



# KS4 Curriculum Content **CITIZENSHIP**

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p><b><u>Topic Section 1: Rights, the law and the legal system in England and Wales</u></b></p> <p><u>Knowledge</u></p> <p><b>UNIT 1.1 - Rights and responsibilities &amp;</b></p> <ul style="list-style-type: none"> <li>• Know, understand and analyse the human, moral, legal and political rights, and the duties, equalities and freedoms of citizens</li> <li>• Know the age of criminal responsibility and other</li> <li>• legal ages when young people become legally responsible for their actions such as drive, marry, vote or join the armed forces.</li> <li>• Understand the justifications for such age laws.</li> <li>• Evaluate such justifications.</li> </ul> <p><b>UNIT 1.2 – The Law</b></p> <ul style="list-style-type: none"> <li>• Know, understand and analyse the human, moral, legal and political rights, and the duties, equalities and freedoms of citizens.</li> <li>• Know the age of criminal responsibility and other legal ages when young people become legally responsible for their actions such as drive, marry, vote or join the armed forces. Understand the justifications for such age laws.</li> <li>• Know the nature of rules and laws.</li> <li>• Understand how rules and laws help society deal with criminals</li> </ul>	<p><b><u>Topic Section 2: Democracy and government</u></b></p> <p><u>Knowledge</u></p> <p><b>UNIT 2.1 - Democracy, elections and voting in the UK</b></p> <ul style="list-style-type: none"> <li>• Know and understand the concept of democracy.</li> <li>• Know the key features of democratic government including: regular and free elections; secret ballots; an inclusive franchise; a choice of candidates/ political parties.</li> <li>• Know the difference between classical democracy and representative democracy.</li> <li>• Know that the UK is a representative democracy with fixed term sovereign parliaments, and that MPs represent constituencies.</li> <li>• Know who can and cannot vote in UK parliamentary elections.</li> <li>• Know the different ways in which citizens can contribute to parliamentary democracy and hold those in power to account.</li> <li>• Understand the rights and responsibilities that apply in a representative democracy.</li> <li>• Understand the importance of: the rule of law; personal freedom; tolerance and respect for diversity; and equal opportunity in creating conditions for effective democratic government as values underpinning democracy.</li> </ul>	<p><b><u>Topic Section 2: Democracy and government</u></b></p> <p><u>Knowledge</u></p> <p><b>UNIT 2.2 – National, Local, Regional and Devolved Government</b></p> <p><b>UNIT 2.3- The British Constitution</b></p> <ul style="list-style-type: none"> <li>• Know that political parties with large numbers of parliamentary seats have the potential to form a government alone or to do so through coalition with others.</li> <li>• Understand how governments are formed following a parliamentary or assembly election.</li> <li>• Know and understand the key roles in UK Government – Prime Minister, Cabinet and ministers.</li> <li>• Know the role, structure and organisation of local, regional and devolved government in the UK.</li> <li>• Know and understand the changing relationships between England, Northern Ireland, Scotland and Wales.</li> <li>• Understand the reasons for devolution and centralisation.</li> <li>• Evaluate arguments for further devolution.</li> <li>• Know the separate but complementary roles of the executive, legislature, judiciary and the Monarchy in UK government and understand the differences between them.</li> <li>• Know, within this context, how Parliament holds government to account through</li> </ul>

- Understand the presumption of innocence and equality before the law.
- Evaluate the effectiveness of at least one piece of legislation.
- Know the key differences between criminal and civil law.
- Apply this knowledge to specific examples with complex problems of fairness, justice and discrimination.
- Understand the fundamental principles of law to ensure rights and freedoms, maintain order and resolve conflicts.
- Apply these principles to particular examples of rules and laws.
- Know and understand the right to representation including the role and history of trade unions and employee associations. Evaluate the effectiveness of different organisations in supporting and representing their members.

#### Assessment

Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers (WAGOLLS) used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year

- Know the major political parties operating in the UK.
- Know and understand these parties' major philosophical and political differences.
- Know the key features of electoral systems used within the UK including: first-past-the-post; types of proportional representation and referendum. Election systems should include:
  - First-Past-the-Post (General Elections)
  - Additional Member System (Welsh Assembly)
  - Single Transferable Vote (Northern Ireland)
  - The Closed Party List System (European Parliament) Know, as part of the above, the electoral systems and processes for the formation of the European Parliament.
- Understand the impact electoral systems used in the UK, including those to the European Parliament, have on election outcomes for political parties and composition of governments.
- Understand the possible advantages and disadvantages of these systems.

