



# Why do laws change over time?

## Lesson 4

**How do laws affect us?**

**Lesson 4:**  
**Why do laws change over time?**  
**Key Stage 3 (Year 7)**

<p><b>Overview</b></p>	<p>In this lesson, students investigate the concept of legal evolution, focusing on why laws need adapting over time. Examining different legislation to analyse historical and contemporary examples of laws changing helps to develop their understanding of the law. Students use the example of the progression of online technology to analyse how and why laws develop over time. Through the exploration of how legal amendments are recognised within society, students understand how they can make themselves aware of new laws in the future.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> change, freedom, democracy, justice, equal opportunities, legislation, rights, responsibilities, ethics, society, community cohesion</p> <p><b>Skills:</b> investigation, political literacy, evaluation, raising awareness, decision-making</p>
<p><b>Essential teaching guidance</b></p>	<p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</b></p> <p>The main purpose of this lesson is to explain to students that laws have to change over time for a number of important reasons, such as community protection, societal values and ever-changing developments in technology.</p> <p>There are guidance notes that accompany this lesson to give you more information to facilitate deeper discussions for Task 6.</p> <p>There is a card-sorting activity for students to investigate reasons why laws change. There are six main reasons, two examples of laws and two explanations for each. Printing, laminating and organising each group of cards into envelopes will allow the students to keep organised, as well as enabling their reuse. All of the examples and explanations are labelled, so you may prefer to photocopy the activity as worksheets.</p> <p>Personalising students' learning to reference the latest new law will encourage them to engage fully with the lesson and be more</p>

	<p>aware of new legislation. For example, you could research the latest law on <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a> or one that is due to be amended shortly. You can type ‘young people’ into the search bar and laws connected to your students’ lives will be displayed, which you could use to supplement the lesson.</p> <p>Be aware that different students in your class may have a range of backgrounds and some may be sensitive to issues discussed, due to negative experiences with the law through family members or friends. Some students will have a very real view of the effects of the law due to personal experiences and may have experienced these effects in their own lives, so you must consider the students in your class to pitch this lesson appropriately. There is also a section on the Russia–Ukraine war and the subsequent Homes for Ukraine scheme, which may cause distress to students who have been affected. You may want to check with the head of year or safeguarding lead in case any students in the class are affected by any of the issues contained in this lesson.</p> <p>Be mindful of the diverse viewpoints that may arise, and seek to encourage empathy and promote community cohesion. Where the issues raised in teaching this lesson are sensitive or controversial in nature, ensure that you are in line with your school policies on such matters. You may find the <a href="#">Teaching Controversial Issues in Citizenship</a> and <a href="#">ACT guidance on Political impartiality in Citizenship</a> helpful.</p>
<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>● What laws have changed over time and what are the reasons for this?</li> <li>● How does the law respond to emergencies?</li> <li>● How do we know when the law has changed?</li> </ul>
<p><b>Lesson resources</b></p>	<ul style="list-style-type: none"> <li>● Slide presentation for the lesson</li> <li>● Worksheet: Why do we need laws? Card-sorting (for Task 3)</li> <li>● Post-it notes (for Task 3)</li> <li>● Worksheet: Online laws timeline (for Task 4)</li> <li>● Worksheet: Why do laws change over time? Gap-fill (for plenary/reflection)</li> <li>● Guidance: How are law changes communicated? Guidance notes (for Task 6)</li> <li>● Glossary: Keywords (for entire scheme of work)</li> </ul>
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Ensure effective small groupings for the card-sorting task (Task 3) that support the activity, paying particular attention to organisation and decision-making skills. To support groups in the task, create roles to facilitate</li> </ul>

