

# A LEVEL LAW

# CURRICULUM MAP

# YEAR 12

# AUTUMN TERM: SEPTEMBER – DECEMBER

## THE ENGLISH LEGAL SYSTEM – PAPER ONE

### KEY SKILLS

AO<sub>1</sub> - Demonstrate knowledge and understanding of the English legal system and legal rules and principles.

AO<sub>3</sub> - Analyse and evaluate legal rules, principles, concepts and issues.

<u>TOPIC</u>	<u>CONTENT</u>	<u>KEY QUESTIONS</u>	<u>ASSESSMENT</u>
1. Introduction to Law	<ul style="list-style-type: none"><li>- Civil v Criminal law</li><li>- Law and rules</li><li>- Law and morality</li><li>- Law and justice</li></ul>	<ul style="list-style-type: none"><li>- What is Law?</li><li>- What are the differences between civil and criminal law? Give examples.</li><li>- What are the differences between laws and a set of rules? Give examples</li><li>- Are all laws morals? Give examples.</li><li>- Does the law necessarily always end in justice? Give examples.</li></ul>	<ul style="list-style-type: none"><li>- Mini assessments only on all content covered.</li><li>- These can be self or peer assessed.</li></ul>

<p>2. Civil Courts</p>	<ul style="list-style-type: none"> <li>- Types of civil courts and jurisdiction</li> <li>- Pre-trial procedures</li> <li>- Three tracks</li> <li>- Appeal routes in civil cases</li> <li>- Evaluation of civil courts</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the way in which civil cases are allocated to different tracks <b>and</b> which types of case are heard in each of the different trial courts. (8 marks)</li> <li>- Describe the jurisdiction of the three divisions of the High Court <b>and</b> routes of appeal from this court. (8 marks)</li> <li>- Describe the different routes of appeal an individual may take if dissatisfied with a decision of the civil courts. (8 marks)</li> <li>- Briefly describe the pre-trial procedure involved in a civil claim. (8 marks)</li> <li>- Discuss whether the track system <b>and</b> other recent reforms have improved the running of civil courts. (12 marks)</li> <li>- Briefly discuss advantages <b>and</b> disadvantages of using civil courts to deal with a claim of negligence. (12 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>
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<p>3. Tribunals and Alternative Dispute Resolution</p>	<ul style="list-style-type: none"> <li>- Roles, organisation, composition and procedure of tribunals</li> <li>- Evaluation of tribunals</li> <li>- Negotiation</li> <li>- Mediation</li> <li>- Conciliation</li> <li>- Online dispute resolution</li> <li>- Online courts</li> <li>- Evaluation of alternative dispute resolution</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the work of tribunals as a form of alternative dispute resolution. (8 marks)</li> <li>- Briefly discuss advantages and disadvantages of dispute resolution by tribunals. (8 marks)</li> <li>- Describe arbitration as a form of alternative dispute resolution. (8 marks)</li> <li>- Briefly discuss advantages and disadvantages of arbitration. (12 marks)</li> <li>- Explain the process of mediation and conciliation or negotiation (12 marks)</li> <li>- Briefly discuss advantages and disadvantages of alternative dispute resolution (mediation, conciliation, &amp; negotiation). (12 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

<p>4. Criminal Courts</p>	<ul style="list-style-type: none"> <li>- Classification of offences</li> <li>- Pre-trial procedure in criminal cases</li> <li>- Magistrates' courts</li> <li>- Crown court</li> <li>- Appeals and appellate courts</li> <li>- Appeals from Magistrates' courts</li> <li>- Appeals from Crown court</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and give three examples of the three categories of criminal offence, including where each category of offence would be tried. (8 marks)</li> <li>- Describe the pre-trial procedure for a summary offence. (8 marks)</li> <li>- Describe the pre-trial procedure for an either-way offence. (8 marks)</li> <li>- Describe the pre-trial procedure for an indictable offence. (8 marks)</li> <li>- Outline both of the following: <ul style="list-style-type: none"> <li>o the courts (trial and appeal) that can hear adult criminal cases</li> <li>o the types of cases dealt with by these courts. (8 marks)</li> </ul> </li> <li>- Describe the appeals procedure for challenging the outcome of a Magistrates' Court trial. (8 marks)</li> <li>- Describe the different ways in which the prosecution can challenge a decision of the Crown Court. (8 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

