

Curriculum Scheme

Citizenship



Believe, Succeed, Together

Curriculum Scheme

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

CREATE Curriculum

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

Curriculum Allocation

Year Group	7	8	9	10	11
Number of Lessons	1	1	1	3	3

Curriculum Intent

Citizenship is a National Curriculum foundation subject – refer to [National Curriculum Citizenship Programmes of Study](#)

Key Stage 3

Learning Intentions
<ul style="list-style-type: none">• Learn about the development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch.• Learn about the operation of Parliament, including voting and elections, and the role of political parties.• Learn about the precious liberties enjoyed by the citizens of the United Kingdom.• Learn about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.• Learn about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.• Learn about the functions and uses of money, the importance and practice of budgeting and managing risk.

Key Stage 4

Learning Intentions
<ul style="list-style-type: none">• Learn about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press• Learn about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond• Learn about other systems and forms of government, both democratic and non-democratic, beyond the UK.• Learn about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world• Learn about human rights and international law• Learn about the legal system in the UK, different sources of law and how the law helps society deal with complex problems• Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding• Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity• Learn about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Key Stage 4

Citizenship is a compulsory GCSE subject - [AQA GCSE Citizenship Studies](#)

Learning Intentions

- Know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK.
- Know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy.
- Know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales
- Know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals.
- Use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts.
- Use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence.
- Use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions.
- Use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.

Curriculum Assessment

Key Stage 3 Indicative Competencies

Grade	Understand / Recall	Apply Knowledge	Analyse / Evaluate	Synthesis / Create
8+	Recall, explain and demonstrate detailed knowledge of specific key words from both a global and national perspective	To have a superior and deep knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities, diversity and current affairs and how these may change over time, using highly relevant examples and evidence	Make reasoned and persuasive arguments to represent their own and other viewpoints leading to a conclusion that is reflective of all viewpoints and evidence discussed	Work purposefully with others to plan and carry out citizenship actions to create a solution to a problem in either a local, national or global setting
7	Recall and explain in detail specific key words and demonstrate an understanding of global current affairs	To have a secure knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities, diversity and current affairs and how these may change over time, using some relevant examples or evidence	Discuss and argue persuasively using a range of supporting evidence. Question and evaluate personal opinions and provide a strong conclusion that links the points made	Work independently and with others to have successful impact to through campaigning to improve the lives of people locally, nationally or globally
6	Recall and explain specific key words with confidence.	To have a sound knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities and diversity whilst showing a good understanding of current affairs	Demonstrate an appreciation of different points of view and draw own conclusions with some relevant examples and provide a basic conclusion	Work with others to initiate and carry out appropriate course of action that will improve the lives of people locally, nationally or globally
5	Recall and explain key words in context	To have a reasonable knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identities and diversity whilst showing a basic understanding of current affairs	Demonstrate an appreciation of different points of view and draw own conclusions with some relevant examples and some attempt to provide concluding remarks	Plan, carry out and explain citizenship actions taken. Participate effectively to a campaign that will have a local, national or global impact
4	Recall and explain Citizenship key words with some understanding	To have some knowledge and understanding of the key citizenship concepts of democracy, justice, rights, identity and diversity and current affairs	Explore a range of opinions including your own and the views from a wider society.	Work as a group to plan and carry out a campaign effectively to bring about change locally or nationally
3	Recall and explain briefly relevant Citizenship vocabulary	To briefly explain the importance of democracy, justice, human rights, personal identity, diversity and current affairs	Discuss topical issues and demonstrate an ability to appreciate the views of others.	Work as a group to plan and carry out an action to bring about change in the local area
2	Define key Citizenship vocabulary	To describe key features of democracy, justice, human rights, personal identity, diversity and current affairs	Recognise that there are different points of view	Work with others to contribute to a plan of action that will benefit others
1	Recall key Citizenship vocabulary	To recognise examples of democracy, justice, human rights, identity, diversity and current affairs	To be able to express a single viewpoint	Identify Citizenship issues

Key Stage 4 GCSE Scheme of Assessment

[AQA GCSE Citizenship Studies Scheme of Assessment](#)

Curriculum Overview

Key Stage 3

Year Group	Autumn Term	Spring Term	Summer Term
7	Citizenship – What’s it all about? What are our identities and communities?	What rights should all children have? How does local democracy work?	What is crime? How can we make a difference in our communities?
8	How does the political system work in the UK? How does the media affect us?	What is the law and how is it changed? How can citizens bring about change?	Why was the struggle for the vote important today? What can we do about global problems?
9	How is the UK governed? Are people treated equally in UK Society?	Why do people move around the world? How can we manage money well?	Can digital democracy increase political participation? How can young people play an active role in democracy?

Key Stage 4

Year Group	Autumn Term	Spring Term	Summer Term
10	<p>Life in Modern Britain: principles and values Identity role of the media and free press; UK's role in key international organisations- UN NATO Commonwealth, WTO EU International conflict resolution The work of Non government Organisations</p> <p>Rights and Responsibilities: Principles of law; The legal system across the UK The development of law over time Policing The UK court System Common Law and legislation and how they differ</p>	<p>Rights and Responsibilities Different forms of criminality The aims of punishment and the use of custodial and non-custodial sentences The Development of Human Rights Universal human rights and their protection International Humanitarian Law Trade Unions</p> <p>Politics and Participation – Political power in the UK The British Constitution Political Parties and Ideology Government Spending Powers of local and devolved government</p>	<p>Politics and Participation: Where political power resides The role of the PM and the cabinet and Civil service The role of MP's Democratic and non-democratic systems- How others govern</p> <p>Active Citizenship How to take political action- pressure groups, voting and elections, lobbying Different types of Citizenship Action-direct and indirect action, boycotts, leafletting, media, petitions, e democracy, lobbying, demonstrations and protests, volunteering <u>Taking action in the legal system</u>-jury service, magistrates, special constables, Police and crime commissioners, community schemes, role of a witness</p> <p>Active Citizenship Campaign Project</p>
11	<p>Life in Modern Britain: Review of course and revision Rights and Responsibilities: Review of course and revision</p>	<p>Politics and Participation: Review of Course and revision Active Citizenship: Review of course and revision</p>	<p>GCSE examinations</p>

Curriculum Content

Year 7

Topic	Citizenship – What’s it all about?	C	R	E	A	T	E
NC Learning Intention	<p>Learn about the development of the political system of democratic government in the UK, including the roles of citizens</p> <p>Learn about the nature of rules and laws and the justice system</p> <p>Learn about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p>						
Lesson Learning Intentions	<p>What is Citizenship?</p> <ul style="list-style-type: none"> Introduce the subject of citizenship including the idea of how to be an informed and active citizen Explore the importance of looking at different sources of information as we read the news and learn more about the world <p>What is an active citizen?</p> <ul style="list-style-type: none"> Look at what it meant by active citizenship and the skills and attributes of an active citizen <p>Why do we need rules?</p> <ul style="list-style-type: none"> Look at what rule and laws are and why they are needed to help us live together <p>What does fairness mean?</p> <ul style="list-style-type: none"> Explore the concept of fairness, focusing on examples of school rules and whether school uniforms are fair <p>What is a democratic community?</p> <ul style="list-style-type: none"> Learn about the concept of democracy and how communities can be democratic Consider whether it is important to take part in a democratic community and consider an alternative. Explore the concept of equity. <p>How can we get involved in our school community?</p> <ul style="list-style-type: none"> Explore the actions of some well known active citizens. 				✓	✓	✓

	<ul style="list-style-type: none"> Consider how your voice is heard on issues that matter, and how to become involved in the school community Look at ways to help others understand what being an active citizen means. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	https://www.bbc.co.uk/news https://www.thenational.academy/ Cre8tive Citizenship App available on in Apple store What is Active Citizens? - YouTube		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> Verbal Feedback Peer and Self Assessment Knowledge Check Mark as you go Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: Citizenship, Rule of Law, Fairness, Democracy, Volunteering Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate				✓		
Numeracy	Use data to analyse election results and identify patterns and trends				✓		
Challenge	Research democratic schools. Make a case to either increase (currently limited number) or abolish them	✓					✓

