

## Curriculum Map

**Subject: Citizenship GCSE**

**Year Group: Year 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b> <i>Descriptive/propositional knowledge</i>	<b>Theme 1</b> Life in modern Britain:  Principles and values in British society - <ul style="list-style-type: none"> <li>- To know the key principles and values underpinning British society today</li> <li>- The human, moral, legal and political rights and the duties, equalities and freedoms of citizens</li> <li>- Key factors that create individual,</li> </ul>	<b>Theme 1</b> Life in modern Britain:  The media and the free press <ul style="list-style-type: none"> <li>- To know the rights, responsibilities and role of the media and a free press in</li> <li>- The know the right of the media to investigate and report on issues of public interest</li> <li>- Press regulation and censorship</li> </ul> The UK's role in key international organisations <ul style="list-style-type: none"> <li>- The role of the UK within: the United Nations (UN), NATO, European Union (EU), the Council of Europe, the Commonwealth</li> </ul>	<b>Theme 2</b> Rights and responsibilities:  Laws in contemporary society <ul style="list-style-type: none"> <li>- To know the fundamental principles of law</li> <li>- To know rights in local to global situations</li> <li>- To know rights in local to global situations</li> </ul> Rights and responsibilities within the legal system <ul style="list-style-type: none"> <li>- To understand the operation of the justice system</li> <li>- To know the rights and legal</li> </ul>	<b>Theme 2</b> Rights and responsibilities:  How the laws protect the citizen and deal with criminals <ul style="list-style-type: none"> <li>- How citizen rights have changed and developed over time</li> <li>- How common law and legislation differ</li> <li>- The right to representation</li> <li>- The nature of criminality in the UK today</li> </ul>	<b>Theme 1</b> Life in modern Britain:  Making a difference in society <ul style="list-style-type: none"> <li>- To understand the opportunities and barriers to citizen participation in democracy</li> <li>- To understand the role of organisations in providing a voice and support for different groups in society</li> <li>- How those who wish to</li> </ul>	<b>Theme 4</b> Taking Citizenship action:  Citizenship action <ul style="list-style-type: none"> <li>- To know what active citizenship is</li> <li>- To know how to investigate citizenship topics</li> <li>- To know how to plan the action</li> <li>- To know how to carry out the action</li> <li>- To know how to assess the impact of your action</li> <li>- To understand how to evaluate</li> </ul>

	<p>group, national and global identities</p> <p>Identity -</p> <ul style="list-style-type: none"> <li>- To understand the UK is made of England, Northern Ireland, Scotland and Wales</li> <li>- Changes and movement of population over time</li> <li>- To understand values in a democratic and diverse society</li> <li>- To know identity and multiple identity</li> </ul>	<p>and the World Trade Organisation (WTO)</p> <ul style="list-style-type: none"> <li>- The UK's membership of the EU and its impact upon the UK</li> <li>- To understand how the UK has assisted in resolving international disputes and conflicts are</li> <li>- How non-governmental organisations respond to humanitarian crises</li> </ul>	<p>entitlements of citizens at different ages</p> <ul style="list-style-type: none"> <li>- To understand how civil law differs from criminal law</li> <li>- To understand how the legal systems differ within the UK</li> </ul>	<ul style="list-style-type: none"> <li>- How we deal with those who commit crime</li> </ul> <p>Universal human rights</p> <ul style="list-style-type: none"> <li>- To understand the importance of key international agreement and treaties</li> <li>- To know the role of international law in conflict situations</li> </ul>	<p>bring about change use the media</p> <p>Theme 2 Rights and responsibilities:</p> <p>Bringing about change in the legal system:</p> <ul style="list-style-type: none"> <li>- To understand the role of the citizen within the legal system</li> <li>- To understand the roles played by different groups</li> <li>- To understand the different forms of democratic and citizen actions</li> </ul>	<p>and reflect on the whole process</p>
<p>Skills <i>Ability knowledge</i> <i>'knowing how'</i></p>	<ul style="list-style-type: none"> <li>- Critical thinking, problem-solving, collaboration, advocacy, representation, initiative, social interaction and teamwork</li> </ul>					