	<p>discussion (e.g. leader, questioner, time-keeper, readers). With slightly bigger groups, you could add a writer, explainer and wider thinker.</p> <ul style="list-style-type: none"> <li>● Consider whether it is suitable to change the pairings for the discussion tasks throughout the lesson to ensure that a high level of discussion is reached and effective debates can occur.</li> <li>● There are two levels of the online laws timeline task (Task 4), with a differentiated copy provided on page 2 of the worksheet ‘Online laws timeline’.</li> <li>● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions.</li> <li>● Use different levels of discussion tasks to support students, e.g. sharing opinions, analysing, solving a problem or persuading.</li> <li>● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive.</li> <li>● Ensure that sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> <li>● When reviewing knowledge gained by the class, use targeted questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</li> <li>● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language and promoting learning through discovery.</li> <li>● Use choral (whole-class) responses for new terminology or to address misconceptions.</li> <li>● Use hinge questions to ensure that the class understands an important area of knowledge or concept before the lesson can progress.</li> <li>● Give different levels of support – for example, paired work, scaffolding frameworks, one-to-one, TA-supported, model answers.</li> <li>● Encourage students to use the glossary of key terms.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check that knowledge has been acquired). The image analysis that begins the lesson will assess previous knowledge learned in Lesson 3 from this scheme of work. Students can be assessed on their oral justification of why laws change (Tasks 1 and 2). The card-sorting activity (Task 3), the timeline in Task 4 and the discussion on the communication of new laws in Task 6 will allow a more thorough assessment of both Citizenship knowledge and</p>

	<p>decision-making skills. The plenary/reflection will ask students to draw upon knowledge from across the lesson, and this will be revisited in the next lesson to ensure that students have understood the material.</p>
<p><b>Do now / starter / entry task</b></p> <p><i>(5 minutes)</i></p>	<p><b>Victim support image analysis</b></p> <p><i>Slides 2 to 5</i></p> <p>Share the image on slide 2 and allow students two minutes to analyse the picture of a person getting help from Victim Support and discuss their responses in pairs. This will assess their understanding of the previous lesson’s work about organisations that can help those individuals affected by the law.</p> <p>Facilitate a short discussion to feed back their ideas for two minutes, before reading them some of the suggested answers from slide 3.</p> <p>Share slides 4 and 5 and explain that in this lesson you’re going to be investigating why laws change over time, and will be finding out about recent law changes and ways in which these are communicated to the public.</p>
<p><b>Task 1</b></p> <p><i>(5 minutes)</i></p>	<p><b>Initial legal evolution discussion</b></p> <p><i>Slide 6</i></p> <p>Share the think-pair-share task on slide 6. Ask students to think about the question on the slide independently for one minute. In pairs, students should then discuss it together for a maximum of two minutes. Draw the class back together for each pair to share their answers to this question for the next three minutes. This could be achieved by asking each pair for one quick reason why laws need to be adapted, changed or developed over time. These could be written on the board so that all students can see the range of responses.</p> <p>Be careful not to share too much information at this point, but inform students that they will be finding out more information in this lesson so that they can answer the question in more detail and with an advanced citizenship understanding.</p>

<p><b>Task 2</b></p> <p><i>(5 minutes)</i></p>	<p><b>Legislation changes</b></p> <p><i>Slides 7 to 9</i></p> <p>Share slide 7 and read the definition of ‘amendment’. Relate this to amending a piece of their work in a lesson to develop their language and show students how this word connects to different parts of life, e.g. amending a decision, a task, a plan, etc.</p> <p>Explain that there are two main types of legislation in the UK by reading slide 8. Refer students to the pictures on the slide and explain that the website <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a> is the main way to find out about new or current legislation in England and Wales.</p> <p>Share slide 9 and, after reading the information, allow students one minute to analyse the graph and try to answer the question:</p> <ul style="list-style-type: none"> <li>• Why are there fewer laws being passed now than in the 1990s?</li> </ul> <p>After facilitating a short two-minute feedback session, you might choose to suggest the following responses. The difference may stem from factors like economic shifts, political agendas, European integration, post-Cold War changes, technological advancements, heightened public awareness and government capacity. The 1900s saw responses to societal changes and emerging challenges, driving the creation or revision of laws. However, legislative activity can fluctuate depending on contextual factors, and comparisons should consider specific jurisdictions and policy priorities. It was also significantly easier to pass a law in the 1900s, with fewer guidelines, processes and procedures to follow.</p> <p>Explore the cross-curricular links with areas that students have studied in History, PSHE and Personal Development within the whole-school curriculum. Highlight the significance of cross-curricular links with Citizenship education.</p>
<p><b>Task 3</b></p> <p><i>(15 minutes)</i></p>	<p><b>Why laws change</b></p> <p><i>Slides 10 to 12</i></p> <p>Share slide 10 and read through the six main reasons why laws change over time. These will be the six reasons on which students will focus when completing this next task.</p> <p>This activity requires some organisation beforehand, which you can find in the ‘Teacher guidance’ section on page 1 of this lesson plan. The cards should be in envelopes before the lesson.</p> <p>Divide the class into suitable small groups of three or four to</p>