		<ul style="list-style-type: none"> <li>- Describe the different ways in which the defence can challenge a decision of the Crown Court. (8 marks)</li> <li>- Discuss the advantages and disadvantages of having a trial heard in the Crown Court. (12 marks)</li> <li>- Discuss the factors a defendant will need to take into consideration when deciding whether or not to elect to be tried in the Crown Court or Magistrates court. (12)</li> </ul>	
5. Sentencing	<ul style="list-style-type: none"> <li>- Aims of sentencing</li> <li>- Factors in sentencing</li> <li>- Types of sentences for adult offenders</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the different aims of sentencing (8 marks)</li> <li>- Describe the different types of sentencing available. (8 marks)</li> <li>- Describe what is meant by aggravating and mitigating factors in sentencing. (8 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>
6. Lay Magistrates	<ul style="list-style-type: none"> <li>- Qualifications, Area, Commitment and Restrictions on Appointment</li> <li>- Selection and appointment</li> <li>- Composition of the bench</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the selection and appointment of magistrates. (8 marks)</li> <li>- Describe the role of a Magistrate. (8 marks)</li> <li>- Outline the training a lay magistrate will need to undergo. (8 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

	<ul style="list-style-type: none"> <li>- Role of magistrates</li> <li>- Training of lay magistrates</li> <li>- Magistrates' clerk</li> <li>- Evaluation of lay magistrates</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the advantages of lay magistrates. (12 marks)</li> <li>- Discuss the disadvantages of lay magistrates. (12 marks)</li> </ul>	
7. Juries	<ul style="list-style-type: none"> <li>- History of the jury system</li> <li>- Jury qualifications</li> <li>- Selecting a jury</li> <li>- Role of jury in criminal cases</li> <li>- Evaluation of using juries</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the qualifications necessary to become a juror. (8 marks)</li> <li>- Describe how a jury can be selected and challenged. (8 marks)</li> <li>- Describe the role of a jury in criminal cases. (8 marks)</li> <li>- Discuss the advantages of the jury system. (12 marks)</li> <li>- Discuss the disadvantages of the jury system. (12 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

8. Legal Personnel 1	<ul style="list-style-type: none"> <li>- Barristers</li> <li>- Solicitors</li> <li>- Overlap of barristers and solicitors</li> <li>- Queen's Counsel</li> <li>- Legal Executives</li> <li>- Regulation of legal personnel</li> <li>- Evaluation of legal profession</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the different routes to becoming a barrister and solicitor. (8 marks)</li> <li>- Discuss the benefits of having two separate legal professions. (12 marks)</li> <li>- Describe the organisation and work of a barrister and the options available for a client to make a complaint. (8 marks)</li> <li>- Discuss the problems facing someone wishing to train as a barrister. (8 marks)</li> <li>- Describe the work of solicitors and how a complaint is made about the way a solicitor has handled the case. (8 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>



	<ul style="list-style-type: none"> <li>- Changes and trends in legal services</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the extent to which it is easier to train and work as a solicitor than a barrister. (8 marks)</li> <li>- Describe the different routes a person can take to become qualified as a barrister and the type of work they undertake once qualified. (8 marks)</li> <li>- Discuss the extent to which the arguments for the merging of the legal professions are still justified. (8 marks)</li> <li>- Discuss the education and training of solicitors (8 marks)</li> <li>- The challenges of becoming a solicitor are deterring many able candidates from entering the profession.' Discuss (12 marks)</li> </ul>	
9. Legal Personnel 2	<ul style="list-style-type: none"> <li>- Types of judge</li> <li>- Qualifications, selection and appointment</li> <li>- Training of judges</li> <li>- Role of judges</li> <li>- Retirement and removal</li> <li>- Evaluation of the judiciary</li> </ul>		<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