#### Assessment

Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year

- oversight and scrutiny and that Parliament is sovereign.
- Understand the reasons why these roles are separated.
  - Know the separate but complementary roles of the House of Commons, House of Lords and the Monarch within the bicameral Westminster parliament and the differences between them.
  - Understand the possible advantages and disadvantages of a bicameral arrangement.
  - Know the main roles of front and back bench MPs, the Commons Speaker and the party whips.
  - Know the key ceremonial occasions in Parliament including the State Opening of Parliament, the budget, the Monarch's speech and the role of Black Rod.
  - Understand the processes through which parliamentary candidates are selected including the role of citizens in these processes.
  - Understand the process of parliamentary debate and decision-making as part of the process of making and shaping policy and legislation.
  - Understand the role and importance of the official Opposition in parliament.
  - Know that government administration is divided into departments, ministries and agencies.
  - Understand the role of the civil service and police within the British constitution. Understand how the relationships between its institutions form an uncodified British constitution.

			<ul style="list-style-type: none"> <li>Understand the reasons why tensions can arise and how institutional relationships are changing.</li> </ul> <p>Assessment Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>
Vocabulary Links	<p><b>Key concepts and terminology for this part:</b> <i>moral and legal rights and responsibilities, human rights, political rights, rights of representation, duties, equalities, freedoms, the rule of law, criminal responsibility, trade union/employee association, balancing rights, rule, law, criminal and civil law, common law, legislation, judge made law (precedent), fairness, justice, presumption of innocence, equality before the law, legal jurisdiction.</i></p>	<p><b>Key concepts and terminology for this part:</b> <i>free elections, secret ballot, inclusive franchise, pluralism, candidate, political party, party policy, manifesto, classical democracy, representative democracy, fixed-term parliament, constituency, rule of law, personal freedom, tolerance, respect for diversity, equal opportunity, first-past-the-post election, proportional representation, referendum.</i></p>	<p><b>Key concepts and terminology for this part:</b> <i>coalition government, assembly, devolution, centralisation, executive, legislature, judiciary, parliament, government, accountability, oversight, scrutiny, parliamentary select committee, bicameral parliament, House of Commons, House of Lords, Prime Minister, cabinet, ministers, official Opposition, Monarch, Commons, Speaker, party whip, Black Rod, uncodified constitution, civil service, department, ministry, agency, bill, act, code of ethics, police commissioner, sovereign, parliamentary sovereignty.</i></p>
Assessment Objectives	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>Applying knowledge and understanding to different contexts (AO2).</li> <li>Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>Applying knowledge and understanding to different contexts (AO2).</li> <li>Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>Advocating a viewpoint using evidence (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>Applying knowledge and understanding to different contexts (AO2).</li> <li>Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>Advocating a viewpoint using evidence (AO3).</li> </ul>

	<ul style="list-style-type: none"> <li>Advocating a viewpoint using evidence (AO3).</li> <li>Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>
<b>Year 10</b>	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p><b><u>Topic Section 3: The UK and the Wider World</u></b></p> <p><u>Knowledge</u></p> <p><b>UNIT 3.2 - The UK and its relations with the wider world (H/T Emphasis NATO, WTO, UN)</b></p> <ul style="list-style-type: none"> <li>Know that the UK is a member of international organisations including: the United Nations and its agencies; North Atlantic Treaty Organisation (NATO); the Council of Europe; the Commonwealth and the World Trade Organisation (WTO).</li> <li>Know, in outline, which other countries are members of these organisations, for example, know that most Commonwealth member nations are former British colonies and that the United Nations is composed of almost all the world’s nations. Know the aims of these organisations and understand why they were established.</li> <li>Understand why the UK is a member of these organisations and know, in outline, the role played by the UK in each of them.</li> <li>Evaluate how far the United Nations has fulfilled its aims</li> </ul>	<p><b><u>Topic Section 3: The UK and the Wider World</u></b></p> <p><u>Knowledge</u></p> <p><b>UNIT 3.2 - The UK and its relations with the wider world (H/T Emphasis EU, NGOs)</b></p> <ul style="list-style-type: none"> <li>Know that the UK is a member of international organisations including: the United Nations and its agencies; North Atlantic Treaty Organisation (NATO); <b>former membership of and future relationship with the European Union</b>; the Council of Europe; the Commonwealth and the World Trade Organisation (WTO).</li> <li>Know, in outline, which other countries are members of these organisations, for example, know that most Commonwealth member nations are former British colonies and that the United Nations is composed of almost all the world’s nations.</li> <li>Know the aims of these organisations and understand why they were established. Understand why the UK is a member of these organisations and know, in outline, the role played by the UK in each of them.</li> </ul>	<p>INTERLEAVED &amp; CONTEXTUAL UNIT</p> <p><b><u>Topic Section 1: Rights, the law and the legal system in England and Wales:</u></b></p> <p><b><u>Topic Section 3: UK &amp; the Wider World</u></b></p> <p><u>Knowledge</u></p> <p><b>UNIT 1.1 - Rights and responsibilities (R&amp;Rs in Conflict Contextual Study)</b></p> <p>This topic is part of the theme ‘rights and responsibilities’ but also introduces learners to aspects of the law, democracy and government. By studying this topic, learners will develop their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Democracy, democratic values, and the rights, equalities and freedoms that underpin democratic societies.</li> <li>Challenges to democratic systems of government.</li> <li>The potential conflict between rights to security and rights to privacy.</li> <li>The potential conflict between tolerance and rights to freedom of expression.</li> </ul> <p>Learners can <b><i>apply their knowledge and understanding</i></b> from different parts of the</p>

