



Through this unit students will learn about the justice, legal system and international law.

- Know and understand: At KS3 the development of precious liberties of UK citizens, the nature of law and how the justice system functions, as well as the role of the police and the operation of courts and tribunals.
- Develop skills in: speaking and listening, reading (comparing and making inferences), writing, notetaking, teamwork.
- Build on work that has gone before by: history of parliament, role of the government and role of parliament.
- Learn the following new vocabulary: justice, legal, international, liberties, courts, treaty, conventions, covenants, customary, civil, criminal, judge, common law, statute laws, magistrate court, crown court.

Week	Learning Question (s) and Success Criteria B, S, G	Outcomes (Activities for Teacher & Students)	Ideas for Resources	Homework Opportunity to practise prior learning	SMSC & Lit & Num links
1	<p>What are 'precious' liberties? What are the liberties that we have?</p> <p>Success criteria</p> <p>B: Students can describe comment on what are precious liberties, what do they entail.</p> <p>S: Students can explain comment on on the precious liberties that we have in the UK.</p> <p>G: Comment / Justify / pros and cons of current laws that affect our liberty.</p>	<p>Mind map of what they know about liberties. Freedom and security, respect for private and family life, freedom of expression, thought, religion, voting standing for election, fair trial and peaceful enjoyment, right to life etc</p> <p>Understanding the UK and European law. PPT why do we need Human Rights? What liberties need protecting?</p> <p>Sort card exercise and feedback on their decision making</p> <p>What would you modify and why.</p>	<p>https://www.liberty-human-rights.org.uk/human-rights/what-are-human-rights/human-rights-act</p> <p>https://www.tes.co.uk/teaching-resource/human-rights-powerpoint-and-worksheet-6009571</p> <p>Bronze level https://www.tes.co.uk/teaching-resource/unit-1-what-are-laws-for--ks3-and-4-6117327</p>	<p>What would you modify and why.</p>	<p>Note taking</p> <p>Spelling of new vocab</p> <p>Cultural, British values</p>

2	<p>What is nature of law? Exploring human instincts and emotions</p> <p>Success criteria</p> <p>Students can describe what natural law is. Explain how natural law works. Comment on what we have done to dictate...what is not natural law</p>	<p>Philosophy for children – Pink/blue Skirts for boys</p> <p>Mind map of what nature of law is/natural law. Natural occurrence in humans. What we deem as right and wrong...automatically, not what is dictated by others or ourselves.</p> <p>PPT on philosophy of boys vs girls and colours. Students will then write what they believe and then have a calm debate/discussion in the class about their opinions.</p> <p>After the discussion, has your view changed, write what you think.</p>	<p>https://www.tes.co.uk/teaching-resource/philosophy-for-children-exercise-6170436</p>	<p>Finish writing if not finished in class.</p>	<p>Extended writing. Discussion/speaking, listening, cooperation. New vocabulary word.</p>
3	<p>What is the justice system?</p> <p>Students can describe what justice and injustice means. Explain what was fair and unfair about various real cases around the world. Comment on the different justice systems around the world.</p>	<p>Post it notes at the beginning of class to post on wall near SmartBoard on what they think the topic is.</p> <p>PPT on justice and injustice. Students listen and using real cases see that justice isn't always done right. They use real cases to make judgements on those cases from various parts of the world. Also see how justice is different in other areas (USA and Dubai).</p> <p>Post it note at end of class with what they have learnt, what they have tried, what skill they used.</p>	<p>Post-its.</p> <p>https://www.tes.co.uk/teaching-resource/an-introduction-to-justice-injustice-6189976</p> <p>Large coloured paper. Printed cases.</p>		<p>Notetaking. Teamwork. British values. New vocabulary words.</p>
4	<p>How does the justice system work in the UK?</p> <p>Students can describe how criminals are put to trial and jail.</p>	<p>Mind map on how they believe people go from freedom to prison.</p> <p>PPT on the UK court systems. Notetaking. PPT on the causes of different crimes. Include in</p>	<p>https://www.tes.co.uk/teaching-resource/what-does-a-court-do-6308812</p>		<p>Notetaking. British values. New vocabulary.</p>

	<p>Explain how the courts work in the UK. Comment on why Britain has two types of courts.</p>	<p>Write an essay on the two different courts. Write on why there are two different courts. Write on the causes of crimes and depending on the cause does it impact the seriousness of the crime and punishment. Why or why not. Share their work with their peers. Debate their views.</p>			
5	<p>How does the justice system work in the UK?</p> <p>Students can describe how criminals are put to trial and jail. Explain how the courts work in the UK. Comment on why Britain has two types of courts.</p>	<p>Recap of what they have learned the previous week. Mind map.</p> <p>PPT on the UK court systems. Notetaking.</p> <p>PPT on the causes of different crimes. Include in Write an essay on the two different courts. Write on why there are two different courts. Write on the causes of crimes and depending on the cause does it impact the seriousness of the crime and punishment. Why or why not. Share their work with their peers. Debate their views.</p>	<p>https://www.tes.co.uk/teaching-resource/what-does-a-court-do-6308812</p>	<p>Finish essay at home</p>	<p>Extended writing. New vocabulary. British values.</p>
6	<p>What is the role of the police?</p> <p>Students can describe the role of the police. Explain that police and suspects have rights. Comment on if the police should have more or less rights.</p>	<p>Picture of a police officer. They must think about the topic of the week and write it in their books with an idea of what we will learn.</p> <p>PPT on the role of the police and their rights. Notetaking. Discussion in small groups whether the police sometimes use their power too much? Have views on policemen changed from before to now?</p> <p>Read information from printed sheets and fill up the charts on the different rights of policemen and rights of the suspects. Are the rights fair?</p> <p>Students begin to write a letter to a police station to explain what they think is right or wrong.</p>	<p>https://www.tes.co.uk/teaching-resource/the-role-of-the-police-6186492</p> <p>https://www.gov.uk/police-powers-to-stop-and-search-your-rights</p> <p>Video on role of the police.</p>	<p>Finish writing at home.</p>	<p>Notetaking. Extended writing. Spelling of new word. British values.</p>

