**Beths Grammar School KS5 AQA A Level Law Curriculum Map**

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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****Y13****1A & B****LAW OF CONTRACT** | **Intent** **Why is this taught now?**This topic focuses on the central elements of contract law from the formation of contracts to their enforcement. Learners will develop knowledge and understanding of the law of contract, the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of the law of contract.Contract Law is the first civil law topic that students will cover and is more cohesive than Tort Law, which makes it better suited as the first civil law topic. Students will already have covered the civil court system and so will be aware of the courts that deal with matters relating to contract law. As with Criminal Law, students will also be taught the material on law-making and the legal process. In particular, the material on precedent and statutory interpretation will reinforce understanding on how contractual principles and doctrines have progressed over time. The work of the Law Commission also examines areas of Contract Law that have been reformed by the Law Commission proposals, enabling students to see the link between the areas of the syllabus. By Christmas of Year 13, students will be able to answer all of Paper 1 (Criminal Law) and a complete Contract Paper (Paper 3), enabling feedback to be given on Civil and Criminal Law. | **Principles of Contract Law** • The theories, principles and ideologies of contract •The importance of freedom of contract and the importance of contract law to the British economy •The role of contract within the Law of Obligations •Definitions of Fault, Breach and Damage in contract •The difference between the role of Contract Law and Tort Law**Substantive Contract Law** •Formation of a contract: the offer and the difference between offers and invitations to treat •Formation of a contract: acceptance of an offer and methods of acceptance •Privity of Contract: the general rule, exceptions to the rule and the role of the Contracts (Rights of Third Parties) 1999 •Consideration: the importance of consideration, the rules on consideration and exceptions to the rules on consideration •Intention to Create Legal Relations: the situations in which a contract will come into existence •Contract Terms: The difference between a term and a representation, determining a term or a representation •Contract Terms: Implied Terms – the tests used by common law (business efficacy and officious bystander) •Contract Terms: Implied Terms – terms implied by the Consumer Rights Act (s.9-11, s.42) and the remedies for breach of these implied terms •Contract Terms: Exclusion clauses and the tests for incorporation and fairness in commercial and consumer scenarios •Contract Terms: The difference between a condition and a warranty, the Hong Kong Fir approach •Vitiating Factors – Economic Duress •Vitiating Factors – Misrepresentation, types of misrepresentation and remedies •Discharge of Contract – by performance, by breach and frustration •Discharge of Contract – anticipatory breach, fundamental breach and the importance of the term breached (condition/warranty) •Remedies for Breach of Contract – Damages, Causation and Remoteness, Equitable Remedies**Evaluation** • Suitability of law on offer and acceptance•Suitability of law on consideration •Suitability of law on privity •Suitability of law on intention to create legal relations •Reform of the law on implied terms •Reform of the law exclusion clauses | Students will be expected to:1. Demonstrate knowledge and understanding of legal principles and processes (AO1) 2. Apply knowledge and understanding of legal rules, principles and processes to problem-questions (AO2) 3. Evaluate legal theories, principles and processes in order to construct arguments, make judgements and draw conclusions (A03)Students will be continue to develop their skills in 5, 10, 15 and 30 mark problem questions . A focus will initially be placed on the distinction between problem questions in criminal law and civil law, ensuring students know how to develop answers using case law and legal principles. They will also know how to develop chains of analysis using IDEAL as a writing frame. Students will be continue to develop their skills in 5, 10, 15 and 30 mark problem questions. Focus will be placed on developing lines of argument and writing effective conclusions. Students should be using wider reading and knowledge from across the syllabus to develop synopticity. |