	<ul style="list-style-type: none"> <li>- Separation of powers</li> <li>- Independence of the judiciary</li> </ul>		
10. Access To Justice	<ul style="list-style-type: none"> <li>- Government schemes</li> <li>- Government funded advice</li> <li>- Government funding in civil cases</li> <li>- Public funding in criminal cases</li> <li>- Problems with government funding of cases</li> <li>- Private funding of cases</li> <li>- Other advice agencies</li> <li>- Evaluation of advice agencies</li> </ul>		<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

**SPRING TERM: JANUARY – APRIL**

**CRIMINAL LAW – PAPER ONE**

**KEY SKILLS**

**AO1 Demonstrate knowledge and understanding of the English legal system and legal rules and principles.**

**AO2 Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology.**

**AO3 Analyse and evaluate legal rules, principles, concepts and issues.**

<u>TOPIC</u>	<u>CONTENT</u>	<u>KEY QUESTIONS</u>	<u>ASSESSMENT</u>
1. Introduction to Crime	<ul style="list-style-type: none"> <li>- Actus reus</li> <li>- Omissions</li> <li>- Causation</li> <li>- Thin skull rule</li> <li>- Mens rea</li> <li>- Transferred malice</li> <li>- Coincidence principle</li> <li>- Strict liability</li> </ul>	<ul style="list-style-type: none"> <li>-_ What is meant by Actus Reus?</li> <li>-_ What is an omission?</li> <li>-_ What are the rules on causation and what are the rules involving intervening acts?</li> <li>-_ What is the thin skull rule?</li> <li>-_ What is mens rea and describe the different forms.</li> <li>-_ What is transferred malice?</li> <li>-_ What is the coincidence principle?</li> <li>-_ What are strict liability offences?</li> <li>-_ <b><i>Students must refer to case law wherever possible.</i></b></li> <li>-_</li> </ul>	<ul style="list-style-type: none"> <li>- Mini Assessments only</li> <li>- One large assessment covering all topics</li> </ul>
2. Non-Fatal Offences Against the Person	<ul style="list-style-type: none"> <li>- Assault</li> <li>- Battery</li> <li>- Actual Bodily Harm</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all offences via an act and via an omission?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>- Grievous Bodily Harm</li> <li>- Grievous Bodily Harm with Intent</li> </ul>	<ul style="list-style-type: none"> <li>- Can students spot the relevant offence if not told what the offence is in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each offence comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- At least one 20 mark question on the substantive law.</li> </ul>
3. Fatal Offences Against the Person	<ul style="list-style-type: none"> <li>- Murder</li> <li>- Voluntary Manslaughter</li> <li>- Involuntary Manslaughter</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all offences via an act and via an omission?</li> <li>- Can students spot the relevant offence if not told what the offence is in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each offence comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 20 mark question on the substantive law.</li> </ul>

**SUMMER TERM: APRIL - JULY**  
**CRIMINAL LAW CONT – PAPER ONE**  
**LAW MAKING – PAPER TWO**

<b><u>TOPIC</u></b>	<b><u>CONTENT</u></b>	<b><u>KEY QUESTIONS</u></b>	<b><u>ASSESSMENT</u></b>
1. Property Offences	<ul style="list-style-type: none"> <li>- Theft</li> <li>- Robbery</li> <li>- Burglary</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for all offences?</li> <li>- Can students spot the relevant offence if not told what the offence is in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each offence comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> <li>- At least one 20 mark question on the substantive law.</li> </ul>
2. Attempts	<ul style="list-style-type: none"> <li>- Criminal Attempts</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for each offence?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> </ul>