Topic	What are our identities and communities?	C	R	E	A	T	E
NC Learning Intention	Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity						
Lesson Learning Intentions	<p>What does identity mean?</p> <ul style="list-style-type: none"> Examine the concept of identity Explore what we understand by our own identity and how our identities might be shared with others <p>How do identities change?</p> <ul style="list-style-type: none"> Explore how identity can change over time. <p>What are communities like?</p> <ul style="list-style-type: none"> Look at what a community is, what might be found in a community and how they are made up. Consider the key features that are important in communities <p>How are communities changing?</p> <ul style="list-style-type: none"> Explore how communities are changing – study of early communities and how they have developed into the communities we live in today. What has influenced change and how will change look in the future <p>How are we all connected? (UK)</p> <ul style="list-style-type: none"> Consider how we are connected to one another across the UK and investigate the connections we have with others including school and the British Youth Parliament <p>How are we all connected? (international, global)</p> <ul style="list-style-type: none"> Consider how we are connected to people across the globe – how technological have made this possible – look at a case study of Live Aid and the Olympics to demonstrate these developments and the importance and value of working with others. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion 				✓		

	<ul style="list-style-type: none"> • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	https://www.bbc.co.uk/news https://www.thenational.academy/ Cre8tive Citizenship App available on in Apple store Community - BBC Bitesize Community - BBC News Global citizenship is... - YouTube Learning to live together in peace through Global Citizenship Education - YouTube		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: British Values, Emigration, Group Identity, Identity, Immigration, Migration, Multiculturalism, Multiple Identity, National Identity, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Use the 'Make your Mark' campaign analysis of votes from the British Youth Parliament to identify the top 5 issues that young people are most concerned about			✓			
Challenge	Find out about an indigenous community and how their society is organised and its similarities or differences to the UK	✓					✓

Topic	What rights should all children have?						
NC Learning Intention	<p>Learn about the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>Learn about human rights and international law</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>What rights are we entitle to?</p> <ul style="list-style-type: none"> Define the concept of rights, understand the development of rights over time and learn what rights children possess <p>What does a right to education really mean?</p> <ul style="list-style-type: none"> Learn about the right to education – investigate how children experience barriers to education and how the Covid-19 pandemic has created challenges to children in the UK to access their right to education <p>What can I do as a citizen to protect the rights of others?</p> <ul style="list-style-type: none"> Explore what individuals can do to protect the rights of others – take part in active citizenship and create a campaign for the right to education <p>How do we protect the right to health?</p> <ul style="list-style-type: none"> Investigate Article 24 of the UNCRC (right to healthcare) – What does Article 24 mean for children living in the UK and elsewhere. Analyse the role that wealthy countries have in supporting poorer countries <p>Are you getting your right to reliable and accurate information?</p> <ul style="list-style-type: none"> Learn about our right to reliable and accurate information – why this is so important to help us access our other rights Explore what accurate and reliable information means and why it’s important for young people to access news that is produced with them in mind <p>Deliberative Debate: How well are children’s rights protected and supported in the UK?</p> <ul style="list-style-type: none"> Take part in a deliberative debate – whether Covid-19 as a pandemic has affected children’s rights – looking at education, health and information. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		

Resources	<p>Cre8tive Citizenship App available on in Apple store What are Child Rights? - BBC What's New - YouTube Rights of the Child: 30th Anniversary of the UN Convention - BBC Newsround Children have right to clean environment - report - BBC News Lockdown continues to impact children's access to play - BBC Newsround Coronavirus: Pupils 'months behind' and Rashford continues child poverty fight - BBC News Coronavirus: BBC poll suggests stark divide between rich and poor countries - BBC News</p>		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	<p>Tier 3 Vocabulary: Equality, Human Right, United Nations Convention on the Rights of the Child (UNCRC), Fairness, Responsibility, Right, Universal Declaration of Human Rights (UDHR) Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy	<p>One in five children regularly misses school, figures show - BBC News Summarise the data shown in this article and write a conclusion which shows the effects of the pandemic on school attendance post lock down</p>			✓			
Challenge	<p>One in five children regularly misses school, figures show - BBC News Read the article and summarise the governments strategies in dealing with the issue and whether they think they will be effective</p>	✓					✓

Topic	How does local democracy work?	C	R	E	A	T	E
NC Learning Intention	Learn about the development of the political system of democratic government in the UK, including the roles of citizens Learn about the operation of Parliament, including voting and elections, and the role of political parties.						
Lesson Learning Intentions	<p>How is local government different to national government?</p> <ul style="list-style-type: none"> Look at the definition of government and compare the roles and responsibilities of local and central government in the UK. Use the Covid-19 pandemic as a case study to explore how local and central government operate <p>What do local councils do?</p> <ul style="list-style-type: none"> Investigate what local councils do and what services they provide, as well as consider how those services are funded <p>What is the role of a local councillor?</p> <ul style="list-style-type: none"> Define the role of a local councillor and consider what skills and qualities would be ideal in a local representative <p>How do local elections work?</p> <ul style="list-style-type: none"> Investigate the voting system used in local elections, learning about political parties and their role in elections and the process of local elections step by step. <p>Why is registering to vote so important?</p> <ul style="list-style-type: none"> Investigate running a voter registration drive and consider how people register to vote and why this is important. Consider why local elections matter and how this is linked to power to make decisions in our counties, towns, cities and villages. <p>How can young people be involved in local decision making?</p> <ul style="list-style-type: none"> Identify and prioritise issues and problems in a local area. Learn about some tools and techniques which can be used to campaign effectively. Learn how to take part in an Active Citizenship Project focusing on the skills and knowledge needed to create a powerful petition 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning 				✓		

	<ul style="list-style-type: none"> • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	Local elections 2023: When are they and who can vote? - BBC News Local Elections 2023: everything you need to know - YouTube City of Southend-on-Sea: our Southend - YouTube https://www.thenational.academy/ Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: Democracy, Central Government, Councillor, Local Election, Tiers, Voter Turnout Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Examine the results of local elections to identify voter priorities in the area			✓			
Challenge	Write a letter to your local councillor about the improvements you would like to see happening in your area	✓					✓

Topic	What is crime?	C	R	E	A	T	E
NC Learning Intention	<p>Learn about the nature of rules and laws and the justice system, including the role of the police</p> <p>Learn about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities</p>						
Lesson Learning Intentions	<p>What is a crime?</p> <ul style="list-style-type: none"> Consider what is meant by the word ‘crime’, the difference between right and wrong and where ideas of this come from. Differentiate between civil and criminal law to show what a crime really is. <p>What reasons are behind criminal behaviour?</p> <ul style="list-style-type: none"> Investigate reasons why people might commit a crime. Examine stereotypes, how we perceive those who commit crime and look at how not all follow these stereotypes <p>What is the role of the police in dealing with crime?</p> <ul style="list-style-type: none"> Look at the role of the police and consider their part in the justice system and the main powers they have to be able to tackle crime <p>Is youth crime really as serious as the media suggest?</p> <ul style="list-style-type: none"> Examine how the media portrays youth crime and compare with statistical data about youth crime. Use a case study to identify how the media uses sensationalisation to dramatize youth crime and consider how it may be dealt with <p>What can communities do to help prevent crime?</p> <ul style="list-style-type: none"> Consider a range of strategies that can be used to prevent crime and which of these are enforceable within communities. Look at the role of Neighbourhood Watch and explore what communities can do to prevent crime. Focus on how young people can be involved in preventing crime in their local areas. <p>What does a successful crime prevention strategy look like?</p> <ul style="list-style-type: none"> Examine what a successful campaign could look like and use the Ben Kinsella Trust as an example of a successful crime prevention strategy – looking at aims, actions and impact 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions 				✓		

