

| Subject | Y13 Core Knowledge – Autumn/Spring/Summer term | How to support students' learning |
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| Social Science - Law | <p>Autumn Term</p> <p>Criminal Law -</p> <ol style="list-style-type: none"> 1. Outline and explain the rules surrounding actus reus and men's rea. 2. Apply the rules of actus reus and men's rea. 3. Outline and explain the law on non-fatal offences. 4. Apply the law on non-fatal offences. 5. Evaluate the law on non-fatal offences. 6. Outline and explain the law on murder. 7. Apply the law on murder. 8. Outline and explain the law on voluntary manslaughter. 9. Apply the law on voluntary manslaughter. 10. Outline and explain the law on involuntary manslaughter. 11. Apply the law on involuntary manslaughter. 12. Outline and explain the law on theft. 13. Apply the law on theft. 14. Outline and explain the law on burglary and robbery. 15. Apply the law on burglary and robbery. 16. Outline and explain the law on preliminary offences. 17. Apply the law on preliminary offences. 18. Outline and explain the law on mental capacity defences. 19. Apply the law on mental capacity defences. 20. Evaluate the law on intoxication (one of the mental capacity defences). 21. Outline and explain the law on general defences. 22. Apply the law on general defences. 23. Evaluate the law on self-defence and consent (two of the general defences). <p>Law Making -</p> <ol style="list-style-type: none"> 24. Identify and explain the parliamentary law-making process. 25. Evaluate the advantages and disadvantages of creating law through parliament. 26. Outline and explain the forms of delegated legislation and the controls over it. 27. Evaluate the advantages and disadvantages of creating law through delegated legislation. 28. Outline and explain the rules of statutory interpretation and the aids to interpretation. 29. Evaluate the advantages and disadvantages of the different rules of statutory interpretation. | <ul style="list-style-type: none"> • Students have been provided with booklets which contain all the required information. • The objectives for each booklet have been divided into three distinct skills: "outline and explain" the law from within that booklet, "apply" the law to fictional legal scenarios and "evaluate" that area of law. • "Outline and explain" relates to simple knowledge recall. If this has been identified as a development point, you can support your child by asking them to explain the booklet to you or asking them targeted questions from it yourself. It is important to note that they must be able to give supporting key cases to illustrate the points they're making (all of which are clearly indicated in the booklets). • "Apply" relates to the ability to attach the law to fictional legal scenarios. This cannot really be developed outside of lesson time. If this has been identified as a weakness, students are encouraged to plan and write additional essays which can be provided by teachers. Students are able to use ChatGPT to create additional legal scenarios for them to practice on (by asking "create a legal scenario relating to insert area of law here for an A-Level law student") • "Evaluate" relates to the ability to critique the area of law in order to show why it may/may not be fair/effective/in need of reform. There are sections in the booklets which explicitly state evaluation points, but |

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| | <p>30. Outline explain the role of judicial precedent in the English legal system.</p> <p>31. Evaluate the advantages and disadvantages of creating law through precedent.</p> <p>32. Outline and explain overruling, reversing and distinguishing.</p> <p>33. Outline and explain the various influences on law making.</p> <p>34. Evaluate the advantages and disadvantages of different influences on law making.</p> <p>35. Outline and explain the role and function of different EU institutions.</p> <p>Spring Term</p> <p>Debates -</p> <p>36. Outline and explain competing views on the nature of morality.</p> <p>37. Evaluate the view that the law can/should attempt to enforce morality.</p> <p>38. Outline and explain competing views on the nature of justice.</p> <p>39. Evaluate the view that the English legal system achieves justice.</p> <p>40. Outline and explain the relationship between the law and society.</p> <p>41. Evaluate competing views on the relationship between the law and society.</p> <p>Summer Term</p> <p>Overall -</p> <p>42. Apply understanding to a range of questions relating to the Legal System.</p> <p>43. Apply understanding to a range of questions relating to Law Making.</p> <p>44. Apply understanding to a range of questions relating to Criminal Law.</p> <p>45. Apply understanding to a range of questions relating to Tort Law.</p> <p>46. Apply understanding to a range of questions relating to Human Rights Law.</p> <p>47. Apply understanding to a range of questions relating to debates in law.</p> | <p>most evaluation can be “made up” based on having a clear enough understanding of the content. Your child should understand what you mean if you simply ask them to “evaluate the information in this booklet”</p> <ul style="list-style-type: none"> • Additionally, you may wish to encourage your child to complete revision materials on the relevant content (mind maps, flashcards, revision notes, etc) and/or plan or write an essay on the material (which can be found at the back of each booklet). As previously stated, a comprehensive knowledge of relevant key cases is a requirement for all questions – creating flashcards or a book of these is very beneficial. • Your child should be able to identify the relevant booklet which corresponds with each core knowledge statement. However, they are welcome to ask their teacher if they are unsure. |
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