- Know the main provisions of: the **Magna Carta** and understand the significance of Magna Carta in the development of rights.
- Know the main provisions of the **UN Universal Declaration on Human Rights**; the European Convention on Human Rights; the United Nations Convention on the Rights of the Child and the 1998 Human Rights Act.
- Understand their importance in protecting rights, equalities and freedoms. Apply this knowledge and understanding to evaluate the actions of governments across the world.

#### Assessment

Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year

- Analyse the benefits and costs of the UK's former membership of the European Union.
- Analyse the impact on the UK of one decision made by the European Union in the past.
- Evaluate different viewpoints on the UK's future relationship with the European Union.
- Know the methods (including short- and long-term practical support, mediation, sanctions or force) available to governments that wish to intervene in international disagreements or conflicts, and to support other governments or peoples in crisis.
- Analyse and evaluate the role played and contribution made by the UK government in one international crisis, disagreement or conflict.
- Understand why it is necessary to make international agreements to protect victims of conflict and to establish rules of warfare. Know and analyse the provisions of **International Humanitarian Law**. Evaluate how far International Humanitarian Law has been successful in protecting civilians during one modern conflict.
- Analyse the role of one international **non-governmental organisation** in an international crisis, disagreement or conflict. Evaluate the effects of its intervention. Understand why international non-governmental organisations might be more effective than governments in these roles.

specification to the following citizenship questions and issues:

- What is the nature of democratic government?
- Why are democratic societies challenged?
- How far should privacy be infringed to safeguard security?
- To what extent is it possible to balance tolerance with rights to free expression?

*CASE STUDIES OF RIGHTS IN CONFLICT: Security vs liberty, right to freedom of religion vs right to not be discriminated against.*

#### **UNIT 3.2 - The UK and its relationships with the wider world (Human Rights and Climate Change Contextual study)**

This topic is part of the theme 'the UK and the wider world' but also introduces learners to aspects of human rights, democracy and government.

By studying this topic, learners will develop their knowledge and understanding of:

- The potential effects of climate change on human rights.
- The potential challenges of climate change for democratic governments.
- The difficulties of legislating to reduce global warming.
- Why governments of less economically developed countries have been reluctant to reduce carbon emissions.