	<ul style="list-style-type: none"> • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	https://www.thenational.academy/ Young adult offenders: Breaking the cycle - BBC News - YouTube How to solve youth violence (and how we can all help) - BBC Ideas MPs call for police in schools to cut youth violence - BBC News Knife crime: Excluded pupils 'sucked into criminality' - BBC News What We Do The Ben Kinsella Trust Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: Civil Law, Criminal Law, Crown Prosecution Service, Mass Media, Neighbourhood Watch, New Media, Social Media, Traditional Media Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Use police data to identify patterns in crime and to discuss what is meant by the 'Dark figure of crime'. Use local police maps to consider policing priorities in the local area.			✓			
Challenge	Research a high profile criminal court case. Summarise the case, sentence given and evaluate whether you think the sentence is appropriate	✓					✓

Topic	How can we make a difference in our communities?						
NC Learning Intention	Learn about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	C	R	E	A	T	E
Lesson Learning Intentions	<p>What is a community?</p> <ul style="list-style-type: none"> Learn about our place in our communities, how to be good neighbours and citizens. Examine the different needs of a community and how these can be met <p>What role does our school play in our local community?</p> <ul style="list-style-type: none"> Examine the school community and the importance of community cohesion Explore how the school community links with our wider communities <p>What do charities, NGO's and groups do in our local community?</p> <ul style="list-style-type: none"> Look at the important contribution of community groups in our society – case studies of charities, NGOs and community groups to explore what impact they have had <p>How can citizens get involved in community change?</p> <ul style="list-style-type: none"> Learn how to get involved with community improvement Learn about the UK Youth Parliament, its local and national impact <p>What can we do as active citizens to improve our community? (Part 1)</p> <ul style="list-style-type: none"> Use the ACTIVE Citizenship Award to choose and plan a citizenship project <p>What can we do as active citizens to improve our community? (Part 2)</p> <ul style="list-style-type: none"> Continue to develop an active citizenship project and if possible put ideas into action Reflect on the effectiveness of the project and measure the impact of the projects on the local community 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	British Youth Council UK Youth Parliament (byc.org.uk) Become An Member of the UK Youth Parliament - 2022 - YouTube https://www.thenational.academy/		✓		✓		✓

	Cre8tive Citizenship App available on in Apple store						
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	<p>Tier 3 Vocabulary: Community, Community Cohesion, Non Governmental Organisations, British Youth Parliament,</p> <p>Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy	Investigate statistics which shows changing trends in the use of food banks between 2019 and 2023 and write a summary of your findings			✓			
Challenge	Design an advertising campaign to encourage people to donate to their local food banks.	✓					✓

Year 8

Topic	How does the political system work in the UK?						
NC Learning Intention	<p>Learn about the development of the political system of democratic government in the UK, including the roles of citizens, Parliament, and the monarch.</p> <p>Learn about the operation of Parliament, including voting and elections, and the role of political parties.</p> <p>Learn about other systems and forms of government, both democratic and non-democratic, beyond the UK.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>What is the difference between government and parliament?</p> <ul style="list-style-type: none"> Explore the differences between Government and Parliament and how they work to ensure the UK is governed Explore different forms of government used around the world <p>How do elections work?</p> <ul style="list-style-type: none"> Explore the processes in electing a new government Create a timeline of a typical election campaign Explore constituencies, debates, dissolving parliament, vote counting and forming a new government <p>What do political parties do?</p> <ul style="list-style-type: none"> Investigate the role of political parties within the UK political system and understand some of the key differences between them <p>What do MPs do?</p> <ul style="list-style-type: none"> Explore the role of an MP and how they ensure that constituents are represented <p>How is the UK government organised?</p> <ul style="list-style-type: none"> Explore the organisation of the UK Government – The roles of the Monarch, the Prime Minister, the Cabinet and other ministers. Examine the responsibilities of the different Government departments with a focus on the role of the Treasury <p>How does devolved government work?</p> <ul style="list-style-type: none"> Learn about the process of devolution, what devolved government means and the impact on politics in the UK 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly 				✓		

	<ul style="list-style-type: none"> • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	https://www.bbc.co.uk/news https://www.thenational.academy/ What is the difference between parliament and government? - YouTube UK Parliament About UK Parliament Week Welcome to your UK Parliament - Parliament UK Education Bunty, Buckethead, Binface - and Boris Johnson - BBC News - YouTube Role of an MP - Member of Parliament - YouTube Elections and voting explained (primary) - YouTube Local and Central Government - Young Citizens Voting and the General Election - Young Citizens Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: Backbencher, Bicameral, By-election, Central Government, Coalition Government, Constituency, Devolution, Devolved and Reserved powers, Devolved Government, Electoral Commission, Executive, Frontbencher, General Election, House of Commons, House of Lords, Manifesto, Member of Parliament, Prime Minister, Proportional Representation, First-Past-the-Post, Representative Democracy, Sovereignty, Whips Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			

Numeracy	Use election data to identify patterns and trends			✓			
Challenge	Write an election manifesto to present to the class outlining your priorities for our local area	✓					✓

Topic	How does the Media affect us?	C	R	E	A	T	E
NC Learning Intention	Learn about the different roles of a free press						
Lesson Learning Intentions	<p>What is news?</p> <ul style="list-style-type: none"> Learn about the media and compare news to other types of information Investigate the reasons that contribute to an issue or event being seen as newsworthy <p>What responsibilities does the media have?</p> <ul style="list-style-type: none"> Learn about the rules that the media is required to follow and the consequences of not doing so. Examine what 'good journalism' looks like and why its important <p>What is the role of the media in a democracy?</p> <ul style="list-style-type: none"> Examine what a democracy is and the role that the media plays within our democracy. Explore the political affiliations of newspapers and learn how the media has a duty to educate and inform. <p>How does the media hold those in power to account?</p> <ul style="list-style-type: none"> Investigate how the media hold people in powerful positions to account for their actions. Look at examples of when work of journalists has made a real difference to society. <p>Should we believe everything we read?</p> <ul style="list-style-type: none"> Explore concept of 'fake news' – misinformation, disinformation and malinformation. Consider the impact of sharing information that is false, misleading or harmful and learn what steps can be taken to verify the information consumed. <p>Does the media create more harm than good?</p> <ul style="list-style-type: none"> Reflect on the role of the media in society and whether the actions of the media can always be justified. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	https://www.bbc.co.uk/news Fact or fake - BBC Bitesize		✓		✓		✓

	Lesson 1: Real versus fake news - BBC Teach What is Media Bias? - Young Citizens Fake News: The Evolution of Media - Young Citizens Probing social media's role in the UK riots - YouTube Knife crime and the role of social media - BBC Newsnight - YouTube Cre8tive Citizenship App available on in Apple store						
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: IMPRESS, Independent Press Standards Organisation (IPSO), Mass Media, New Media, Ofcom, Social Media, Traditional Media Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Investigate media statistics to consider changes in how we use media e.g. moving from traditional to new/social media			✓			
Challenge	Gary Lineker: New rules for BBC flagship presenters after social media row - BBC News Read the article and summarise why the rules have been changed and decide whether this was the right decision	✓					✓

Topic	What is the law and how is it changed?	C	R	E	A	T	E
NC Learning Intention	Learn about the development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch Learn about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.						
Lesson Learning Intentions	<p>What are laws?</p> <ul style="list-style-type: none"> Explore what a law is and how it affects us. Learn about the application of minimum age restrictions in the UK and at what age a person can do age restricted activities. <p>How are laws made? Criminal vs Civil law</p> <ul style="list-style-type: none"> Understand how laws are made in the UK and the difference between civil and criminal law. Understand the role of Parliament in the law-making process <p>Can Citizens change laws?</p> <ul style="list-style-type: none"> Explore how citizens can make effective changes to UK laws <p>Should the age of criminal responsibility be changed?</p> <ul style="list-style-type: none"> Explore the concepts of right and wrong and how they apply to criminal action. Compare the minimum age of criminal responsibility across different countries and consider the effects of being held responsible for a crime as a child. <p>How is the criminal justice system applied to young people?</p> <ul style="list-style-type: none"> Explore the role of the youth court and how young people are treated within the criminal justice system. Understand the roles of people who work within the criminal justice system and how they support young people. <p>Deliberative Debate: Should we review the age of criminal responsibility?</p> <ul style="list-style-type: none"> Review a speech from Isaac Codjoe MYP in the Houses of Parliament. Critically analyse source materials with a view to preparing a speech in answer to the question. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities 				✓		

