

High Tunstall College of Science Curriculum Intent

Subject: GCSE Citizenship Year: 10 Half term: 3 (Part 1)

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| **Unit: The Law** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| What is the Law? |  |  |  |
| What is the purpose of the Law? |  |  |  |
| How is the law split? |  |  |  |
| What are the sources of the Law? Part 1: The Constitution |  |  |  |
| What are the sources of the Law? Part 1: Law-Making |  |  |  |
| How does the law differ across the UK? |  |  |  |
| Independent Assessment |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | To recall the difference between rules and laws  To identify why we have laws  To describe the main purpose of the law | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + Rules, laws, fairness, justice, homicide, courts, discrimination |
| **2** | To identify why we need laws  To describe key facts about the purpose of laws  To assess legal debates | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + protection, equality, rights, protected characteristics, tribunal, courts, innocence, legal aid |
| **3** | To define Civil and Criminal law  To memorise information about law  To describe the main differences between the two | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + Civil, criminal joint enterprise, offences, CPS |
| **4** | To understand where laws come from  To identify and describe such sources  To assess whether a rigid system is always the best | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + legislation, statute, parliamentary, judge-made, case, submission, constitution |
| **5** | To describe who makes laws  To explain how laws are made  To assess legal debates | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + referendum, legislature, bill, act, green and white paper, commons, lords, royal assent |
| **6** | To understand the context  To explain how the law differs across the 4 countries  To evaluate whether there needs to be differences across the UK | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + jurisdiction, united, devolution, assembly, referendum |
| **7** | To complete independent research/revision  To investigate the differentcase studies  To complete assessment tasks | Summative test, Marking and Improvement | Blooms Taxonomy + all of the above, complexity, future. |