Key Questions	<ul style="list-style-type: none"> <li>- What are the principles and values that underpin British society?</li> <li>- What do we mean by identity?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the role of the media and the free press?</li> <li>- What is the UK's role in key international organisations</li> </ul>	<ul style="list-style-type: none"> <li>- What laws does a society require and why?</li> <li>- What are a citizen's rights and responsibilities within the legal system?</li> </ul>	<ul style="list-style-type: none"> <li>- How has the law developed over time, and how does the law protect the citizen and deal with the criminals?</li> <li>- What are universal human rights and how do we protect them?</li> </ul>	<ul style="list-style-type: none"> <li>- How can citizens make their voice heard and make a difference in society?</li> <li>- How do citizens play a part to bring about change in the legal system?</li> </ul>	<ul style="list-style-type: none"> <li>- How can individual citizens and groups of citizens try to make a difference?</li> </ul>
Assessment	<p>1, 2, 4 and 8 mark questions.</p> <p>End of topic assessments.</p>	<p>1, 2, 4 and 8 mark questions.</p> <p>End of topic assessments.</p>	<p>1, 2, 4 and 8 mark questions.</p> <p>End of topic assessments.</p>	<p>1, 2, 4 and 8 mark questions.</p> <p>End of topic assessments.</p>	<p>1, 2, 4 and 8 mark questions.</p> <p>End of topic assessments.</p>	<p>Mock exams</p>
Literacy/ Numeracy/ SMSC/Character	<p>Literacy – developing written explanation and communication skills</p> <p>SMSC – Acceptance and engagement with the fundamental British values of democracy, the</p>	<p>Literacy – developing written explanation and communication skills</p> <p>SMSC – Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the</p>	<p>Literacy – developing written explanation and communication skills</p> <p>SMSC – Ability to recognise the difference between right and wrong, readily apply this understanding</p>	<p>Literacy – developing written explanation and communication skills</p> <p>SMSC – Ability to recognise the difference between right and</p>	<p>Literacy – developing written explanation and communication skills</p> <p>SMSC – The students should also develop and demonstrate skills</p>	<p>Literacy – developing written explanation and communication skills</p> <p>SMSC – The students should also develop and demonstrate skills and attitudes that will allow them to participate fully in,</p>

	<p>rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</p> <p>Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Enrichment - check availability of outside speakers from Office of National and/or local council promoting community cohesion</p>	<p>viewpoints of others on these issues.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>- check availability of outside speakers from media organisations</li> <li>- School trip to media organisation</li> </ul> <p>Futures</p> <ul style="list-style-type: none"> <li>- links to careers in the media</li> <li>- links to careers in international organisations</li> </ul>	<p>in their own lives and, in so doing, respect the civil and criminal law of England.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>- check availability of lawyers into schools programme</li> <li>- check availability of outside speakers such as local magistrates</li> </ul> <p>Futures - links to careers in the legal system</p>	<p>wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>- check availability of outside speakers from human rights organisations</li> <li>- School trip to amnesty international education centre</li> </ul> <p>Futures</p> <ul style="list-style-type: none"> <li>- links to careers in the legal system and human rights organisations</li> </ul>	<p>and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.</p> <p>Enrichment – potential trip to the Houses of Parliament (numbers limited), check on availability of outside speakers e.g., MP, local councillors</p> <p>Futures</p> <ul style="list-style-type: none"> <li>- links to careers in public services, interest groups, pressure groups, trade unions, charities and voluntary groups</li> </ul>	<p>and contribute positively to, life in modern Britain.</p> <p>Enrichment – active citizenship projects in the community</p> <p>Futures - links to careers that focus on actively making changes in society</p>
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	Futures – link to careers in human rights/organisations that promote values and principles of the UK				- links to careers in the legal system	
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