	<ul style="list-style-type: none"> • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	https://www.bbc.co.uk/news https://www.thenational.academy/ Should the age of criminal responsibility be set at ten years old? - YouTube Study underpins new minimum age of criminal responsibility in Scotland - YouTube Attitudes to young offenders in the 20th and 21st centuries - Attitudes to punishment – WJEC - GCSE History Revision - WJEC - BBC Bitesize BBC Two - Youth and Community Justice - Clips Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: Civil Law, Criminal Law, Parliament, Monarch, Royal Assent, House of Commons, House of Lords, Magistrate, Deterrence, Rehabilitation, Reparation Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Consider the effectiveness of the youth justice system by examining youth reoffending rates			✓			
Challenge	Write a speech that could be delivered to the youth parliament on a law you would like to see introduced	✓					✓

Topic	How can citizens bring about change?
NC Learning Intention	Learn about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
Lesson Learning Intentions	<p>How do Citizens take action?</p> <ul style="list-style-type: none"> • Learn about the role of a citizen within a democracy. • Explore what being part of the democratic process means and what actions can be taken to improve the world around us. <p>What is the role of pressure groups, protest groups and social movements?</p> <ul style="list-style-type: none"> • Explore different groups that aim to create positive change in society • Consider the role of pressure groups and how they influence change. • Investigate protest groups and social movements and the methods they use in campaigning for change <p>How can we campaign and influence change?</p> <ul style="list-style-type: none"> • Learn about different types of campaigning – social media, notoriety, political lobbying and use of media. • Explore how campaigns try to influence those in power and the likelihood of a successful campaign. <p>Why do changemakers play an important role in democracy?</p> <ul style="list-style-type: none"> • Learn what a changemaker is and why their actions are important in democracy. • Explore different examples of recent problems in society in relation to inequality and injustice and learn how changemakers have had a positive impact on these. <p>Why and how should citizens take action?</p> <ul style="list-style-type: none"> • Look back at the role of the citizen in a democracy and link to Article 21 of the UDHR – consider why it is important for citizens to be involved in democratic decision making. • Explore the authority of citizens in holding those in power to account through parliamentary select committees. • Use the education committee to find out how to get involved in committees and what is involved in giving evidence. <p>What can effective change look like?</p> <ul style="list-style-type: none"> • Identify the characteristics of effective change and the different ways of describing or assessing the impact of actions taken by citizens
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion

	<ul style="list-style-type: none"> • Practice exam questions with mark scheme
Resources	https://www.bbc.co.uk/news https://extinctionrebellion.uk/ https://petition.parliament.uk/ We Are Fathers4Justice – The Official Campaign Organisation (fathers-4-justice.org) https://captaintom.org/ Cre8tive Citizenship App available on in Apple store
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment
Literacy	Tier 3 Vocabulary: Advocacy, boycott, democracy, petition, pressure group Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate
Numeracy	
Challenge	Jeremy Kyle Show guests treated like criminal suspects, MP claims - BBC News Read the news article. Explain why the committee is conducting an inquiry into this topic. Is this an effective way of holding people to account?

Topic	Why was the struggle for the vote important for today?	C	R	E	A	T	E
NC Learning Intention	Learn about the development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch						
Lesson Learning Intentions	<p>How have our political rights changed over time?</p> <ul style="list-style-type: none"> • Learn what political rights are and explore the concept of universal suffrage • Investigate the long struggle for voting rights and how women’s suffrage was achieved. • Develop a personal opinion about how political rights have evolved over time <p>How did the Chartists affect the political rights we have today?</p> <ul style="list-style-type: none"> • Investigate who the Chartists were, the campaign methods they used and whether they were successful • Explore the effect the Chartists had on modern day political rights • Study more recent methods of campaigning and consider how citizens can create change <p>Which methods were most successful in the fight for female suffrage?</p> <ul style="list-style-type: none"> • Explore the struggle women had to achieve equal voting rights • Investigate the Suffragists and Suffragettes and the different methods used by each group • Investigate what equality is like for women today and consider how people can become an advocate for other people’s rights <p>Why does voting matter?</p> <ul style="list-style-type: none"> • Explore why it is important to vote. • Give views about the issues that are important and discover which decision makers address these issues. • Consider different opinions on voting and justify which is most persuasive • Explore who votes, where power lies and some of the consequences of not voting <p>Should 16 and 17 year olds be allowed to vote in elections?</p> <ul style="list-style-type: none"> • Consider the issues surrounding lowering the voting age to 16 • Explore the arguments for and against lowering the voting age.. <p>How can we exercise democratic rights without a vote?</p> <ul style="list-style-type: none"> • Explore ways in which citizens can participate in a democracy beyond voting. • Investigate local, regional, national and international organisations that work to challenge injustice and protect political rights and freedoms. 				✓	✓	✓

	<ul style="list-style-type: none"> Consider making a pledge of something that could be done in a year to make a difference to the community 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	https://www.bbc.co.uk/news https://www.thenational.academy/ Emmeline Pankhurst and The Suffragettes BBC Teach Compilation - YouTube How the suffragettes won British women the vote 100 Years of the Women's Movement BBC Teach - YouTube Suffragettes: 100 years since women won the right to vote - BBC News - YouTube Suffragettes vs Suffragists: Did violent protest get women the vote? - YouTube Change the Voting Age to 16 Camille King TEDxHarwoodUnionHighSchool - YouTube 'Labour should fight to lower voting age' - Alastair Campbell - YouTube Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> Verbal Feedback Peer and Self Assessment Knowledge Check Mark as you go Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: Suffrage, Chartist, Campaign, Advocacy, apathy, right, responsibility, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate				✓		
Numeracy	Investigate data of non voters across different social groups such as age. Identify patterns and trends.				✓		
Challenge	Write a persuasive letter to your MP arguing to either keep the voting the same or to lower it to 16	✓					✓

Topic	What can we do about global problems?						
NC Learning Intention	<p>Learn about human rights and international law</p> <p>Use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Is plastic damaging the environment?</p> <ul style="list-style-type: none"> • Explore global issues affecting the environment • Focus on plastic pollution and the threat it poses to oceans and sea life • Investigate the action being taken by governments and individuals which aim to address the problem <p>Why do some people reject climate change?</p> <ul style="list-style-type: none"> • Investigate the issue of climate change. • Critically examine different arguments and perspectives and consider some of the claims that questions whether climate change is a crisis • Develop advocacy skills by writing a speech to explain and justify a personal point of view <p>Why is fracking controversial?</p> <ul style="list-style-type: none"> • Explore what fracking is and how it can affect the environment and the wider community • Explore the benefits and risks of fracking and the policy on whether fracking is permitted <p>Why are there still some human rights abuses today?</p> <ul style="list-style-type: none"> • Introduce the UDHR-learn about rights and how they are abused • Analyse which human rights abuses are most prevalent and why it is difficult to prevent these. <p>How can we take action on global problems?</p> <ul style="list-style-type: none"> • Explore the different actions we can take to address global issues and problems • Investigate the roles of changemakers and NGO's, and consider the types of action they carry out. <p>How can we take responsible action?</p> <ul style="list-style-type: none"> • Explore the idea of responsible action and how individuals can make a difference on global issues. • Plan and ACTIVE project 				✓	✓	✓

Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 				✓		
Resources	Climate Action: Circular Economies - Young Citizens Climate Action – Using the Law to Drive Change - Young Citizens Climate Change - Young Citizens What is climate change? A really simple guide - BBC News Climate change: UN calls for radical changes to stem warming - BBC News Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: environment, advocacy, human rights, UDHR, NGO, G7 Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Research government spending on reaching the target of net zero.			✓			
Challenge	Rosebank oil field: What is the row over the project? - BBC News Read the article about the government giving permission for a new oil field development. Is the government right to take this course of action?	✓					✓