		<ul style="list-style-type: none"> <li>Analyse rights in local, national and global situations where there is conflict. Evaluate outcomes in cases where rights and responsibilities need to be balanced using local, national and global contexts.</li> </ul> <p>Assessment Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>	<ul style="list-style-type: none"> <li>The role of the United Nations in encouraging international agreement and cooperation.</li> </ul> <p>Learners can <b><i>apply their knowledge and understanding</i></b> from different parts of the specification to the following citizenship questions and issues:</p> <ul style="list-style-type: none"> <li>How does climate change threaten human rights?</li> <li>What challenges does climate change pose for democratic governments?</li> <li>Why is it so difficult to reach international agreement to address climate change?</li> <li>How significant was the Paris Summit of 2015 – will it save the world?</li> </ul>
Vocabulary Links	Key concepts and terminology for this part: British citizenship, sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.	Key concepts and terminology for this part: British citizenship, sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.	Key concepts and terminology for this part: <i>moral and legal rights and responsibilities, human rights, political rights, rights of representation, duties, equalities, freedoms, the rule of law</i>
Assessment Objectives	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>Applying knowledge and understanding to different contexts (AO2).</li> <li>Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>Advocating a viewpoint using evidence (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>Applying knowledge and understanding to different contexts (AO2).</li> <li>Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>Advocating a viewpoint using evidence (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Applying knowledge and understanding to different contexts (AO2).</li> <li>Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>Advocating a viewpoint using evidence (AO3).</li> <li>Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	
<b>Year 11</b>	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic <b>Citizenship Action</b> Knowledge <b>UNIT 4.1 – Active Citizenship</b> <b>UNIT 2.6Citizenship participation</b> understand 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> <ul style="list-style-type: none"> <li>formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates</li> <li>present their own and other viewpoints representing the views of others, in relation to citizenship issues, causes, situations and concepts</li> <li>plan practical Citizenship Actions aimed at delivering a benefit or change for a particular community or wider society</li> <li>critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected. All learners completing the qualification should participate in action in a real out-of-classroom</li> </ul>	<p>Topic <b>Section 1: Rights, the law and the legal system in England and Wales</b> Knowledge <b>UNIT 1.3 – The Legal System in England &amp; Wales</b> <i>Know and understand</i> the operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the role of legal representatives; the different types of criminal and civil courts and how they work; tribunals and other means of civil dispute resolution.</p> <p><i>Know and understand</i> about the operation of the youth justice system. <i>Know and understand</i> the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, police commissioner and member of a tribunal hearing. <i>Evaluate</i> the effectiveness of citizens’ roles in the legal system. <i>Understand</i> the factors affecting crime rates in society. <i>Evaluate</i> strategies to reduce crime. <i>Know and understand</i> the nature and purpose of different sanctions for different criminal offences. <i>Evaluate</i> the effect of different sanctions on law-breakers and their families, victims and their</p>	<p>Topic <b>Section 3: The UK and the wider world</b> Knowledge <b>UNIT 3.1 - Identities and diversity in UK society</b> Know the main factors that affect people’s sense of identity at individual, group, national and global scales. Know the constituent nations of the UK and understand how people’s connections with these nations impact on their sense of identity. Know that, in UK society, people have a range of identities which are often diverse and complex. Understand why people have multiple identities and understand the reasons why a person’s sense of identity can be complex. Understand the reasons why people migrate from one place to another. Know the broad patterns of migration into and out of the UK in the last 60 years. Understand why people have moved out of and in to the UK over the last 60 years. Know what it means for people to seek asylum and understand their reasons for seeking asylum. Analyse the main benefits of immigration to the UK and its impact on communities. Analyse the main challenges of immigration to the UK and its impact on communities. Evaluate different viewpoints on the control of immigration to the UK. Understand why mutual respect and understanding, and community cohesion are important in a democratic society. Analyse the factors that promote community cohesion including mutual respect and understanding and other democratic values. (See also section 2.6.)</p>



	<p>context. Citizenship Actions should be carefully planned practical activities that address a citizenship issue or question of concern. They should aim to deliver a <b>benefit or change</b> for a particular community or wider society. Opportunities for Citizenship Action are highlighted across the whole of the specification content and can be used to support multiple parts of the curriculum. Through their action, learners should practise a range of citizenship skills including:</p> <ul style="list-style-type: none"> <li>• research and enquiry</li> <li>• interpretation of evidence</li> <li>• planning</li> <li>• collaboration</li> <li>• problem solving</li> <li>• advocacy</li> <li>• campaigning</li> <li>• evaluation.</li> </ul> <p>Evidence should include ‘primary’ sources gathered through learners’ own research and ‘secondary’ sources produced by others such as surveys by government, local authorities or interest groups. These two terms are defined in full as: <b>Primary sources</b> are the data and findings generated by the learner when undertaking research and</p>	<p>families, and wider society. <b>Skills</b> Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below: • form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate • understand 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 • formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn • present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts • plan practical Citizenship Actions aimed at delivering a benefit or change for others in society • critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected • show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global. <b>Assessment</b> Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of</p>	<p>Analyse and evaluate citizen actions that have sought to improve community cohesion <b>Skills</b> Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below: • form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate • understand 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 • formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn • present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts • plan practical Citizenship Actions aimed at delivering a benefit or change for others in society • critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected • show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global. <b>Assessment</b></p>
--	--	--	---

