

## Subject: Citizenship

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>What students are learning</b>	<ul style="list-style-type: none"> <li>Principles and values in the UK</li> <li>Identity</li> </ul>	<ul style="list-style-type: none"> <li>Media and the free press</li> <li>Participation in democracy</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Participation</li> <li>Political power (in the UK)</li> <li>Local and devolved government</li> </ul>	<ul style="list-style-type: none"> <li>Where does political power reside?</li> <li>How do others govern themselves?</li> <li>Bringing about political change</li> </ul>	<ul style="list-style-type: none"> <li>Active Citizenship Project</li> </ul>	
<b>Key Content and Skills</b>	<p>The key principles and values underpinning British society today.</p> <p>The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.</p>	<p>Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK.</p>	<p>The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law.</p> <p>The nature of rules</p>	<p>How citizens' rights have changed and developed over time, from the importance of Magna Carta (1215) to today and the Human Rights Act (1998).</p>	<p>Students will be expected, either alone or working with others, to carry out an investigation into a citizenship issue based upon any part of the subject knowledge content. The investigation will lead to citizenship action. This will enable students to demonstrate the application of citizenship skills, processes and methods.</p>	

	<p>Key factors that create individual, group, national and global identities.</p>	<p>The need for mutual respect and understanding in a diverse society and the values that underpin democratic society. Identity and multiple identities; the diverse nature of the UK population.</p> <p>The rights, responsibilities and role of the media and a free press in informing and influencing public opinion, providing a forum for the communication and exchange of ideas and opinions, and in holding those in power to account.</p>	<p>and laws in helping society to deal with complex problems of fairness, justice and discrimination.</p> <p>Rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.</p> <p>The operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the roles of legal representatives; how the different criminal and civil courts work; tribunals and other means of dispute resolution.</p> <p>Rights and legal entitlements of citizens at differing</p>	<p>Common law, legislation and how they differ.</p> <p>The right to representation; the role and history of trade unions in supporting and representing workers; the role of employers' associations.</p> <p>The nature of criminality in the UK today: differing types of crimes; profile of criminality in the UK; factors affecting crime rates in society and strategies to reduce crime.</p> <p>How we deal with those who commit crime: differing forms of punishment available in the UK;</p>	<p>Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.</p> <p>Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates.</p> <p>Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts.</p> <p>Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society.</p> <p>Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.</p> <p>The investigation will be assessed through a set of questions in Paper 1 Section A. The questions will seek to draw upon the knowledge and understanding of the</p>
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		<p>The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity.</p> <p>The operation of press regulation and examples of where censorship is used.</p>	<p>ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces).</p> <p>How civil law differs from criminal law.</p> <p>How the legal systems differ within the UK.</p>	<p>the purposes of sentencing; the effectiveness of differing types of sentence; how the youth justice system operates.</p> <p>The importance of key international agreements and treaties in regard to human rights: the UN Universal Declaration on Human Rights; the European Convention on Human Rights; the UN Convention on the Rights of the Child; the Human Rights Act (1998).</p> <p>The role of international law in conflict situations: to protect victims of conflict; how international humanitarian law helps establish the</p>	<p>skills, methods and processes students have gained from taking citizenship action.</p> <p>These questions will account for 15% of the total GCSE marks.</p>
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				rules of war.		
<b>Assessment</b>	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 2 - rights and Responsibilities.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Active Citizenship.
<b>How can students prepare beyond the classroom?</b>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep up to date with what is happening in the news, looking for examples of British values, human rights, migration and social media.</li> <li>• Use different sources for up-to-date news, considering: are they all informing the public about the same stories - and how?</li> </ul>		<p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep up to date with what is happening in the news.</li> <li>• Research laws in Britain that protect our freedoms and consider whether they work.</li> <li>• Think about what makes students who they are? What gives them their identity?</li> </ul>		<p>Students should:</p> <ul style="list-style-type: none"> <li>• Widen their awareness of what is happening in the news and the current political situation within the UK  <a href="https://www.bbc.co.uk/news/politics">https://www.bbc.co.uk/news/politics</a>  <a href="https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics">https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics</a>  <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a>  <a href="https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation">https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation</a> </li> </ul>	

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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>What students are learning</b>	<ul style="list-style-type: none"> <li>Political power in the UK</li> <li>Local and devolved power</li> </ul>	<ul style="list-style-type: none"> <li>Where does political power reside?</li> <li>How do others govern themselves?</li> </ul>	Review of four themes covered as part of Citizenship GCSE course, linking together key themes and skills		Revision and exam skills covering the whole course content	Next step and choices post 16
<b>Key Content and Skills</b>	<p>The concept of democracy and different forms of democracy, including representative democracy.</p> <p>The values underpinning democracy: rights, responsibilities, freedoms, equality,</p>	<p>The nature of the 'First Past the Post' system based on parliamentary constituencies; the frequency of Westminster elections.</p> <p>Other voting systems used in</p>	<p>The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.</p> <p>The second theme, rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.</p>		<p>Life in modern Britain</p> <p>Rights and responsibilities</p> <p>Politics and participation</p> <p>Active citizenship</p>	<p>Skills for employment</p> <p>Post-16 options and applications</p> <p>Post-18 options and planning</p>

