; Explain how society influences the creation and development of law. With examples, analyse how the law balances competing interests in society 		<p style="text-align: center;">LAW AND THE BALANCING OF INTERESTS on JSTOR</p> <p style="text-align: center;">Competing Legal Interests Oxbridge Notes</p> <p style="text-align: center;">Seminar 2: Law and Society.</p>
	Law and Justice	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Analyse the competing theories as to the meaning of justice. Evaluate whether the legal system is successful in achieving justice. 	<ul style="list-style-type: none"> 	<p>Watch lecture 1 and lecture 2 from Michael Sandel on the theories of justice and morality.</p> <p>Produce written response to an examination question on law and justice</p> <p>Michael Sandel lectures as identified opposite.</p> <p>Seminar 3: Law and Justice.</p>

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	Law and Morality		<ul style="list-style-type: none"> Define 'morality'; Analyse the competing theories as to whether the law should enforce morality. Explain and illustrate the extent to which the law enforces morality. 	<p>Watch the Professor Hart/Lord Devlin debate on the role of morality in the law: https://www.youtube.com/watch?v=qWrhEARupCg</p> <p>Using information from the video above, take part in a debate on the role of morality in society.</p> <p>https://heinonline.org/HOL/LandingPage?handle=hein.journals/oxfjls13&div=9&id=&page=</p> <p>https://heinonline.org/HOL/LandingPage?handle=hein.journals/geojlege23&div=55&id=&page=</p>
	Law and Fault		<ul style="list-style-type: none"> Explain the different types of fault used in civil and criminal law. Analyse the reasons for the use of fault. 	<p>Tutor2U model response to a law and fault examination question. Answer a past examination question on the use of 'fault' in the law.</p> <p>Produce a mindmap showing a model response to an examination question on fault.</p> <p>Get Revising mindmaps and suggested answers to a law and fault examination question.</p>
	Law and conflicting interests		<ul style="list-style-type: none"> Discuss the nature of different interests which may conflict; Explain the role of the law in resolving competing interests; Analyse the competing theories as to which interests the law should prioritise. Identify examples of when the law must prioritise different interests. 	<p>Examine examples of moral panics in recent history</p> <p>Produce comparison of key moral panics in recent history and the subsequent changes to the law.</p> <p>Produce evaluation of theories as to how the law deals with competing interests in society</p> <p>Answer past examination question on how the law addresses competing interests in society.</p> <p>Mods, Rockers and Moral Panics - YouTube</p> <p>Interactionist Theories of Crime and Deviance - Folk Devils & Moral Panics A Level Sociology - YouTube</p> <p>Seminar 4: Law and competing interests</p>

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	Rule of Law		<ul style="list-style-type: none"> • Compare the differences between legal and social norms; • Identify the different sources of law; • Explain and analyse the concept of the rule of law. 	<p>Produce a mindmap of the different sources of law and how they link to legal and social norms.</p> <p>Compare the arguments of Lord Bingham and Professor Dicey.</p> <p>Answer past examination question on the rule of law.</p> <p>The Rule of Law Lecture (lawteacher.net)</p> <p>Lord Bingham - The Rule of Law - YouTube</p> <p>A.V. Dicey's interpretation of the Rule of Law - UK Constitutional Law - YouTube</p>
	Parliamentary Law-Making	•	<ul style="list-style-type: none"> • Identify and evaluate the different influences on Parliament. • Describe the stages of enactment of legislation. • Explain and illustrate Parliamentary supremacy. • Evaluate the advantages and disadvantages of legislation. 	<p>Produce a diagram of the stages in the creation of an Act of Parliament. and disadvantages of creating law via legislation</p> <p>Produce a diagram of the separation of powers, including the doctrine of parliamentary supremacy.</p> <p>Answer past examination question on the advantages</p> <p>What is an Act of Parliament? - UK Parliament</p> <p>Pressure groups - Ways in which citizens can influence government decision-making - Higher Modern Studies Revision - BBC Bitesize</p>
	Delegated legislation	•	<ul style="list-style-type: none"> • Identify the different types of delegated legislation; • Discuss the reasons why delegated legislation is used; • Examine the processes by which delegated legislation is created; • Explain the parliamentary and judicial controls on delegated legislation; • Analyse advantages and disadvantages of using delegated legislation. . 	<p>Create a comparison chart on the different types of delegated legislation, how they are made and their effects, Debate the effectiveness of the controls on delegated legislation. on the advantages and disadvantages of using delegated legislation</p> <p>Answer past examination question</p> <p>Local government legislation: byelaws - GOV.UK (www.gov.uk)</p> <p>UK Parliament Open Lecture - The Passage of Legislation - YouTube</p>