Year 9

Topic	How is the UK governed?						
NC Learning Intention	<p>Learn about the development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch.</p> <p>Learn about the operation of Parliament, including voting and elections, and the role of political parties.</p> <p>Learn about other systems and forms of government, both democratic and non-democratic, beyond the UK.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>How is the country run?</p> <ul style="list-style-type: none"> Investigate who runs the country and what government is. Explore different kinds of power and influence people can have as part of government <p>What does the civil service do?</p> <ul style="list-style-type: none"> Examine the role of the civil service and the differences between a civil servant and a government minister. <p>What are the differences between local, regional and national governance?</p> <ul style="list-style-type: none"> Explore what is meant by 'devolution'. Investigate how the UK is governed at a local and national level Analyse arguments for and against the devolution of power <p>How does the UK political system compare to other systems?</p> <ul style="list-style-type: none"> Understand what is meant by the term 'democracy' Consider ways in which the UK can be considered a democracy Make comparisons with other countries and how their political systems are organised. <p>What are the differences between the UK and US political systems?</p> <ul style="list-style-type: none"> Examine the nature of the UK political system and contrast with the political system of the USA. Consider how the political systems of the UK and USA are similar and how they are different <p>How is the UK governed?</p> <ul style="list-style-type: none"> Revisit key knowledge from previous lessons to create a revision resource to review knowledge of the UK political system 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning 				✓		

	<ul style="list-style-type: none"> • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 					
Resources	https://www.bbc.co.uk/news Home - Young Citizens Easy peasy politics: Democracy - BBC Bitesize HOME Simple Politics Horrible Histories Songs: The History of Democracy - Common People Song - CBBC - BBC About us - Civil Service - GOV.UK (www.gov.uk) How does the US political system work? - BBC Bitesize Forms of Government (nationalgeographic.org) Cre8tive Citizenship App available on in Apple store		✓		✓	✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓			
Literacy	Tier 3 Vocabulary: Central Government, Civil Service, Codification, Democracy, Devolution, Devolved and Reserved powers, devolved government, direct democracy, directly elected mayors, Executive, Dictatorship, first past the post, general election, liberal democracy, local election, Member of Parliament, Multi-party system, Non-democratic, Prime Minister, Proportional representation, representative democracy, tiers, two-party system Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓		
Numeracy	Consider how different social groups voted in the 2014 Scottish Independence Referendum			✓		
Challenge	Choose two different types of government from around the world and prepare a factfile that compares how the two countries are governed	✓				✓

Topic	Are people treated equally in UK society?	C	R	E	A	T	E
NC Learning Intention	Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding						
Lesson Learning Intentions	<p>What is the Equality Act 2010?</p> <ul style="list-style-type: none"> Explore what equality means and begin to look at the role, impact and origins of the equality act 2010 <p>What is discrimination and prejudice?</p> <ul style="list-style-type: none"> Look at what the terms ‘prejudice’ and ‘discrimination’ mean. Investigate the different kinds of discrimination that can take place in society <p>What are the effects of discrimination on individuals and groups in society?</p> <ul style="list-style-type: none"> Use case studies to examine the impact of discrimination on groups and individuals <p>Why do we need laws on equality in the UK?</p> <ul style="list-style-type: none"> Explore the impact of equality laws in the UK and how they have made the UK more just and equal. <p>How far have we made progress on equality in the UK?</p> <ul style="list-style-type: none"> Use same sex case studies to investigate the progress that has been made towards equality in the UK. Explore how different laws have had a positive or negative impact on the LGBTQ+ community <p>What can we do to create a fairer society?</p> <ul style="list-style-type: none"> Explore what individuals and schools can do to create a fairer society. Use the after effects of the murder of Stephen Lawrence as a case study to explore how citizens and society have tried to create a more equal society 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	Your rights under the Equality Act 2010 Equality and Human Rights Commission (equalityhumanrights.com)		✓		✓		✓

	Met Police: Ex-officers admit sending racist WhatsApp messages - BBC News Government failing disabled people, human rights watchdog warns - BBC News The discrimination pushing LGBTQ workers to quit - BBC Worklife Cre8tive Citizenship App available on in Apple store						
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Vocabulary: advocacy, British values, discrimination, equality, Equality Act 2010, Equality and Human Rights Commission, Fairness, Freedom, Human Right, Human Rights Act, identity, Individual Liberty, justice, principle, tolerance, Values Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	End racial disparities in maternal deaths - MPs - BBC News Consider the statistics and data in this article and summarise key differences between different ethnic groups.			✓			
Challenge	Investigate claims that there is a North/South divide. Find out who the Government minister is for 'levelling up' and how successful this initiative has been in order to make a fairer society.	✓					✓

Topic	Why do people move around the world?	C	R	E	A	T	E
NC Learning Intention	<p>Learn about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>Learn about human rights and international law</p> <p>Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>						
Lesson Learning Intentions	<p>Why do people migrate?</p> <ul style="list-style-type: none"> Explore reasons why people migrate from one country to another Define key terminology in relation to migration such as asylum seeker, refugee and internally displaced persons <p>What is the relationship between climate change and migration?</p> <ul style="list-style-type: none"> Explore the emerging number of migrants who are moving around the world as a result of the impact of climate change Investigate how different countries around the world respond to this issue. <p>Is the conflict in Syria a children's rights issue?</p> <ul style="list-style-type: none"> Explore the origins of the war in Syria and the extent to which the rights of children are being enjoyed or denied. <p>What support is available for migrants?</p> <ul style="list-style-type: none"> Explore the international and national frameworks implemented to support migrant communities around the world. Consider ways in which we can support migrants <p>Should migration be controlled?</p> <ul style="list-style-type: none"> Explore the UK Government's existing attitudes to immigration. Develop an insight into the UK's immigration regulations Consider arguments for and against the controlling of immigration <p>How does migration affect communities?</p> <ul style="list-style-type: none"> Explore the different types of effects migration has on immigrant and emigrant communities, and investigate social, economic and political reasons. 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion 				✓		

	<ul style="list-style-type: none"> • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	Migration - BBC News History KS3 / GCSE: Migration - BBC Teach Dorset migrant barge: 'We we will protest - I won't move' - YouTube Homepage - Refugee Council Care4Calais Refugee Crisis Charity Fundraise Donate Volunteer Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3 Agencies, emigration, European Convention on Human Rights, immigration, migration, multiculturalism, net migration, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Research data on the pattern of illegal immigration across Europe.			✓			
Challenge	Compare the UK's policy on immigration with one other European Country	✓					✓

Topic	How can we manage money well?						
NC Learning Intention	Learn about the functions and uses of money, the importance and practice of budgeting and managing risk.	C	R	E	A	T	E
Lesson Learning Intentions	<p>What is the best way to look after money?</p> <ul style="list-style-type: none"> • Explore what money is, the choices we have in relation to money and how we can manage our money responsibly • Consider the idea of financial responsibility in relation to spending and saving, and what this means for us as individuals, members of families and communities, and in relation to wider society <p>How can we pay for things?</p> <ul style="list-style-type: none"> • Explore the different ways in which we can purchase and pay for goods and services. • Consider the different payment methods available, including cash, online eg Paypal and Apple/Android Pay, debit and credit. • Consider practical steps to create a budget and examine how this enables us to plan and manage money well. <p>What are the implications of borrowing money?</p> <ul style="list-style-type: none"> • Consider what borrowing is and how it can help us to manage money well both within our personal lives and in wider society. • Explore the different kinds of borrowing available including loans, overdrafts and credit, and what each is used for. • Learn about interest rates and the implications of short, medium and long term borrowing in relation to a range of situations <p>How can we keep track of our money?</p> <ul style="list-style-type: none"> • Explore different types of online banking, prepaid cards and other tools that can help us keep track of money. • Explore how we keep safe online, in relation to digital citizenship, and how to be aware of different kinds of online money crimes; including phishing, pharming, money mules and other types of common scams. <p>Where can we save money?</p> <ul style="list-style-type: none"> • Explore what saving means and how different kinds of savings products help us manage our money well. 					✓	✓

