

Intent, Implementation and Impact

Intent

- The Citizenship curriculum is designed to give students the opportunity to explore different viewpoints and perspectives and encourages them to find their own substantiated opinion.
- Citizenship teaching helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.
- Citizenship teaching and learning should foster pupils' keen awareness and understanding of political literacy, law and justice and media literacy.
- The teaching aims to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- Citizenship department is rich in cultural capital and as the school is located in the Capital, students, particularly at KS4, can visit key landmarks, including Parliament, to see the workings of democracy.

Implementation

- All students undertake Citizenship at KS3.
- All students have the option to pick GCSE Citizenship as one of their options. The exam board is Edexcel.
- The curriculum is rich in knowledge, application and skills that is strengthened every year. There is a logical chain of reasoning between lessons and units allowing for retrieval in every lesson.
- Students explore and debate topical issues and undertake extended writing to foster reasoned arguments and develop their own substantiated opinions.
- Y7s explore the impact of identities and how it can lead to division and promote diversity, rights and responsibilities as good and active citizens and managing money. Y8s undertake political and media literacy. Y9s examine the workings of the legal and justice system, evaluate their civil liberties and take citizenship action of their own.
- All students at KS3 and those who choose it at KS4 have the opportunity to apply their citizenship knowledge and skills to take active citizenship action to either raise awareness or seek positive change.

Impact

- Students are aware and engaged with current and topical citizenship issues and debates.
- Students can formulate reasoned arguments, voice their own substantiated opinions and respect and tolerate difference in opinions expressed by others.

- Students develop the skills and knowledge required to claim their rights, understand their responsibilities and prepare them for the challenges and opportunities of adult and working life.
- Students apply their skills and knowledge to take citizenship action to either raise awareness and or to seek positive change by helping their community.
- The curriculum is rich in cultural capital and exemplifies the fundamental British Values.

Curriculum Map and Sequencing of Units

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		Week	Curriculum Coverage	Curriculum Coverage	Curriculum Coverage	Curriculum Coverage	Curriculum Coverage	
Year 7	Unit Title/Topic				Identity and Diversity	Rights and Responsibilities	Managing Money	
	Enquiry Question				Does my identity promote diversity of division?	Do human rights come with responsibilities?	How do I manage my money?	
	Time (Weeks)				7 weeks	6 weeks	7 weeks	
	Lesson Titles	1				Introduction to Citizenship	Human Rights: What rights are we entitled to?	Money - why do we use it and what do we do with it?
		2				What is identity? Can identities clash?	Deliberative Debate: Does every child have the right to an education?	Methods of payment - how do we pay for goods and services?
		3				Do communities get along?	Legal Rights: Are human rights legal rights?	Borrowing money - how, why and implications?
		4	RE	RE	RE	Mid Point Feedback: Prejudice, Stereotypes, Discrimination	Mid Point Feedback: Rights and Responsibilities	Mid Point Feedback: Budgeting - how do I manage my money?
		5				Discrimination: Racism (George Floyd)	Active Citizens: What can I do to protect my rights and the rights of others?	Savings - where can I save my money?
		6				How can we tackle discrimination and promote diversity?	End of Unit Evaluation and Assessment	Being a clever consumer - how to spend your money wisely?
		7				End of Unit Evaluation and Assessment		End of Unit Evaluation and Assessment
Vocabulary				Identity, Dual Identity, Multiple Identities, Prejudice, Stereotypes	Human Rights, Universal, Entitlement, Legal Right, Act, Responsibility	Money, Budget, Savings, Investment, Debit card, Credit card, Borrowing		
Cultural Capital				BBC Bitesize: Stephen Lawrence	United Nations Website	NatWest: Money Sense		
Assessment								
Year 8								
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		Week	Curriculum Coverage	Curriculum Coverage	Curriculum Coverage	Curriculum Coverage	Curriculum Coverage	
Year 8	Unit Title/Topic				Democracy and Participation	UK Political System	Media Literacy	
	Enquiry Question				How democratic is our country and can we truly participate?	Who runs our country?	Is the media lying to us? How do we know?	
	Time (Weeks)				6 weeks	6 weeks	7 weeks	
	Lesson Titles	1				What is democracy?	Political parties - what do they do?	What is meant by the media? Media consumption
		2				Is direct democracy better?	Elections - how do they work? Is it fair?	What is the role of the media in a democracy?
		3				Mid Point Feedback: Democratic participation: How can we improve it?	Mid Point Feedback: What do MPs do? How representative are they?	Mid Point Feedback: What is news? Misinformation/Disinformation
		4	RE	RE	RE	Pressure Groups: Extinction Rebellion	Parliament - how does it work? House of Lords Reform	How to be critical of the Media - REVIEW
		5				How do we improve democracy? Votes at 16	Government - how does the Prime Minister govern our country?	Bias in the News
		6				End of Unit Evaluation and Assessment	End of Unit Evaluation and Assessment	End of Unit Evaluation and Assessment
		7						
Vocabulary				Democracy, Rule of Law, Freedom, Rights, Justice, Representation	MP, Parliament, House of Lords, House of Commons, Legislation	Opinion, Fact, Bias, Misinformation, Disinformation, Malinformation		
Cultural Capital					Visit UK Parliament	BBC Bitesize, BBC Young Reporter, Fact Check Website		
Assessment								