	<p>the rule of law.</p> <p>The institutions of the British constitution: the power of government, the Prime Minister and cabinet; the sovereignty of Parliament; the roles of the legislature, the opposition, political parties, the Monarch, citizens, the judiciary, the police and the civil service.</p> <p>How the relationships between the institutions form an uncoded British constitution and examples of how this is changing.</p> <p>The role and structure of elected local government; the services provided</p>	<p>UK elections, including proportional systems and the advantages and disadvantages of each.</p> <p>The difference between the executive, the legislature, the judiciary and the monarchy. The nature of bicameral Westminster parliament, the respective roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch.</p> <p>The major political parties contesting UK general elections; key</p>	<p>The third theme, politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.</p>		
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	<p>by local government for citizens in local communities; roles and accountability of councillors.</p> <p>The nature and organisation of regional and devolved government: Scotland, Wales, Northern Ireland and England.</p> <p>How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'.</p> <p>Who can stand for</p>	<p>philosophical differences between the political parties operating in UK general elections.</p> <p>How parliament works: scrutinising government and making it accountable; parliamentary questions, committees, debates.</p> <p>The role of MPs; representing their constituencies, debating policy; scrutinising legislation.</p> <p>Ceremonial roles including Black Rod; key parliamentary roles including the Speaker, whips, front bench and back bench MPs.</p>			
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	<p>election and how candidates are selected.</p> <p>Who can and cannot vote in elections and why; debates about the voting age.</p> <p>Issues relating to voter turnout, voter apathy and suggestions for increasing voter turnout at elections.</p> <p>How public taxes are raised and spent by the government locally and nationally.</p> <p>The practice of budgeting and managing risk and how it is used by the government to manage complex decisions about the allocation of public funding.</p> <p>Different viewpoints</p>	<p>The legislative process; parliamentary debates and deliberation of public issues and policy.</p> <p>The formation of government by the leader of the political party with a majority in the House of Commons, or by a coalition of parties.</p> <p>The role of the Prime Minister, cabinet and ministers; the power of the Prime Minister and cabinet.</p> <p>The organisation of government administration into departments, ministries and</p>			
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	<p>and debates about how governments and other service providers make provision for welfare, health, the elderly and education.</p>	<p>agencies; role of the civil service.</p> <p>How citizens can contribute to parliamentary democracy and hold those in power to account.</p> <p>How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens.</p> <p>The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest</p>			
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		<p>group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.</p> <p>The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society.</p>				
<b>Assessment</b>	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing	<b>Students sit formal AQA GCSE exams</b>	Review questions set on a Google form, to check students' understanding on the topics covered.

	3 - Politics and Participation.	Focusing on content covered from Themes 1, 2,3 and 4.	covered from Themes 1, 2, 3 and 4.	on content covered from Themes 1, 2,3 and 4.		
<b>How can students prepare beyond the classroom?</b>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Be watching political programmes on TV or the internet (satirical comedy programmes are acceptable).</li> <li>• Be watching the news at least twice a week, with a focus on decisions those in power are making, and what those who oppose the government are doing.</li> <li>• Who are current pressure groups, what are they doing and what are they pressuring the government to do?</li> </ul>		<p>Students should:</p> <ul style="list-style-type: none"> <li>• Create revision guides for all their units.</li> <li>• Re-read their Year 9 Citizenship Project and use it to practise for their active citizenship section.</li> <li>• Use AQA Citizenship Studies book by Mike Mitchell to investigate what different countries do in terms of governing themselves.</li> <li>• Use AQA Citizenship Studies book by Mike Mitchell to investigate how the different areas of the British judicial system work.</li> </ul>		<p>Students should:</p> <ul style="list-style-type: none"> <li>• Have an awareness of what is happening in the news and the current political situation within the UK  <a href="https://www.bbc.co.uk/news/politics">https://www.bbc.co.uk/news/politics</a>   <a href="https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics">https://www.bbc.co.uk/cbbc/findoutmore/find-out-more-politics</a>   <a href="https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation">https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/politics-and-participation</a>   <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a>   <a href="https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship">https://classroom.thenational.academy/subjects-by-year/year-10/subjects/citizenship</a>   <a href="https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship">https://classroom.thenational.academy/subjects-by-year/year-11/subjects/citizenship</a> </li> </ul>	