		<ul style="list-style-type: none"> <li>- Can students spot the relevant offence if not told what the offence is in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> </ul>	<ul style="list-style-type: none"> <li>- At least one 20 mark question on the substantive law.</li> </ul>
3. Mental Capacity Defences	<ul style="list-style-type: none"> <li>- Insanity</li> <li>- Automatism</li> <li>- Intoxication</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for each defence?</li> <li>- Can students spot the relevant defence if not told what the defence is in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each defence comprehensively offering proposals for reform?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> </ul>
4. General Defences	<ul style="list-style-type: none"> <li>- Self-defence</li> <li>- Duress by threats</li> <li>- Duress by circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- Can students write out writing frames for each defence?</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>- Necessity</li> <li>- Consent</li> </ul>	<ul style="list-style-type: none"> <li>- Can students spot the relevant defence if not told what the defence is in a given question?</li> <li>- Can students apply the law to a given scenario?</li> <li>- Can students write a conclusion for all substantive law questions?</li> <li>- Can students evaluate each defence comprehensively offering proposals for reform?</li> </ul>	
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**SUMMER TERM: APRIL - JULY**  
**LAW MAKING – PAPER TWO**

**KEY SKILLS**

AO<sub>1</sub> - Demonstrate knowledge and understanding of the English legal system and legal rules and principles.

AO<sub>3</sub> - Analyse and evaluate legal rules, principles, concepts and issues.

<u>TOPIC</u>	<u>CONTENT</u>	<u>KEY QUESTIONS</u>	<u>ASSESSMENT</u>
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<p>1. Parliamentary Law Making</p>	<ul style="list-style-type: none"> <li>- Parliament</li> <li>- Influences on parliament</li> <li>- Advantages and disadvantages of influences on law making</li> <li>- Legislative process</li> <li>- Advantages and disadvantages of legislative process</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the pressure groups and the media as influences operating on Parliament in the law-making process. (8 marks)</li> <li>- Describe the process in the House of Commons in the making of an Act of Parliament. (8 marks)</li> <li>- Outline each of the following: <ul style="list-style-type: none"> <li>• the meaning and purpose of Green and White Papers and</li> <li>• the doctrine of Parliamentary supremacy (sovereignty). (8 marks)</li> </ul> </li> <li>- Briefly discuss advantages and disadvantages of two influences on Parliament. (12 marks)</li> <li>- Discuss advantages and disadvantages of the Parliamentary law making process. (12 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>
<p>2. Delegated Legislation</p>	<ul style="list-style-type: none"> <li>- Types of delegated legislation</li> <li>- Control of delegated legislation</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss why Parliament delegates law-making powers (8 marks)</li> <li>- Statutory instruments are one form of delegated legislation. Describe how statutory instruments are made and used. (8 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>



	<ul style="list-style-type: none"> <li>- Reasons for the use of delegated legislation</li> <li>- Advantages and disadvantages of delegated legislation</li> </ul>	<ul style="list-style-type: none"> <li>- Briefly describe two different forms of delegated legislation. (8 marks)</li> <li>- Explain the judicial controls on delegated legislation. (8 marks)</li> <li>- Describe parliamentary controls on delegated legislation. (8 marks)</li> <li>- Briefly discuss advantages and disadvantages of delegated legislation. (12 marks)</li> </ul>	
7. Statutory Interpretation	<ul style="list-style-type: none"> <li>- The three rules</li> <li>- The purposive approach</li> </ul>	<ul style="list-style-type: none"> <li>- Describe The Literal Rule Of Statutory Interpretation. (8 marks).</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> </ul>