	<p>complete this task effectively. Pay particular attention to reading and decision-making skills when selecting groupings.</p> <p>Share slide 11 and give out the card-sort from the worksheet ‘Why do we need new laws?’. Give students eight minutes to follow the instructions to complete the task from slide 11. If your class are less independent and it is more suitable, you could divide this task up to do it together by giving them 30 seconds to complete the first instruction. Students could spend four minutes finding two statements that explain each reason and another four minutes matching the laws up to each reason. Walk around the room checking on groups, answering any questions and correcting any misconceptions.</p> <p>If time allows, ask students to stand up and walk around to each group, reviewing their answers, before telling students to stop at a different group’s work. Share slide 12 and ask students to put a post-it note on their table with their mark out of 24. Alternatively, you may prefer students to stay in their seats, share slide 12 with them and instruct them to self-assess to check that their cards are in the correct place.</p> <p>Spend three minutes reading through the answers with the students one reason at a time, so that any student who got it incorrect can understand where they went wrong. Use one group’s work to do this so that they can see the responses modelled in action.</p> <p>Ask students to put all of the cards in the envelopes so they can be reused and their desks are tidy for the next activity.</p>
<p><b>Task 4</b> <i>(12 minutes)</i></p>	<p><b>Online laws</b> <i>Slides 13 to 17</i></p> <p>Explain to students that we will now be looking at one of the reasons why laws change – developments in technology. Share slide 13 and ask for two volunteers to read the information from the slide. Emphasise to students that there are hundreds of different laws made regarding technology, but we will be focusing on investigating just a few of these about the use of the internet.</p> <p>Divide the students into pairs, paying particular attention to decision-making and literacy skills. Share slide 14 and give out the worksheet ‘Online laws timeline’, which includes both the timeline on page 1 and the laws on page 3. There is a differentiated copy on page 2, which can be used if students need a modelled example before they complete the rest of it themselves. The answers are on</p>

page 4 of the worksheet.

Slide 15 can be shared if you would prefer to spend two minutes reading the laws together as a class before they start the timeline task, to cement understanding and support literacy.

Students should be given eight minutes to complete the task on slide 16 and you should walk around the room and offer support where required.

Ask students for feedback, working through pairs that have not spoken much in the lesson already or those you have targeted to make specific progress. Discuss the answers on slide 17 and extend this discussion by asking the question on the slide:

- Why will new laws continue to have to be made for technology?

Facilitate a short discussion with the class, which you may want to extend by including some of the following responses. New laws will continue to be necessary for technology due to its rapid advancement and evolving impact on society. Technology introduces novel challenges and opportunities, such as data privacy, cybersecurity, artificial intelligence and digital rights. As technology evolves, laws must adapt to regulate its use, protect individuals' rights, address emerging risks and encourage innovation. Without updated or new legislation, there's a risk of legal gaps, inadequate protection and misuse of technology. You may find it useful to share a relevant example here about TikTok from their website:

“You have rights and choices when it comes to your information. You may be afforded certain rights under applicable laws, which may include the right to access, delete, update, or rectify your data, to be informed of the processing of your data, to file complaints with authorities, and potentially other rights. You may submit a request to exercise your rights under applicable laws at <https://www.tiktok.com/legal/report/privacy>.”