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				<p>Opinion: is the UK moving towards government by decree? FT - YouTube</p>
<p>Spring Term 2: Nature of Law and English Legal System</p>	<p>Statutory interpretation</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Identify the rules of statutory interpretation; • Describe the internal and external aids to statutory interpretation; • Examine the rules of language used by the courts in interpreting legislation; • Analyse the strengths and weaknesses of statutory interpretation; • Evaluate the impact of the European Convention on Human Rights (ECoHR) on statutory interpretation. 	<p>For each of the rules of statutory interpretation, give case examples and explain how those examples illustrate the rule in question;</p> <p>Draw up a chart comparing the different aids to statutory interpretation;</p> <p>Answer a past examination question on statutory interpretation;</p> <p>Answer a past examination question on the strengths and weaknesses of statutory interpretation.</p> <p>Read the following article on the case of R (Miranda) v Home Secretary [2016]. How is this an example of the golden rule? Complete the following Activity 2: statutory interpretation table to consolidate knowledge of the rules of statutory interpretation.</p>
	<p>Judicial precedent</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Identify the hierarchy of the criminal courts and the civil courts; • Describe the different elements of judicial precedent – stare decisis, ratio decidendi and law reports; • Analyse the methods used by judges to avoid following precedent (distinguishing and overruling); • Evaluate the effectiveness of precedent as a source of law. 	<p>Provide case examples to illustrate each aspect of judicial precedent;</p> <p>Construct a diagram of the hierarchy of the courts; showing their powers, as against each other, for the purposes of judicial precedent;</p> <p>Answer a past examination question on judicial precedent; analysing the strengths and weaknesses of judicial precedent</p> <p>Answer a past examination question Judicial Precedent in Judicial Practice The Student Lawyer</p> <p>Meaning, Advantages and Disadvantages of Judicial Precedence (bscholarly.com)</p> <p>50 Problematic Cases Judicial Power Project</p>
	<p>Law reform – Law Commission</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Identify the different aspects of the Commission’s work; 	<p>papers and their impact in reforming different aspects of criminal and civil law.</p>

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			<ul style="list-style-type: none"> Evaluate the effectiveness of the Commission in reforming the law. 	<p>Give reasons as to why law needs to be kept under review.</p> <p>Use the Law Commission website to view the work it does and the laws it is currently reforming.</p>
	Civil dispute resolution	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify the different civil courts and their respective trial and appellate functions; Examine the provisions of the Civil Procedure Rules and how they impact on the operation of the courts; Identify and compare the different civil justice 'tracks'; Describe the functions of tribunals and forms of ADR, such as mediation; Evaluate the effectiveness of the civil justice system. 	<p>Link this topic to the introductory material on the civil and criminal dimensions to the legal system.</p> <p>Compare and contrast the different forms of civil dispute resolution.</p> <p>Produce a timeline of the reforms to the civil justice system. examination question on the civil justice system.</p> <p>Answer a past</p> <p>CPR Judiciary website News about the courts</p>
	Criminal courts	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify the different criminal courts and their respective trial and appellate functions; Identify the different sentencing options; Examine the selection and function of juries; Analyse the effectiveness of using juries. Examine the appointment and work of lay magistrates; Analyse a criminal trial; Evaluate the strengths and weaknesses of juries; Evaluate the strengths and weaknesses of lay magistrates; Critically evaluate the effectiveness of the criminal justice system. 	<p>Watch the film: 12 Angry Men to look at some of the problems that may happen in a jury trial.</p> <p>Watch the jury deliberations in Channel 4's The Trial: a murder in the family.</p> <p>Use the Magistrates' Association website to examine the application process for becoming a lay magistrate.</p> <p>Use the justice.gov.uk website to take part in mock sentencing activities</p> <p>'A Life of Crime: The Memoirs of A High Court Judge' by Sir Harry Ognall.</p> <p>'A Judge's Journey' by Lord Dyson.</p> <p>UK Supreme Court documentary: https://www.youtube.com/watch?time_continue=6&v=PZtYE NfNa7k&feature=emb_logo</p> <p>ITV Documentaries: Inside The Court of Appeal - YouTube</p>
	Legal personnel	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify the different roles of barristers, solicitors and legal executives; 	<p>Conduct a 'job-sorting' activity to establish which career route to follow.</p>