	<ul style="list-style-type: none"> <li>- Advantages and disadvantages of the rules and approaches</li> <li>- Rules of language</li> <li>- Internal and external aids</li> <li>- Effect of EU law</li> <li>- Effect of <b>Human Rights Act 1998</b></li> </ul>	<ul style="list-style-type: none"> <li>- Briefly Discuss Advantages And Disadvantages Of The Literal Rule. (12 marks)</li> <li>- Describe The Golden Rule Of Statutory Interpretation. (8 marks)</li> <li>- Briefly Discuss Advantages And Disadvantages Of The Golden Rule. (12 marks)</li> <li>- Describe The Mischief Rule. (8 marks)</li> <li>- Briefly Discuss Advantages And Disadvantages Of The Mischief Rule. (12 marks)</li> <li>- Describe The Purposive Approach/Rule. (8 marks)</li> <li>- Briefly Discuss Advantages And Disadvantages Of The Purposive Approach. (8 marks)</li> <li>- Outline Internal (Intrinsic) Aids To Interpretation. (8 marks)</li> <li>- Outline External (Extrinsic) Aids To Interpretation. (8 marks)</li> <li>- Briefly Discuss Advantages And Disadvantages of Internal Aids. (12 marks)</li> <li>- Briefly Discuss Advantages And Disadvantages of External Aids. (12 marks)</li> <li>- Outline the effect of EU Law on Statutory Interpretation And Include In Your Answer The Effect Of The Human Rights Act 1988. (8 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>
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8. Judicial Precedent	<ul style="list-style-type: none"> <li>- Stare decisis, ratio decidendi, obiter dicta</li> <li>- Hierarchy of courts</li> <li>- Supreme court</li> <li>- Court of Appeal</li> <li>- Binding, persuasive and original precedent</li> <li>- Advantages &amp; disadvantages of precedent</li> </ul>	<ul style="list-style-type: none"> <li>- Outline the main features of judicial precedent. (8 marks)</li> <li>- In the context of judicial precedent, explain what is meant by hierarchy of courts. (8 marks)</li> <li>- Describe how judges can use both distinguishing and overruling and consequently not follow a binding precedent. (8 marks)</li> <li>- Discuss the advantages and disadvantages of judicial precedent. (12 marks)</li> </ul>	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>
9. Law Reform	<ul style="list-style-type: none"> <li>- Need of an independent law reform body</li> <li>- Law Commission</li> <li>- Advantages and disadvantages</li> </ul>	-	<ul style="list-style-type: none"> <li>- Mini assessments on all content covered.</li> <li>- Main assessments 1 x 8 mark + 1 x 12 mark.</li> <li>- These can be teacher, self or peer assessed.</li> </ul>

	of Law Commission - Royal Commissions - Review by judges		
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Literacy/numeracy/SMSC/Character	<p><b><u>LITERACY</u></b></p> <p>Explain or describe is to demonstrate knowledge and understanding of the English legal system and legal rules and principles (AO1).</p> <p>Advise is to demonstrate knowledge and understanding of legal rules and principles (AO1), and, in combination, apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology (AO2).</p> <p>Discuss is to analyse and evaluate legal rules, principles, concepts and issues. Learners are not expected to give a conclusion (AO3).</p> <p>Discuss the extent to which is to demonstrate knowledge and understanding of the English legal system and legal rules and principles (AO1), and, in combination, analyse and evaluate legal rules, principles, concepts and issues. Learners are expected to give a conclusion (AO3).</p> <p><b><u>SMSC</u></b></p> <p>The specifications provide an opportunity for students to gain an understanding of the moral and ethical issues in society through consideration of legal</p>
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	<p>principles, rules and sanctions and how these are affected by changing morality and values in society.</p> <p>They also provide opportunities for students to gain an understanding of social and cultural issues by the study of the role of legal institutions in society, e.g. English Legal System, Sources of Law, Criminal Law, Law of Contract, Law of Torts, Police Powers, Law Making and Law of Torts.</p> <p>The spiritual matters are limited in nature but some are considered in terms of whether laws have any religious connotations attached to them and whether the law has any right to intervene when it comes to religious matters – see The Nature of Law, in particular Law and Morality.</p>
<p>Enrichment opportunities and futures</p>	<p>Futures in the subject embedded across lesson plans and presentations both directly and indirectly. Career options displayed on the display board including further education options. In-house visits are from Worcester University and Brunel University.</p> <p>Trips carried out to Parliament and local Crown Court and where possible to the Old Bailey.</p>