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Year 8

Through this unit students will learn about the justice, legal system and international law.

- Know and understand: At KS3 the development of precious liberties of UK citizens, the nature of law and how the justice system functions, as well as the role of the police and the operation of courts and tribunals. For year 8 also adding human rights, international law, the legal system in the UK but as well as different areas of the world, how the law helps society.
- Develop skills in: speaking and listening, reading (comparing and making inferences), writing, notetaking, teamwork.
- Build on work that has gone before by: history of parliament, role of the government and role of parliament, precious liberties, nature of law, justice system, role of police, operation of courts and tribunals.
- Learn the following new vocabulary: declaration, universal, legally, conventions, justice, international, peremptory, norms.

Week	Learning Question (s) and Success Criteria B, S, G	Outcomes (Activities for Teacher & Students)	Ideas for Resources	Homework Opportunity to practise prior learning	SMSC & Lit & Num links
1	How are we governed, how are others governed, and how should we be governed? Bronze: Identify/Describe the different tiers of government and what they do. Silver: Explain Gold: Analyse/evaluate	How is UK Governed – recap. Mindmap, Q&A, How is India, USA, North Korea governed? Powerpoint, videos, working walls, (stick post-its of answers onto walls (flags of countries?))	Videos, ‘flags’ for working walls	Prepare for question style debate on best systems for government.	Vocabulary of new words. Notetaking.
2	How are we governed,	Have a “live show” , question time style, justifying	Summary sheet to capture the main	Finish summary	Notetaking.

	<p>how are others governed, and how should we be governed?</p> <p>Bronze: Identify/Describe the different tiers of government and what they do. Silver: Explain Gold: Analyse/evaluate</p>	<p>why there system of government is best.</p> <p>Students will create a live show where they represent different countries (prime ministers and presidents from other countries, host, audience). The audience must also participate by having questions ready for the leaders and taking notes.</p>	<p>points for each country e.g. legislative bodies, different tiers of Government, how people are elected or not.</p> <p>Scaffold with starter sentences for students working at lower level.</p>	<p>sheet if not done in class.</p>	<p>British values.</p>
3	<p>What is the appropriate role of government?</p> <p>Bronze: Identify/Describe the appropriate role of government. Silver: Explain Gold: Analyse/evaluate</p>	<p>Review what was learnt the previous week.</p> <p>Taxation, spending priorities, employment, stable prices, standard of living, laws.</p> <p>What is parliament and what is government?</p> <p>Have a discussion on what the role of government is? What government is doing?</p> <p>Spider diagram of what the government is supposed to do... Taxation, spending priorities, employment, stable prices, standard of living, laws.</p>	<p>Video what is the difference between parliament and government</p> <p>PowerPoint on government and parliament.</p>	<p>Look up what the government spending budget is.</p>	<p>Notetaking.</p>
4	<p>How should it go about that role?</p> <p>Bronze: Identify/Describe how the government should go about their role. Silver: Explain</p>	<p>Students will decide what they feel should be the national government spending priorities. They will review actual federal expenditures and compare them to their list of where government should spend money. Then students will create a budget to better reflect their ideas. They will finish by considering the opportunity cost of their decisions.</p>	<p>Spending budget and expenditures.</p>	<p>Write up summary for homework. What system of government do you think is best and why? Explain reasons, give examples.</p>	<p>British values. Notetaking. Teamwork. Cooperation. New vocabulary.</p>

	Gold: Analyse/evaluate	Discuss with other groups their budget.			
5	How well does politics work? Bronze: Identify/Describe the pros and cons of how well politics work. Silver: Explain Gold: Analyse/evaluate	Group presentation on if politics works well and what should be improved. Each targets a certain area that works well or that needs improvement. Prepare and research. Have an exit ticket at the end of class to present a piece of information they did not know before.	Laptops will be needed.	Finish presentation at home if not finished in class.	British values. PowerPoint. Teamwork. Cooperation. Notetaking.
6	How well does politics work? Bronze: Identify/Describe the pros and cons of how well politics work. Silver: Explain Gold: Analyse/evaluate	Group presentation on if politics works well and what should be improved. Each targets a certain area that works well or that needs improvement. Present their PowerPoints. Audience will ask questions after each presentation. At the end students will write what they have learnt from each presentation.	PowerPoint presentations. Workbooks to take notes and write entry.	Finish writing about each presentation. This ensures they listened.	British values. New vocabulary. Notetaking. Extended writing.

Role of police in other countries

How the justice system works in other countries