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			<ul style="list-style-type: none"> • Examine the training routes for barristers, solicitors and legal executives; • Compare and contrast the training routes for different legal personnel; • Explain how and why regulation of the legal profession takes place. • Evaluate the effectiveness of the different routes to qualification. 	<p>Examine what the holder of a law degree might do other than becoming a legal professional.</p> <p>Draw a comparison chart of the work of solicitors, barristers, and legal executives.</p> <p>Visit the Supreme Court in London and Birmingham Crown Court to watch legal professionals at work.</p> <p>Arrange work placement in a legal practice to gain experience of the work of a legal professional.</p> <p>BBC One - Barristers</p> <p>The Briefs Part One (Criminal Law Documentary) Real Stories - YouTube</p> <p>'Memoirs of a Radical Lawyer' by Michael Mansfield QC</p> <p>'An Uncommon Lawyer' by The Right Honourable Lord Woolfe.</p>
	<p>Access to justice and funding</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Identify the alternatives to visiting a lawyer for assistance; • Examine the work of the Citizens' Advice Bureaux, Law Centres and other organisations offering legal advice; • Describe how legal work of different types can be paid for, including legal expenses insurance, Conditional Fee Agreements, the payments made to lawyers, and Legal Aid; • Critically evaluate the availability of legal advice and support for those who cannot afford to seek the advice of a lawyer. 	<p>Draw a comparison chart of the alternatives to visiting a lawyer for legal assistance. on government funding cutbacks on the provision of alternative legal advice. question on the availability of alternative legal advice and the impact of government funding changes</p> <p>Answer a past examination</p> <p>Critically evaluate the impact</p> <p>The Secret Barrister: is it only the rich who can afford to defend themselves? - YouTube</p> <p>A system on its knees? Inside the criminal justice system with the Secret Barrister - YouTube</p> <p>Legal aid needs urgent reform to secure fairness of the justice system - Committees - UK Parliament</p> <p>Legal aid: how has it changed in 70 years? Legal aid The Guardian</p>

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	The judiciary	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Outline the different ranks of the judiciary and explain their respective functions; • Examine the qualifications, experience and training required for different levels of judge; • Evaluate the independence of the judiciary; • Evaluate the composition of the judiciary in relation to the demography of England and Wales; • Analyse the need for judicial immunity and how it can successfully be achieved. 	<p>Create a comparison table of the qualifications, experience and work of different judges.</p> <p>Visit the Supreme Court in London</p> <p>Visit Birmingham Crown Court.</p> <p>Debate the importance of an independent judiciary.</p> <p>Research the demography of the judiciary and compare to that of the UK. Draw conclusions as to whether the judiciary truly represents the UK population in terms of sex, age and racial background.</p> <p>Answer a past examination question critically evaluating the role of judges. 'A Life of Crime: The Memoirs of A High Court Judge' by Sir Harry Ognall.</p> <p>'A Judge's Journey' by Lord Dyson.</p> <p>UK Supreme Court documentary: https://www.youtube.com/watch?time_continue=6&v=PZtYENfNa7k&feature=emb_logo</p> <p>ITV Documentaries: Inside The Court of Appeal - YouTube</p>
Revision and mock examination				