|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **10** | **Subject** | **Citizenship** |
| **Lessons** | **14** | **Topic** | **Theme C – Law and justice** |
|  |  |  |  |
| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
|  | **Autumn 1** |  |  |  |
| 1 | The point of the law | * To investigate why laws are needed in society and how they impact on people’s everyday lives.
 | * Investigative skills.
* Self marking.
 | Embedded in lesson and resource folder. |
| 2 | What is the law  | * To consider a basic definition of the law.
* To investigate how law-making and different parts of the justice system are interlinked.
 | * Discovery learning.
* Peer marking.
 | Embedded in lesson and resource folder. |
| 3 | Criminal law | * To understand what criminal law is.
* To evaluate case studies of criminal law.
 | * Exam style question.
* Critical thinking skills.
 | Embedded in lesson and resource folder. |
| 4 | Civil law | * To understand what civil law is.
* To evaluate case studies of civil law.
 | * Exam style question.
* Team working skills.
 | Embedded in lesson and resource folder. |
| 5 | Who puts law into practice | * To consider the various different roles involved in the criminal justice system.
 | * Comprehensive skills.
* Live marking.
 | Embedded in lesson and resource folder. |
| 6 | Criminal courts | * To be able to explain the different roles in the criminal justice system.
 | * Analytical skills.
* Oral skills.
 | Embedded in lesson and resource folder. |
| 7 | Solving civil disputes | * To consider what sort of civil disputes people and businesses might have.
* To investigate various options available to businesses and individuals in seeking to solve civil disputes.
 | * Debating skills.
* Discussion skills.
* Live marking.
 | Embedded in lesson and resource folder. |
|  | Consolidation | * Consolidation
 | * Independent skills.
* Team working skills.
 | Embedded in lesson and resource folder. |
|  | **Autumn 2** |  |  |  |
| 8 | Sort of sentence | * To consider the role of judges in using guidance to set sentences.
* To discuss your views about the appropriateness of sentences, depending on the crimes committed by individuals.
 | * Discovery learning.
* Evaluative skills.
 | Embedded in lesson and resource folder. |
| 9 | Youth justice system | * To look at the age of criminal responsibility around the world and consider whether it should change in Britain.
* To investigate the murder of James Bulger by two ten-year-old boys.
 | * Extended writing.
* Investigative skills.
* Live marking.
 | Embedded in lesson and resource folder. |
| 10 | What’s happening to crime | * To compare how your perception of crime compares to the reality.
* To use data to make comparisons of crime rates in different parts of your own town/city.
 | * Source analysis skills.
* Interpreting data.
 | Embedded in lesson and resource folder. |
| 11 | Reducing crime | * To be able to evaluate crime reduction methods.
 | * Evaluative skills.
* Problem solving.
 | Embedded in lesson and resource folder. |
| 12 | Citizens’ rights and responsibilities | * To understand the rights and responsibilities that citizens of the UK have.
 | * Extended writing skills.
* Live marking.
 | Embedded in lesson and resource folder. |
| 13 | Bringing it all together | Consolidation | * Independent skills.
* Team working skills.
 | Embedded in lesson and resource folder. |
| 14 | Assessment | **DPR assessment 1 – Theme C** |  |  |
| **Prior Knowledge** | **Assessment Opportunities** |
| This is the third topic / theme of the GCSE Citizenship Edexcel GCSE. This links to the 3 units in Y7 which build up students’ knowledge and understanding of politics and UK Government. This is also touched on in the Y8 unit “Crime and Law in the UK” which introduces them to different laws, the judiciary and punishments. | **DPR Assessment 1 – Theme C****Live marking.** |
|  |  |
|  |  |