It is a good opportunity to remind students at this stage that by signing up to social media platforms like TikTok, you have already agreed to consent to many ways for them to use your content. For example, their website states:

“We collect information you provide when you compose, send, or receive messages through the Platform's messaging functionalities. They include messages you send or receive through our chat functionality when communicating with merchants who sell goods to you, and your use of virtual assistants when purchasing items through the Platform.”



	<p><a href="https://www.tiktok.com/legal/page/row/privacy-policy/en">www.tiktok.com/legal/page/row/privacy-policy/en</a></p>
<p><b>Task 5</b> <i>(5 minutes)</i></p>	<p><b>Emergency laws</b></p> <p><i>Slides 18 to 20</i></p> <p>Students will now be looking at the law passed in 2022 for the refugees from Ukraine. Be aware that some of your students may have had personal experience with this law or the Russia–Ukraine crisis. Follow safeguarding procedures and ensure that a safe discussion that is primarily focused on the Homes for Ukraine scheme is facilitated.</p> <p>Share slide 18 and read the question to introduce this section. Introduce the students to the Social Security Regulations 2022 and read through the information on slides 19 and 20. Finish this section by asking the students the question on slide 19, and encourage them to think of at least three reasons why emergency laws are necessary. These may include:</p> <ul style="list-style-type: none"> <li>● Rapid response: To address urgent issues promptly.</li> <li>● Fill legal gaps: To react to unforeseen circumstances not covered by existing laws.</li> <li>● Protect public safety: To ensure immediate action to mitigate risks or threats.</li> </ul> <p>You may want to mention the government response to COVID-19 here. Measures such as 2m distancing, masks, washing hands and vaccines were rapid responses to the pandemic, and the implementation of emergency laws like social distancing and limiting visits outside your home protected and safeguarded the public.</p>
<p><b>Task 6</b> <i>(8 minutes)</i></p>	<p><b>Communication of new laws</b></p> <p><i>Slides 21 to 24</i></p> <p>Share slide 21 to introduce this final section of the lesson. Ask students for suggestions to the question on the slide using a hands-up approach due to time restraints.</p> <p>Read through the methods that the public can use to find out about new laws and amendments from slides 22 and 23. Materials for this lesson include some guidance notes to support you in answering questions or explaining these methods in more detail: ‘Guidance notes: How are law changes communicated?’</p> <p>Share slide 24 and ask students to discuss the questions on the slide in pairs for three minutes. They may need to look back again</p>

	<p>at some of the methods on slides 22 and 23 to be able to use examples in their answers. There will be a range of answers given to question 1, and you may want to emphasise that if few students knew about recent new legislation, the methods were not very successful (and vice versa). You may also want to ask students whether they watch the news, which is vital for improving their citizenship understanding and knowledge about new laws. For question 2, students may suggest different ways of improving the current system of informing the public of new laws, such as:</p> <ul style="list-style-type: none"> <li>● utilising new digital platforms more readily: increasing accessibility by publishing laws online and through mobile apps</li> <li>● public awareness campaigns: educating citizens through targeted information campaigns and outreach initiatives</li> <li>● simplifying language: using plain language summaries to make laws easier to understand for the general public</li> <li>● factsheets: distributing factsheets to homes and schools so they can be quickly recognised as new laws</li> </ul>
<p><b>Plenary / reflection</b></p> <p><i>(5 minutes)</i></p>	<p><b>Gap-fill review</b></p> <p><i>Slides 25 to 26</i></p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of why laws change over time.</p> <p>Show slide 25 and give out the worksheet ‘Why do laws change over time?’ and allow students three minutes to complete the paragraph by filling in the gaps with the words in the box below it. There are also three more questions that can be answered if there is time.</p> <p>Read the paragraph out to the class, asking individual targeted students to say the missing word when you reach each one.</p> <p>You can then facilitate a short discussion, no longer than two minutes, based on the three questions at the end, which summarise their learning from this lesson. There are suggested answers for this and the gap-fill exercise on slide 26, which can be shared with the students. There is also a question on this slide that can be discussed if time. The response should include the public as one of the most important things to consider when debating a new law in Parliament.</p>