	<ul style="list-style-type: none"> Consider the pros and cons of different approaches to savings and investments with different levels of risk and reward. <p>What are our rights as consumers?</p> <ul style="list-style-type: none"> Explore citizens as consumers, including the rights and responsibilities we have and what consumer choice is. Investigate the rules and laws that apply to the buying and selling of goods and the role of trading standards. Explore whether the increased use of online shopping has led to companies and individuals taking greater advantage of consumers. 					
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 			✓		
Resources	Managing your ins and outs - Financial decisions - GCSE Learning for Life and Work (CCEA) Revision - BBC Bitesize Money Matters KS2 Citizenship Primary - BBC Bitesize Student budgeting How to manage your money - BBC Bitesize PSHE KS3 / KS4: Credit and Debt - What happens when you borrow money? - BBC Teach	✓		✓		✓
DRAFT	<ul style="list-style-type: none"> Verbal Feedback Peer and Self Assessment Knowledge Check Mark as you go Summative and Formative assessment 	✓				
Literacy	<p>Tier 3: Annual Percentage Rate, asset, bankruptcy, budget, comparison shopping, credit, credit score, debit card, debt, default, income, interest, consumer, cost effective, credit card, loan, identity theft, interest rate, overdraft, Phishing, scam, salary,</p> <p>Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible,</p>		✓			

	diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate						
Numeracy	Look at Inflation rates between September 2022 and 2023. What problems were caused by the change in rates and how did the Bank of England respond?			✓			
Challenge	Watch an episode of 'Rich Kids go skint'. Compare the impact of different incomes on their lifestyles.	✓					✓

Topic	Can digital democracy increase political participation?	C	R	E	A	T	E
NC Learning Intention	Learn about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond						
Lesson Learning Intentions	<p>What is digital citizenship?</p> <ul style="list-style-type: none"> • Explore concept of digital citizenship and the rights/responsibilities we have as digital citizens • Investigate the changes that digital citizenship is making to our democracy <p>Voter engagement and Digital participation</p> <ul style="list-style-type: none"> • Investigate the process of electronic voting and whether it creates more opportunity or restrictions for people to take part in democracy • Explore case study of a European country where digital voting has worked. • Consider how digital voting may encourage people to become more politically engaged <p>Can political engagement be increased using digital media?</p> <ul style="list-style-type: none"> • Consider how more people can become involved in political matters using a digital platform • Explore the benefits and any concerns regarding the increasing use of digital media within political engagement. <p>How well has digital democracy worked in other countries?</p> <ul style="list-style-type: none"> • Consider how different digital technologies can be used to develop digital democracy in the UK • Use two case studies – virtual Taiwan and electronic Estonia to evaluate advantages and disadvantages of methods used and their application in the UK considered in relation to different groups in society. <p>Should MPs be allowed to vote electronically?</p> <ul style="list-style-type: none"> • Consider how MPs vote in the House of Commons • Investigate how MPs voted prior to the Covid-19 Pandemic and the impact the pandemic had on voting. • Explore whether the House of Commons should retain digital voting <p>How can social media be used to increase political participation?</p> <ul style="list-style-type: none"> • Explore how social media is currently used to increase political participation • Consider a range of case studies including Marcus Rashford FSM campaign 				✓	✓	✓

	<ul style="list-style-type: none"> • Use examples of political parties' material on social media to identify how social media can be an effective tool • Use the case study of Cambridge Analytica to investigate the potentially harmful impact of social media in relation to right to privacy 					
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 			✓		
Resources	Digital Democracy (digital-democracy.org) Foreword - Open up! - Report of the Speaker's Commission on Digital Democracy (parliament.uk) Digital Democracy - Introduction Politics tutor2u Democracy Without Borders Estonia - How this tiny country's re-inventing democracy - YouTube Divisions - UK Parliament Marcus Rashford - Free School Meals Campaigner - Politics.co.uk Marcus Rashford campaign wins children right to free school meals during summer holidays - BBC News - YouTube		✓		✓	✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓			
Literacy	Tier 3: civic technology, E-Government, electronic democracy, public engagement, digital divide, direct democracy, representative democracy, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓		
Numeracy	Conduct a survey as to whether electronic voting creates more opportunity or restrictions and write up an analysis of your findings			✓		

Challenge	Design an online petition using Change.org or 39 degrees or the parliament website. Explain how you would raise the profile of your petition	✓					✓
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Topic	How can young people play an active role in democracy?	C	R	E	A	T	E
NC Learning Intention	Learn about actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity						
Lesson Learning Intentions	<p>How can we contribute to school decision making?</p> <ul style="list-style-type: none"> Look at the different ways students can get involved in school decision making Review case studies to consider how much students should get involved in decision making in their schools <p>How can we engage in local democracy?</p> <ul style="list-style-type: none"> Investigate the ways in which we can get involved and make a difference in our local community Explore the different options for young people to get involved in local democracy. Consider the role of youth councils <p>Should the voting age be reformed?</p> <ul style="list-style-type: none"> Consider the arguments for and against voting reform Assess the opinions of different writers Justify a personal response to the question of whether voting age should be reformed <p>How can we influence those in power using democratic processes?</p> <ul style="list-style-type: none"> Consider how we can use the democratic process to influence those in power, at both the local and national level. Examine who has political power and how citizens can demonstrate political power through lobbying, demonstrations and petitions. <p>How can we make change happen?</p> <ul style="list-style-type: none"> Use case studies of Rosa Parks, Greta Thunberg, Malala Yousafzai and June Eric Udorie to consider how individuals can create substantial local, national and international change. <p>Should young people have the right to stand in local elections?</p> <ul style="list-style-type: none"> Investigate the role of the local council and councillor Consider whether it is important for young people to be able to stand for election to represent the views of other young people in the local area 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly 				✓		

	<ul style="list-style-type: none"> • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 						
Resources	Home Southend Youth Council UK Voting age: Should you be able to vote at 16? - BBC Newsround Should the UK be raising rather than lowering the voting age? - BBC News The case for the voting age to be lowered to 16 - BBC News "The right to vote should be moved up to 25" At what age should you be able to vote? BBC Sounds - YouTube Anna Firth for Southend West		✓		✓		✓
DRAFT	<ul style="list-style-type: none"> • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment 		✓				
Literacy	Tier 3: boycott, councillor, British Youth Parliament, local election, Youth Mayor, pressure group, volunteering Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Conduct a survey on voting reform to include prisoners, age reduction or making it compulsory. Present the data collected.			✓			
Challenge	Write a job description for a position on the Youth Council. What skills and experience might be needed?	✓					✓

Year 10

Topic	Life in Modern Britain						
<p>NC Learning Intention</p>	<p>Know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy.</p> <p>Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>Learn about local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	C	R	E	A	T	E
<p>Lesson Learning Intentions</p>	<p>Principles and values that underpin British society today</p> <ul style="list-style-type: none"> • To recognise equalities and freedoms of citizens • To identify key factors that create individual, group, national and global identities <p>British Identity</p> <ul style="list-style-type: none"> • To understand national identities of England, Northern Ireland, Scotland and Wales • To understand the nature of immigration and migration to and from the UK • To recognise the importance of tolerance and respect in a multicultural society • To explain different identities and multiple identities <p>The role of the media and free press</p> <ul style="list-style-type: none"> • To describe the rights, responsibilities and roles of the media and a free press • To understand the balance between investigating and reporting on issues of public interest and respect for people’s privacy and dignity • To explain what is meant by press regulation and recall examples of censorship <p>The role of the UK in key International organisations</p> <ul style="list-style-type: none"> • To explain the relationships that the UK has with global organisations including the UN, NATO, EU, The Council of Europe, the Commonwealth and the WTO • To consider the implications of BREXIT 				✓	✓	✓