	<p>enquiries into citizenship issues and as part of the process of taking Citizenship Action. This can include data and findings from student observations, discussions with members of the community, qualitative and quantitative interview data, recordings, results of polls, votes and surveys relevant to their study.</p> <p>Know the role of citizens in the UK constitution. Know the opportunities for citizen participation in UK democracy, including the National Citizen Service. Know the barriers to citizen participation in UK democracy. Understand the importance of citizen participation for the effective operation of a democracy. Understand the potential impact of social media and digital democracy on participation rates and voter engagement. Analyse and evaluate measures designed to increase participation rates and voter engagement in UK democracy</p> <p>Know the different forms of action citizens can take to promote particular viewpoints and hold those in power to account including: joining an interest group; trade union or political party; standing for election; campaigning; lobbying; petitions and joining a demonstration. (See also section 2.1 Democracy, elections and voting in the UK.) Understand the importance of accountability in a representative democracy. Analyse the roles played by public institutions, public services, interest</p>	<p>tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>	<p>Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>
--	--	--	--

and pressure groups, trade unions, charities and voluntary groups in providing a voice for and support to different groups of citizens. Analyse and evaluate two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to:

- address public policy or;
- challenge injustice or;
- resolve a local community issue.

Engage in a planned course of informed Citizenship Action

Know the ways in which citizens can contribute to wider public life including: joining an interest group, advocacy and volunteering. Understand why this is important in a democracy.

#### Skills

Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate
- understand 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
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving

	<p>reasons and justifying conclusions drawn • present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts • plan practical Citizenship Actions aimed at delivering a benefit or change for others in society • critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected • show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.</p> <p>Assessment Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>		
Vocabulary Links	<p><b>Key concepts and terminology for this part: advocacy, petition, lobbying, volunteering, interest groups, pressure groups, voluntary groups, National Citizen Service, social media, e-petition, digital democracy, public life.</b></p>	<p><b>Key concepts and terminology for this part: legal representative, tribunal, juror, judge, sanction, retribution, reform, rehabilitation.</b></p>	<p>Key concepts and terminology for this part: British citizenship, sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.</p>
Assessment Objectives	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>• Applying knowledge and understanding to different contexts (AO2).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>• Applying knowledge and understanding to different contexts (AO2).</li> </ul>

	<ul style="list-style-type: none"> <li>• Applying knowledge and understanding to different contexts (AO2).</li> <li>• Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>• Advocating a viewpoint using evidence (AO3).</li> <li>• Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>• Advocating a viewpoint using evidence (AO3).</li> <li>• Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>• Advocating a viewpoint using evidence (AO3).</li> <li>• Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>
<b>Year 11</b>	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic <b>Section 2: Democracy and government</b> Knowledge <b>UNIT 2.5 - The role of the media and free press</b> Know the legal rights and responsibilities of a ‘free press’. Understand the media’s moral responsibility to report accurately and to respect people’s privacy and dignity. Understand the role of the media in: informing and influencing public opinion; providing a forum for communication; exchanging ideas and opinions; and holding those in power to account by investigating and reporting on matters of public interest. Evaluate the effectiveness of the media in carrying out these roles. Know how media regulation operates in the UK. Understand the reasons for media regulation and censorship. Evaluate the effectiveness of media regulation.</p>	<p>Topic <b>Section 2: Democracy and government</b> Knowledge INTERLEAVED &amp; CONTEXTUAL UNIT <b>UNIT 2.7 - Politics beyond the UK (SWITZERLAND &amp; CHINA CASE STUDY)</b> This study enables learners to explore some of the key differences between the nature and extent of citizens’ political participation in the UK, a representative democracy, and Switzerland, a direct democracy. Learners will have already studied specification section 2.1 ‘<i>democracy, voting and elections in the UK</i>’ and 2.6 ‘<i>citizenship participation in the UK</i>’. Learners will also find it helpful to work through the study on China following their comparison of Swiss and UK democracy. The pack enables learners to clarify and develop their understanding of democracy by comparing classical Athenian democracy with representative democracy. Learners then study the characteristics of a modern example of direct democracy – Switzerland – before making a</p>	<p>REVISION  Topic Knowledge Skills Assessment</p>

Analyse how the media is used by groups wishing to influence public opinion. Analyse how the media is used by those in power

**Skills**

Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate
- understand 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
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical Citizenship Actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- show knowledge and understanding of the relationships between the different citizenship aspects

comparison between the Swiss political system and that of the UK.