<p><b>Takeaway task</b></p>	<p><i>Slide 27</i></p> <p>Share slide 27 and ask students to find a recent news article about a recent change in the law. They will need to summarise the article, explaining what the change is, why it happened and its potential impact.</p> <p>Students can write their research findings in paragraphs or choose a more creative way to present their work.</p> <p>Depending on your class, you may wish to provide an example to guide them in their research. For example, they could research child employment laws, such as children not being allowed to work in places that are considered unsafe for children, e.g. a factory or industrial site or in most jobs in a pub or betting shop.</p>
<p><b>Additional teacher links &amp; resources</b></p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about why laws change over time.</p> <p>You may find it helpful to look at further ACT resources to find out more about the legal system before you teach this lesson. <a href="#">ACT curriculum briefing: Justice, the legal system and international law</a> offers Citizenship teachers advice on key areas of subject content and approaches to teaching the national curriculum for Citizenship. This briefing is designed to provide a starting point for teachers as they build their subject knowledge.</p> <p>This research will give you further information about why laws change over time, which may help you in delivering this lesson:</p> <p><a href="#">Acts and statutory instruments: The volume of UK legislation 1850 to 2016 – Commons Library</a></p> <p><a href="#">Acts of Parliament currently before Parliament – Parallel Parliament</a></p> <p><a href="#">Key changes in UK legislation since 1992 – BPP</a></p> <p><a href="#">Fast-tracked legislation/emergency legislation – Institute for Government</a></p> <p><a href="#">Guide to making legislation – GOV.UK</a></p> <p><a href="#">Ideas for law reform – Law Commission</a></p> <p><a href="#">Children and the Law – NSPCC</a></p> <p>There are some videos on YouTube that will extend the learning outside the lesson or that students may enjoy as part of the lesson.</p> <p><a href="#">Making laws – UK Parliament, YouTube</a></p>

	<p><a href="#">Do we need new law or legal concepts to govern AI and machine learning? The Law Society, YouTube</a></p>
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# Guidance notes

## How are law changes communicated?

In England, the public can find out about changes to laws or new laws through several official and informal channels. Understanding and accessing this information is crucial for ensuring that individuals and organisations comply with current legal requirements. Here are the primary ways through which the public is informed:

**Government websites:** The UK Government maintains official websites such as [legislation.gov.uk](https://www.legislation.gov.uk), which provides up-to-date information on all UK legislation, including Acts of Parliament and statutory instruments. These websites are updated regularly to reflect any changes in the law.

**Official gazettes:** The *London Gazette*, along with the *Edinburgh Gazette* and *Belfast Gazette* for Scotland and Northern Ireland respectively, serves as the official public record. New laws, changes to existing laws and other legal notices are officially published here.

**News media:** Traditional news media (television, radio and newspapers) and digital news platforms frequently report on significant legal changes. They often provide analysis and commentary on how these changes could affect the public.

**Legal journals and bulletins:** Legal professionals and academics publish in-depth articles and analyses on new laws and legal changes in specialised journals and bulletins. While these are more technical, they offer detailed insights into the implications of legal developments.

**Social media and blogs:** Government departments, legal professionals and advocacy groups often use social media and blogs to discuss new laws and changes in accessible language. These platforms can be a timely source for learning about legal developments.

**Public consultations and reports:** Before laws are changed or new laws introduced, the Government often conducts public consultations. These are opportunities for individuals and organisations to give feedback on proposed legal changes. The results of these consultations are usually published online.

# Guidance notes

## How are law changes communicated?

**Educational institutions and workshops:** Universities, colleges and legal education providers often host seminars, workshops and lectures discussing new laws and legal changes. These events are open to the public and can provide valuable insights into the legal landscape.