	<ul style="list-style-type: none"> • To understand how the UK helps to resolve international disputes • To explain the role of NGOs in responding to Humanitarian crises 					
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 				✓	
Resources	www.bbc.co.uk/news https://www.ons.gov.uk/becoming a British Citizen The Great Debate: How do we solve Britain’s immigration dilemma? - YouTube Guardian Article on National Identity Migration Slide Share-Poland to the UK Case study The impact of Migration on Population growth Guardian Article on UK population growth Independent Press Standards Organisation Guardian Article on Press Freedom NATO The EU The council of Europe The Commonwealth The World Trade organisation The International Committee Can International Law help continue to help in conflict Top 5 Humanitarian Aid Organisations International Committee of the Red Cross Medecine San Frontiers Oxfam Mhairi Black National Council for Voluntary Organisations Campaigns that changed the world		✓		✓	✓

DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: BREXIT, Council of Europe, European Commission, European Parliament, G7, Global Identity, IPSO, Individual Liberty, Multiculturalism, Net Migration, NGO, Ofcom, Pressure group, Referendum, Humanitarian Aid, Agencies, British values, Discrimination, E-media, Equality, Fairness, Freedom, Identity, Immigration, Mass media, Mediation, Sanctions, Hard and soft power Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Develop understanding of the UK's patterns of Migration			✓			
Challenge	Research Government policy regarding Migration to the UK. Consider channel crossings, policy to send individuals to Rwanda, points based system. Evaluate whether the policy is good for the UK	✓					✓

Topic	Rights and Responsibilities						
NC Learning Intention	<p>Learn about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>Learn about the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>Learn about human rights and international law</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>What laws does a society require and why</p> <ul style="list-style-type: none"> To understand the principles of law, equality before the law and presumption of innocence To recognise how the law can help society to be fair, just and free from discrimination To understand the delicate balance of rights and responsibilities <p>Citizens' rights and responsibilities within the legal system</p> <ul style="list-style-type: none"> To identify the roles and powers of the police To identify the role and powers of the judiciary Difference in civil and Criminal Law <p>How has the law changed over time</p> <ul style="list-style-type: none"> To understand the importance of Magna Carta in developing legal rights <p>What are universal human rights and how can they be protected?</p> <ul style="list-style-type: none"> To understand the role of the UN in developing human rights To consider how the legal system can protect human rights <p>How can members of the public participate in the legal system</p> <ul style="list-style-type: none"> To understand the role of juror, magistrate, witness, special constable, Police and Crime Commissioners To recognise citizenship actions we can utilise to protect human rights and accountability 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion 				✓		

	<ul style="list-style-type: none"> Practice exam questions with mark scheme 					
Resources	https://www.bbc.co.uk/news The Equality and Human Rights Commission Amnesty International Rights versus Responsibilities The Crown Prosecution Service Police UK Structure of the Court System Rights at Different ages British Library Magna Carta Unite Union Crime Survey England and Wales Howard League for Penal Reform All you need to know about jury service Neighbourhood Watch Hillsborough Justice Campaign Pressure group methods Cre8tive Citizenship App available on Apple pay		✓		✓	✓
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓			
Literacy	Tier 3 Vocabulary: Aggravating circumstance, CPS, Judiciary, Magistrate, Magna Carta, Mitigating circumstance, International Humanitarian Law, Geneva Conventions, Barrister, custodial, deterrence, Jury service, Justice, recorded crime, Responsibility, Right, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓		
Numeracy	Investigate the level of crime in the local area using police maps.			✓		
Challenge	Write a letter to the local MP or police and crime commissioner outlining what you think the policing priorities should be for our area following the investigation into levels of crime indicated by police maps.	✓				✓

Topic	Active Citizenship						
NC Learning Intention	<p>Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p> <p>Use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.</p> <p>Use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts.</p> <p>Use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>The actions of others: Different ways that citizens can make a difference How can citizens bring about political change?</p> <ul style="list-style-type: none"> • To examine how digital democracy is being used to improve voter engagement • To investigate the roles citizens can take: standing for election, petition, campaigning, lobbying, demonstrations, volunteering, the role of trade unions, charities, voluntary groups in providing a voice and support for different groups in society <p>How citizens can make their voice heard and make a difference in society</p> <ul style="list-style-type: none"> • To identify actions to hold those in power to account • Opportunities and barriers to citizen participation in democracy • The role of organisations such as pressure groups, trade unions, charities and voluntary groups in bringing about change, Use of the media to bring about change <p>The Investigation: taking Citizenship Action</p> <ul style="list-style-type: none"> • Formulate a citizenship enquiry, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • Presenting their own and other viewpoints and representing the views of others 				✓	✓	✓

	<ul style="list-style-type: none"> • Planning practical citizenship actions aimed at delivering a benefit or change for the community or wider society • Critically evaluate the effectiveness of citizenship actions 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion Practice exam questions with mark scheme			✓			
Resources	https://www.bbc.co.uk/news https://www.doddlelearn.co.uk/ https://www.thenational.academy/ Cre8tive Citizenship App available on Apple Store		✓		✓		✓
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: Advocacy, Apathy, Single Cause groups, Multi Cause groups, Boycott, E-Media, E-petition, Pressure group, Volunteering, Charity, donation, Lobbying Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	To conduct primary research and analyse and present results			✓			
Challenge	To hold an event/fundraiser to raise awareness and/or funds for charities of students' choice	✓					✓

Topic	Politics and Participation						
NC Learning Intention	<p>Learn about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>Learn about the operation of Parliament, including voting and elections, and the role of political parties.</p> <p>Learn about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>Know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals.</p> <p>Learn about other systems and forms of government, both democratic and non-democratic, beyond the UK.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Where does political power reside in the UK and how is it controlled?</p> <ul style="list-style-type: none"> To know what democracy means and to recognise different forms To demonstrate knowledge of the values underpinning democracy To understand the institutions of the British constitution To examine what it means to have an unwritten constitution <p>The powers of local and devolved government and how citizens participate</p> <ul style="list-style-type: none"> To understand the role and structure of elected local government and the services provided To understand the nature and organisation of regional and devolved government: Scotland, Wales, N. Ireland and England Who can stand for election and how candidates are chosen Who can and cannot vote in elections and why: debates about the voting age To examine how public taxes are raised and spent <p>Political power and Citizens, Parliament and government</p> <ul style="list-style-type: none"> To evaluate voting systems, FPTP and proportional systems 				✓	✓	✓

	<ul style="list-style-type: none"> To understand the importance of separation of power between executive, legislature, judiciary and monarchy To examine differences between different political parties To consider methods in place to hold the government to account To know the role of an MP and the different parliamentary roles To know the different stages of the law making process To understand the role of the PM and the cabinet To understand the role of the civil service <p>How do others govern themselves?</p> <ul style="list-style-type: none"> To understand key differences between democratic and non-democratic systems 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	https://www.bbc.co.uk/news https://www.doddlelearn.co.uk/ https://www.thenational.academy/ Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: Anarchy, Apathy, Backbencher, Bicameral, By-election, Closed Party List, Coalition, Executive, FPTP, Frontbencher, Judiciary, Legislature, Legislation, Manifesto, The Speaker, Supplementary Vote, Budget, Conservative, Constituency, Councillor, Democracy, devolution, Dictatorship, General Election, Houses of Commons and Lords, Local election, MP, Voter turnout Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			

Numeracy	Investigate results of general elections and how governance has changed in the last 40 years.			✓			
Challenge	Research and write your own manifesto. What would be your top priorities? Justify this in a presentation to the class and hold a General election.	✓					✓

REVISION OF TOPICS FROM YEAR 10

Topic	Life in Modern Britain						
NC Learning Intention	<p>Know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy.</p> <p>Learn about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>Learn about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Principles and values that underpin British society today</p> <ul style="list-style-type: none"> To recognise equalities and freedoms of citizens To identify key factors that create individual, group, national and global identities <p>British Identity</p> <ul style="list-style-type: none"> To understand national identities of England, Northern Ireland, Scotland and Wales To understand the nature of immigration and migration to and from the UK To recognise the importance of tolerance and respect in a multicultural society To explain different identities and multiple identities <p>The role of the media and free press</p> <ul style="list-style-type: none"> To describe the rights, responsibilities and roles of the media and a free press To understand the balance between investigating and reporting on issues of public interest and respect for people's privacy and dignity To explain what is meant by press regulation and recall examples of censorship 				✓	✓	✓