The study introduces learners to the criteria that may be used to compare political systems and to the rankings generated by these comparisons. The Swiss Government is proud of its political system and its website provides a clear but detailed coverage of how that system works. Learners begin to consider the potential of electronic technologies for enabling higher degrees of direct democracy. The study has been designed to enable all learners to explore and refine their own opinion through research, analysis and reasoned argument.

This TEP enables learners to explore some of the key differences between the nature and extent of citizens' political participation in the United Kingdom (UK), a representative democracy, and China, a non-democratic political system based on communist principles (often described as an authoritarian regime).

Learners will find it useful to have already studied specification section 2.1 '*democracy, voting and elections in the UK*' and 2.6 '*citizenship participation in the UK*'. Learners may find it helpful to work through the TEP on Switzerland prior to their comparison of political systems in the UK and China.

The pack enables learners to extend and refine their understanding of democracy by comparing the UK's representative democracy with China's political system.

The China study introduces learners to the criteria that may be used to compare political systems and to the rankings generated by these comparisons.

studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.

#### Assessment

Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year

The Chinese government is comfortable with its political system which it sees as appropriate and necessary for the country's current stage of economic, political and social development. Chinese leaders do not regard their authoritarian political system as inferior to western democracy. They feel that keeping tight control of political opposition and the media is important if China is to develop in ways that bring prosperity to its citizens. Chinese leaders have highlighted poverty, crime, racism and social divisions in the USA and UK as evidence that democratic societies have human rights problems too. The *China Daily* website offers a Chinese perspective on world news and celebrates the country's achievements and progress, as does the official Chinese Communist Party website. These sources help to provide learners with the official Chinese perspective on the quality of politics and quality of life in China.

Learners consider the potential of electronic technologies for enabling Chinese citizens to become even more aware of the civil liberties available to people living in western democracies and the further implications this may have for China's political system. The study has been designed to enable all learners to explore and refine their own opinion through research, analysis and reasoned argument.

In addition to this learners will:

Know the key differences between the nature and extent of citizens' political participation in the UK and one other democratic system. (Learners may choose one example from the following countries but may also select an example of their own with sufficient significant

differences from the UK.) • Switzerland is a good example from the top end of the Index of Democracy rankings. • USA and France also offer interesting comparisons with the UK. • India provides an interesting comparison from the developing world.

Know the key differences between the nature and extent of citizens' political participation in the UK and one non-democratic system. Evaluate the extent to which the UK embodies democratic values in comparison with other governments. Learners may choose one example from the following but may also select an example of their own. • China is an excellent example of a wealthy non-democratic nation with a powerful global influence. • North Korea is an authoritarian regime consistently at the bottom of the Index of Democracy rankings. • Iran is another authoritarian regime where religious authorities are influential in political decision making.

**UNIT 2.1 - The economy, finance and money**

Know how public taxes are raised by local and national government. Know the main areas of public expenditure for local and national government. Understand the relationships between taxation, administrative efficiency, economic growth and public spending.

Understand how governments take the above relationships and political factors into account to manage risk and make complex decisions about current and future public spending to ensure value for money.

Analyse and evaluate different viewpoints on taxation. Analyse and evaluate different viewpoints and debates about the provision by the government and other service providers for



welfare, health, education and the needs of the elderly

### Skills

Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate
- understand 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
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical Citizenship Actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.

### Assessment

		Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year	
Vocabulary Links	<b>Key concepts and terminology for this part: free press/media freedom, public interest, media regulation, censorship, social media, privacy, libel.</b>	<b>Key concepts and terminology for this part: democracy, pluralism, authoritarian regime, political participation, political culture, civil liberties.</b>	
Assessment Objectives	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>• Applying knowledge and understanding to different contexts (AO2).</li> <li>• Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>• Advocating a viewpoint using evidence (AO3).</li> <li>• Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of Citizenship concepts, terms and issues</li> <li>• Applying knowledge and understanding to different contexts (AO2).</li> <li>• Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>• Advocating a viewpoint using evidence (AO3).</li> <li>• Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>	<ul style="list-style-type: none"> <li>• Applying knowledge and understanding to different contexts (AO2).</li> <li>• Analysing information to help develop an understanding of citizenship issues and debates (AO3).</li> <li>• Evaluating a viewpoint to reach a reasoned conclusion (AO3).</li> </ul>

## Skills

Citizenship Studies also requires learners to develop key skills in a variety of areas. These skills, taken from the subject criteria, are given below:

- form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate
- understand 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
- formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates • select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical Citizenship Actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of Citizenship Actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.