| **Rules and theory**¨ An outline of the rules of the law of contract ¨ An overview of the theory of the law of contract**Formation**¨ Offer and acceptance, including the rules of communication and revocation¨ Intention to create legal relations: domestic and commercial, presumptions and rebuttals¨ Consideration: adequacy, sufficiency, past consideration, pre-existing duties ¨ Privity: the rights of third parties under the Contract (Rights of Third Parties) Act 1999 and common law exceptions**Terms**¨ Express and implied terms, including the Consumer Rights Act 2015¨ Types of term: conditions, warranties, innominate terms¨ Exclusion and limitation clauses, including the Unfair Contract Terms Act 1977 and the Consumer Rights Act 2015**Vitiating factors**¨ Misrepresentation (including omission in consumer contexts and the Misrepresentation Act 1967)¨ Economic duress**Discharge**¨ Performance ¨ Frustration¨ Breach of contract: actual and anticipatory breach**Remedies**¨ Damages: compensatory damages; causation and remoteness of damage; mitigation of loss ¨ Equitable remedies ¨ Consumer remedies under the Consumer Rights Act 2015**Evaluation**¨ Critical evaluation of: • formation• contract terms • ideas for reform |
| **Spring term****2A****NATURE OF LAW** | **Intent** **Why is this taught now?**This topic focuses on the nature of law. Learners will explore the nature of law in a wider context and develop their understanding of how the law interacts with morality, justice, and society. They will consider the changing nature of law. Learners will be expected to bring together the different areas of knowledge and understanding of the English legal system and the nature of law, legal rules and principles, concepts and issues from across the full course of study.Nature of Law is the final unit. It is taught last as it is almost entirely synoptics. It applies legal theory and ideas to criticise the Law. It also relates to abstract principles of morality and justice. Students need to be able to use examples from across the course to succeed in these questions, which means that students need to have completed the other units before starting this content. In addition, by this point, students should have started to revise Year 1 and Year 2 content, which helps with the teaching of this unit. Students will need to refer to content from Unit 1 and 2 to succeed with this topic, so it encourages revision. | **The Rule of Law** •Define the ‘rule of law’ •Explain the views of Dicey and Bingham on the rule of law •Evaluate the vies of Dicey and Bingham on the rule of law •Explain the importance of the rule of law**Law and Morals** • Explain the difference between law and morality •Compare and contrast the characteristics of legal and moral rules •Explain the key tenets of legal positivism •Explain the theories of classical legal positivists – Austin and Bentham •Explain the theories of modern legal positivists – Hart and Kelsen •Explain the key tenets of natural law theory •Explain the theories of natural law theorist – Lon Fuller •Explain the theories of natural law theories – Aquinas •Explain why and how society has become moral plural and the implications of this for a common morality •Explain the relationship between law and morality, and why this is important •Explain the extent to which the law should enforce morality using academic views from Mill, Hart and Devlin •Apply examples from the substantive law to the question of whether law should enforce morality (Criminal Law, Contract Law, Tort Law) •Evaluate the relationship between law and morality**Law and Justice** • Describe attempts to define justice: Aristotle, Plato, Aquinas, Bentham, Mill •Explain utilitarianism and link this theory to conceptions of justice – Bentham and Mill •Describe different theories of justice: Distributive (Marx, Aristotle, Aquinas, Perelman), Social Justice (Rawls, Nozick, Procedural Justice, Natural Justice, Substantive Justice (Criminal Law, Contract Law, Tort Law), Corrective Justice •Apply theories of justice to conclude whether the law does provide justice, or if it is possible for a single-unified theory of justice.**Law and Society** • Define society and pluralism •Explain reasons why the UK is becoming pluralist •Explain the role of law in society and the four primary roles of law •Explain the difference between formal and informal social control •Describe Pound’s theory of social control through law •Apply examples from substantive law topics to support the view that the law does/does not promote rules of behaviour that lead to social control. •Identify the ways in which law creates consensus and conflict within society •Explain realist theories of law making - left realism and right realism •Explain the realist view that certainty of law is a myth •Evaluate the role of the law and society | **2. Students will sit January exams as directed by the whole-school policy. This 60-mark paper will comprise of a range of 5, 10, 15 and 30 mark problem questions**  |
| **Spring term****2B** | **REVISION** |  | **3. Students will sit an 80-mark exam at the end of March. This paper will be a complete Paper 1** |