**Parliamentary debates and committee reports:** Debates in the House of Commons and the House of Lords, as well as reports from Parliamentary committees, are made available to the public online. These can be a rich source of information on the rationale behind legal changes and the issues considered during the legislative process.

**Legal advice services:** For individuals and organisations seeking to understand specific legal changes, consulting a legal advisor or solicitor can provide tailored advice on how the law applies to their situation.

**Local councils and community groups:** Local government bodies and community organisations often provide information sessions or newsletters that highlight legal changes affecting local residents.

Staying informed about legal changes requires individuals to actively seek out reliable sources of information. While the Government and legal bodies provide the primary and most authoritative sources, a wide range of accessible options can help the public to understand and adapt to legal developments.



# Why do we need new laws?

## Reason cards



**Social values  
and attitudes**

**Changes in  
society**

**Developments  
in technology**

**Community  
protection**

**Protection of  
rights**

**Emergency  
situations**

# Why do we need new laws?

## Explanation cards



**1.** The law changes to protect society and in anticipation of everyone's future needs

**2.** Laws need to exist to make sure everyone is treated fairly

**3.** For a law to remain acceptable and successful, it must adapt to the developments of views of crime

**4.** Sometimes situations occur and laws have to be made on a fast-track basis

**5.** If everyone lived in safe communities, there would be no need for new laws for this reason

**6.** Scientific knowledge is constantly being improved, so new laws are crucial in protecting new developments

**7.** Laws have to change to reflect changing views towards crime, the environment, drinking, smoking, violence, weapons, etc.

**8.** Laws need to be developed to protect the community from harm so that actions that cause suffering become illegal

**9.** Laws have to help support the less powerful and vulnerable in society

**10.** The law should ensure that everyone has the same basic rights

**11.** These laws are necessary to protect people online from new threats and risks

**12.** Laws can help in pressured circumstances where things need to be changed or adapted quickly to respond to an event

# Why do we need new laws?

## Law cards



**A. The Equality Act 2010** ensured that everyone's rights were protected in law and it has had many amendments since its creation.

**B. The Online Safety Act 2023** protects children from harm online by ensuring that sites have systems in place to protect their users.

**C. The Anti-Social Behaviour, Crime and Policing Act 2014** protected people in their own communities by giving out Community Protection Orders to perpetrators.

**D. The Health Act 2006** made it illegal to smoke in all public enclosed or substantially enclosed areas and workplaces.

**E. The Civil Contingencies Act 2004** was passed as a result of domestic threats like the fuel crisis in 2000 and the outbreak of foot and mouth disease in 2001. It was also a response to international threats of terrorism attacks after the event of 11 September 2001 in America.

**F. New legislation** was made in January 2024 to amend the **Criminal Justice Act 1988** so that it is illegal to possess, sell, manufacture or transport zombie-style knives and machetes.

**G. The Genetic Technology Act 2023** makes provision about the release and marketing of bred plants and animals.

**H. The Homes Act 2018** was created so that landlords had to make sure their houses were in a fit state to live in before renting them out to people.

**I. The Public Order Act 2023** made it illegal to stop protests having a negative impact on communities.

**J. The Coronavirus Act 2020** responded to the coronavirus pandemic and put in place laws such as lockdown, 2m distancing and meeting up in groups.

**K. The Equal Opportunity Act 2010** made sure everyone was safe from discrimination and treated fairly.

**L. The Employment Act 1996** protected employees from unfair treatment and upheld their rights.

# Why do we need new laws?

## ANSWERS

<p>Social values and attitudes</p> <p><b>3, 7, D, F</b></p>	<p>Changes in society</p> <p><b>1, 9, A, H</b></p>
<p>Developments in technology</p> <p><b>6, 14, B, G</b></p>	<p>Community protection</p> <p><b>5, 8, C, I</b></p>
<p>Protection of rights</p> <p><b>2, 10, A, K</b></p>	<p>Emergency situations</p> <p><b>4, 12, E, J</b></p>

# Online laws timeline

Read the information and put the laws into order so that the first one is on the left and the most recent on the right. In the boxes above the arrow, write the dates. In the boxes below, write what the law is and the reasons why it was made.