Year 10 Learning Journey	
Autumn	
Term1 – Theme A: What are the origins and impact of our diverse community and how do we promote mutual respect and understanding?	Term 2 – Theme A: What rights do humans have and are they protected?
<ol style="list-style-type: none"> 1. UK Population: How are communities changing? 2. Migration: What is the impact? 3. Whole Class Feedback: What is identity? Impact of Identity debates of the UK 4. Discrimination and the law 5. British Values: Mutual Respect and Understanding 6. Whole Class Feedback: Community Cohesion and Mutual Understanding 7. Unit Overview Evaluation and Assessment 	<ol style="list-style-type: none"> 1. Human rights: UDHR and Magna Carta 2. UK Human Rights Act and Exam Skills 3. Whole Class Feedback: Moral and Legal Rights: Conflict between Rights/Freedoms 4. Local government - structure, roles and responsibilities 5. Paying for local services: How are councils funded? 6. Revision and End of Theme A Assessment 7. Introduction to Theme B: Democracy in the UK
Spring	
Term 3/4 – Theme B: Who runs the country?	Term 4 - Theme B: How does Parliament work?
<ol style="list-style-type: none"> 1. Democracy – Representative/Direct Democracy 2. Political Spectrum - party differences/voting behaviour 3. Whole Class Feedback: Getting elected - how are candidates selected to be MPs? Who can vote? 4. Extending the franchise – votes at 16? 5. Electoral systems - FPTP and PR (Pros/Cons) 6. Election outcome - forming a government? 7. Whole Class Feedback: Government – organisation, roles and responsibilities 8. Assessment 	<ol style="list-style-type: none"> 1. Overview - distinction between executive, legislature, judiciary and monarchy 2. Parliament - House of Commons, House of Lords and the Monarchy 3. How are laws made? House of Lords reform? 4. Whole Class Feedback: How are we governed? British constitution 5. Checks and balances 6. Devolution Taxation and government spending
Summer	
Term 5 – Theme C: What is the law and how does it affect us?	Term 6 – Theme C: Is crime increasing in society and how do we address it?
<ol style="list-style-type: none"> 1. What is the law and how does it affect us? 2. Legal Age limits 3. Principles and sources of the law 4. Whole Class Feedback: What is the purpose of Criminal and Civil Law? 5. Justice System in England and Wales 6. Roles and responsibilities of citizens in the legal system 7. Whole Class Feedback: Laws in practice - know your rights 	<ol style="list-style-type: none"> 1. Courts (criminal and civil) and Solving civil disputes 2. Sentencing and Punishment 3. Whole Class Feedback: Youth Justice system/Youth sentencing 4. Crime and society – reasons for crime? Factors affecting crimes within society and the recording and reporting of it 5. Crime prevention strategies 6. Exam Practice/Assessment
Recommended reading: BBC Bitesize: Citizenship https://www.bbc.co.uk/bitesize/subjects/z3ckjxs Watch/read the news and apply your citizenship knowledge	Places to visit: UK Parliament https://www.parliament.uk/visiting/ UK Supreme Court Visit the Supreme Court (Opposite Parliament Square) https://www.supremecourt.uk

Year 11 Learning Journey	
Autumn	
Term1 – Theme D: Role of groups/organisations How do different groups/organisations participate in our democratic society?	Term 2 – Theme E: How do you successfully take citizenship action to promote a cause, seek change or benefit others?
<ol style="list-style-type: none"> 1. Citizenship Participation: Direct and Indirect Action 2. Political Participation 3. Digital Democracy 4. Whole Class Feedback: Comparing political participation in a democratic and non-democratic country - Norway and North Korea 5. Role of different groups; Examples of group action 6. Trade unions 7. Rights of people in the workplace 	<ol style="list-style-type: none"> 1. Identify an issue, form a team and carry out initial research 2. Undertake primary research 3. Represent their own and different viewpoints 4. Whole Class Feedback: Plan the citizenship action 5. Take the citizenship action 6. Critically evaluate how successful was the campaign
Spring	
Term 3 – Theme D: What is the role, responsibilities and influence of the media?	Term 3/4 - Theme D: Does the UK have power and influence in the wider world?
<ol style="list-style-type: none"> 1. Roles of the media in a democracy 2. Free Press/Censorship 3. Whole Class Feedback: Right and responsibilities of the media 4. Groups and individuals use of the media to influence public opinion 	<ol style="list-style-type: none"> 1. European Union - role, benefits and obligations, examples of EU decisions that impact the UK/Why did the UK leave the European Union? 2. World Trade Organisation 3. NATO/Commonwealth 4. Whole Class Feedback: United Nations 5. Global issues and human rights
Summer	
Term 5 – Theme D: What are the rights and responsibilities in global situations, including conflict?	Term 6 –
<ol style="list-style-type: none"> 1. Role of NGOs - examples of providing relief and development 2. Role of international law and justice 3. UK's role in international conflict 	
Recommended reading: <u>Citizenship</u> BBC Bitesize: Citizenship https://www.bbc.co.uk/bitesize/subjects/z3ckjxs Watch/read the news and apply your citizenship knowledge	Places to visit: <u>Citizenship</u> Parliament Square https://www.london.gov.uk/about-us/our-building-and-squares/parliament-square-garden Explore the statues in Parliament Square and relate to your Citizenship knowledge.