	<p>The role of the UK in key International organisations</p> <ul style="list-style-type: none"> • To explain the relationships that the UK has with global organisations including the UN, NATO, EU, The Council of Europe, the Commonwealth and the WTO • To consider the implications of BREXIT • To understand how the UK helps to resolve international disputes • To explain the role of NGOs in responding to Humanitarian crises 						
<p>Lesson Tasks</p>	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion • Practice exam questions with mark scheme 				✓		
<p>Resources</p>	<p>www.bbc.co.uk/news https://www.ons.gov.uk/becoming a British Citizen The Great Debate: How do we solve Britain’s immigration dilemma? - YouTube Guardian Article on National Identity Migration Slide Share-Poland to the UK Case study The impact of Migration on Population growth Guardian Article on UK population growth Independent Press Standards Organisation Guardian Article on Press Freedom NATO The EU The council of Europe The Commonwealth The World Trade organisation The International Committee Can International Law help continue to help in conflict Top 5 Humanitarian Aid Organisations International Committee of the Red Cross</p>		✓		✓		✓

	Medecine San Frontiers Oxfam Mhairi Black National Council for Voluntary Organisations Campaigns that changed the world						
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: BREXIT, Council of Europe, European Commission, European Parliament, G7, Global Identity, IPSO, Individual Liberty, Multiculturalism, Net Migration, NGO, Ofcom, Pressure group, Referendum, Humanitarian Aid, Agencies, British values, Discrimination, E-media, Equality, Fairness, Freedom, Identity, Immigration, Mass media, Mediation, Sanctions, Hard and soft power Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Develop understanding of the UK's patterns of Migration			✓			
Challenge	Research Government policy regarding Migration to the UK. Consider channel crossings, policy to send individuals to Rwanda, points based system. Evaluate whether the policy is good for the UK	✓					✓

Topic	Rights and Responsibilities						
NC Learning Intention	<p>Learn about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>Learn about the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>Learn about human rights and international law</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>What laws does a society require and why</p> <ul style="list-style-type: none"> To understand the principles of law, equality before the law and presumption of innocence To recognise how the law can help society to be fair, just and free from discrimination To understand the delicate balance of rights and responsibilities <p>Citizens' rights and responsibilities within the legal system</p> <ul style="list-style-type: none"> To identify the roles and powers of the police To identify the role and powers of the judiciary Difference in civil and Criminal Law <p>How has the law changed over time</p> <ul style="list-style-type: none"> To understand the importance of Magna Carta in developing legal rights <p>What are universal human rights and how can they be protected?</p> <ul style="list-style-type: none"> To understand the role of the UN in developing human rights To consider how the legal system can protect human rights <p>How can members of the public participate in the legal system</p> <ul style="list-style-type: none"> To understand the role of juror, magistrate, witness, special constable, Police and Crime Commissioners To recognise citizenship actions we can utilise to protect human rights and accountability 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		

Resources	https://www.bbc.co.uk/news The Equality and Human Rights Commission Amnesty International Rights versus Responsibilities The Crown Prosecution Service Police UK Structure of the Court System Rights at Different ages British Library Magna Carta Unite Union Crime Survey England and Wales Howard League for Penal Reform All you need to know about jury service Neighbourhood Watch Hillsborough Justice Campaign Pressure group methods Cre8tive Citizenship App available on Apple pay		✓		✓		✓
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: Aggravating circumstance, CPS, Judiciary, Magistrate, Magna Carta, Mitigating circumstance, International Humanitarian Law, Geneva Conventions, Barrister, custodial, deterrence, Jury service, Justice, recorded crime, Responsibility, Right, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Investigate the level of crime in the local area using police maps.			✓			
Challenge	Write a letter to the local MP or police and crime commissioner outlining what you think the policing priorities should be for our area following the investigation into levels of crime indicated by police maps.	✓					✓

Topic	Active Citizenship						
NC Learning Intention	<p>Learn about the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p> <p>Use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.</p> <p>Use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts.</p> <p>Use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>The actions of others: Different ways that citizens can make a difference How can citizens bring about political change?</p> <ul style="list-style-type: none"> • To examine how digital democracy is being used to improve voter engagement • To investigate the roles citizens can take: standing for election, petition, campaigning, lobbying, demonstrations, volunteering, the role of trade unions, charities, voluntary groups in providing a voice and support for different groups in society <p>How citizens can make their voice heard and make a difference in society</p> <ul style="list-style-type: none"> • To identify actions to hold those in power to account • Opportunities and barriers to citizen participation in democracy • The role of organisations such as pressure groups, trade unions, charities and voluntary groups in bringing about change, Use of the media to bring about change <p>The Investigation: taking Citizenship Action</p> <ul style="list-style-type: none"> • Formulate a citizenship enquiry, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • Presenting their own and other viewpoints and representing the views of others 				✓	✓	✓

	<ul style="list-style-type: none"> • Planning practical citizenship actions aimed at delivering a benefit or change for the community or wider society • Critically evaluate the effectiveness of citizenship actions 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion Practice exam questions with mark scheme				✓		
Resources	https://www.bbc.co.uk/news https://www.doddlelearn.co.uk/ https://www.thenational.academy/ Cre8tive Citizenship App available on Apple Store		✓		✓		✓
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: Advocacy, Apathy, Single Cause groups, Multi Cause groups, Boycott, E-Media, E-petition, Pressure group, Volunteering, Charity, donation, Lobbying Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	To conduct primary research and analyse and present results			✓			
Challenge	To hold an event/fundraiser to raise awareness and/or funds for charities of students' choice	✓					✓

Topic	Politics and Participation						
NC Learning Intention	<p>Learn about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>Learn about the operation of Parliament, including voting and elections, and the role of political parties.</p> <p>Learn about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>Know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals.</p> <p>Learn about other systems and forms of government, both democratic and non-democratic, beyond the UK.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Where does political power reside in the UK and how is it controlled?</p> <ul style="list-style-type: none"> To know what democracy means and to recognise different forms To demonstrate knowledge of the values underpinning democracy To understand the institutions of the British constitution To examine what it means to have an unwritten constitution <p>The powers of local and devolved government and how citizens participate</p> <ul style="list-style-type: none"> To understand the role and structure of elected local government and the services provided To understand the nature and organisation of regional and devolved government: Scotland, Wales, N. Ireland and England Who can stand for election and how candidates are chosen Who can and cannot vote in elections and why: debates about the voting age To examine how public taxes are raised and spent <p>Political power and Citizens, Parliament and government</p> <ul style="list-style-type: none"> To evaluate voting systems, FPTP and proportional systems 				✓	✓	✓

	<ul style="list-style-type: none"> To understand the importance of separation of power between executive, legislature, judiciary and monarchy To examine differences between different political parties To consider methods in place to hold the government to account To know the role of an MP and the different parliamentary roles To know the different stages of the law making process To understand the role of the PM and the cabinet To understand the role of the civil service <p>How do others govern themselves?</p> <ul style="list-style-type: none"> To understand key differences between democratic and non-democratic systems 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion Practice exam questions with mark scheme 				✓		
Resources	https://www.bbc.co.uk/news https://www.doddlelearn.co.uk/ https://www.thenational.academy/ Cre8tive Citizenship App available on in Apple store		✓		✓		✓
DRAFT	Half term Assessments-Identify areas that require further revision Answers to 8m Questions. Identify areas for development, respond to extension questions, develop application of knowledge through use of case studies		✓				
Literacy	Tier 3 Vocabulary: Anarchy, Apathy, Backbencher, Bicameral, By-election, Closed Party List, Coalition, Executive, FPTP, Frontbencher, Judiciary, Legislature, Legislation, Manifesto, The Speaker, Supplementary Vote, Budget, Conservative, Constituency, Councillor, Democracy, devolution, Dictatorship, General Election, Houses of Commons and Lords, Local election, MP, Voter turnout Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			

Numeracy	Investigate results of general elections and how governance has changed in the last 40 years.			✓			
Challenge	Research and write your own manifesto. What would be your top priorities? Justify this in a presentation to the class and hold a General election.	✓					✓