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# Online laws timeline

Read the information and put the laws into order so that the first one is on the left and the most recent on the right. In the boxes above the arrow, write the dates. In the boxes below, write what the law is and the reasons why it was made.



	<b>Communications Act</b> Regulates the use of communication networks including the internet and sets rules for internet service providers		<b>Digital Economy Act</b> Includes provisions for online copyright infringement and the regulation of internet service providers		
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# Online laws timeline

**General Data Protection Regulation (GDPR):** In 2018, the UK implemented the GDPR into its law. It sets out rules for the collection, use, and storage of personal data, including data collected and processed online.

**Online Safety Act:** In 2023, a new law was passed that would regulate harmful content online, requiring social media platforms and other online service providers to take steps to protect users from harmful content.

**Digital Economy Act:** This 2015 legislation covers a range of issues related to the digital economy, including provisions related to online copyright infringement and the regulation of internet service providers.

**Computer Misuse Act:** This Act from 1990 covers a range of cybercrime offences, including hacking, unauthorised access to computer systems and denial of service attacks.

**Defamation Act:** This Act, passed in 2013, sets out rules governing defamation, including libel and slander (acts of damaging someone's good reputation), which apply to content published online.

**Communications Act:** This 2003 Act regulates the use of communications networks, including the internet, and sets out rules governing the operation of internet service providers.

# Online laws timeline **ANSWERS**

Read the information and put the laws into order so that the first one is on the left and the most recent on the right. In the boxes above the arrow, write the dates. In the boxes below, write what the law is and the reasons why it was made.



<p><b>Computer Misuse Act</b></p> <p>Covers cybercrimes like hacking, unauthorised access to computer systems and denial of service attacks</p>	<p><b>Communications Act</b></p> <p>Regulates the use of communication networks, including the internet and sets rules for internet service providers</p>	<p><b>Defamation Act</b></p> <p>Set rules for damaging someone's reputation including defamation, libel and slander online</p>	<p><b>Digital Economy Act</b></p> <p>Includes provisions for online copyright infringement and the regulation of internet service providers</p>	<p><b>GDPR</b></p> <p>Sets out rules for collection, use and storage of personal data, including data collected and processed online</p>	<p><b>Online Safety Act</b></p> <p>Regulates harmful content online, requiring social media platforms etc to protect users from harmful content</p>
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# Why do laws change over time?

Sometimes \_\_\_\_\_ have to be changed. These are called \_\_\_\_\_.  
When a law is made it becomes an \_\_\_\_\_. There are many \_\_\_\_\_ why new laws  
are \_\_\_\_\_ to stay in line with the changes in \_\_\_\_\_ and new, modern  
\_\_\_\_\_. People's \_\_\_\_\_ and safety need to be \_\_\_\_\_.

society

Act

rights

technology amendments

laws

protected

reasons

created

1. Who do you think should be considered when the government make new or amend laws?

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2. What do you think is the most important reason to make a new law?

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3. Can you think of any laws that are new or being changed at the moment?

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# Why do laws change over time? ANSWERS

Sometimes **laws** have to be changed. These are called **amendments**. When a law is made it becomes an **Act**. There are many **reasons** why new laws are **created** to stay in line with the changes in **society** and new, modern **technology**. People's **rights** and safety need to be **protected**.

1. Who do you think should be considered when the government make new or amend laws?

Society (the public), specific people who are affected, experts, professionals, everyone

2. What do you think is the most important reason to make a new law?

Social values and attitudes, changes in society, developments in technology, community protection, protection of rights or emergency situations

3. Can you think of any laws that are new or being changed at the moment?

Smoking laws, vaping laws, flexible working laws, Post Office compensation law, National Insurance Reduction laws