

CITIZENSHIP- GCSE

Curriculum intent:

Our mission for our curriculum is to ensure our students are well equipped for life beyond school, with detailed understanding of the society they live in. Through our citizenship provision, we want to develop empathetic and well-rounded individuals who are responsible, global citizens that can thrive in the world beyond school.

Our Citizenship curriculum is delivered as a GCSE option in Years 10 and 11. We study the AQA GCSE Citizenship syllabus, as it provides students with an understanding of how the world works around them and encourages them to engage with current affairs and discussions on various social and political issues. We are able to promote British values and cover various aspects of SMSC throughout the course. Furthermore, students are able to become active citizens by promoting and advocating charitable causes.

The GCSE course allows students to examine these areas in far more detail- politics and democracy, life in modern Britain, human rights and the law and be able to be active citizens by their project work. It encourages critical thinking and analysis, helping our students to engage thoroughly with society and help to bring around positive change.

The overriding intent of Citizenship is to encourage our students to be active citizens, taking responsibility and participating in society on a local community level, on a national level and seeing themselves as global citizens- at all times having the knowledge and commitment to make positive changes

Literacy/Reading/Oracy opportunities:

Students have to complete their GCSE work books using literacy skills and reading. They read a variety of subject specific vocabulary, that will encourage their participation in the political spectrum, by familiarising them with the terms and allowing them to access this. Subject specific vocabulary is issued at the start of the course, alongside tier 2 command words for the GCSE questions, that students are encouraged to refer to in the course of their learning.

Students are able to practise oracy by debating the topics that are covered, such as human rights and are asked to create campaigns and advocate causes for the Active Citizenship module in Year 11.

Curriculum rationale Year 7 - 11	Autumn	Spring	Summer
Year 7			
Why?			
How parents / carers can support			
	Autumn	Spring	Summer
Year 8			
Why?			
How parents / carers can support			
	Autumn	Spring	Summer
Year 9			
Why?			
How parents / carers can support			
	Autumn	Spring	Summer
Year 10	Politics and Participation - <ul style="list-style-type: none"> • Democracy- Representative/ direct democracy- values. • British Constitution- analysis. • Roles of Parliament, Civil Service, Separation of Powers. • Local councils. • Devolution- evaluate. • Voting apathy, election process. • Tax/ budget. • Electoral systems- arguments. • Bicameral Parliament. • Political spectrum. 	Rights and Responsibilities - <ul style="list-style-type: none"> • UN Human Rights of the Child- case studies • UN and UDHR. • Origins from the Magna Carta. • Layers of HR- UDHR, ECHR, UK HRA. • Absolute and non- absolute rights. • IHL. • Principles of law. British Values links. Legal rights/ Legal ages. • Source of laws- Civil and Criminal law. Types of courts- magistrates, county, crown, 	Life in Modern Britain - <ul style="list-style-type: none"> • Community- Local, national and international communities. • Identity in Britain. • Multiculturalism in UK. • Cultural diversity. Global identity. Racism, hate crimes and tolerance. • Multiple identities and examples. • Push and pull factors, benefits and issues with immigration. • Media headlines and the impact. • The law and policies.

	<p>Process of making laws- Targets of pressure groups, direct and indirect action, case studies, Local and national campaigns- successful and unsuccessful Factors that help campaigning Cause, target, methods, success of given case studies</p>	<p>high, court of appeal. Use of juries- debating use.</p> <ul style="list-style-type: none"> • Youth crime- causes. Young offenders. • Punishments- advantages and disadvantages -Purposes. • CIVITAS, NACRO, Howard League of Penal Reform Delegated/ secondary legislation. <p>Law making process - Roles of judge- how appointed Roles/ powers of the police Crime stats/ patterns evaluate Case studies.</p>	<ul style="list-style-type: none"> • Example of Syria. UK's action in conflict- mediation, sanctions and use of force. <p>Key terms- immigrant, asylum seeker, refugee, illegal immigrant. Reasons for people to seek asylum.</p>
<p>Why?</p>	<p>Enable students to understand the political structures within the UK, to encourage them to vote as adults and participate in society. Encourages students to become active citizens and participate in the political realm. Allows students to demonstrate the British value of democracy. Showcases careers within the political sphere and opens pathways to further study at A-Level. Follows AQA specification.</p>	<p>Educates students on the links between human rights and the law and our responsibilities in a democracy. Ensures students are knowledgeable of their human rights- it is a child's right under the United Nations Declaration on the Rights of a Child (1990) to 'know their rights'- this module fulfils this. Empowers students to think critically about society and how to campaign about things they are unhappy with. Prepares them to be active members of society. Follows AQA specification.</p>	<p>Encourages students to engage with British Values of Mutual Respect and Celebration of Differences. Allows students to gain knowledge of their community and the UK community and as global citizens.</p>

<p>How parents / carers can support</p>	<p>Encourage students to watch the news. Visit Parliament UK website and complete activities. Investigate Youth Parliament and Dudley Youth Council. Watch the YouTube videos on channel 'Mrs Downie Citizenship'. Plan a visit to Dudley Council Chambers.</p>	<p>Encourage students to watch the news. Visit Parliament UK website and complete activities. Go on a trip to Shrewsbury Prison, or the local Crown Courts. Go on a trip to national Galleries of Justice Museum. Watch the YouTube videos on channel 'Mrs Downie Citizenship'.</p>	<p>Visit the 'Diversity in Dormston' section on the website and complete some of the activities. Watch the YouTube videos on channel 'Mrs Downie Citizenship'. Encourage students to watch the news. Encourage students to take part in community events eg. Diwali festivals at local parks etc. Watch documentaries (age appropriate). Access the 'Diversity in Dormston' section on the school website and access some of the activities and reading lists.</p>
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 11</p>	<p>Life in Modern Britain cont.-</p> <ul style="list-style-type: none"> • Media and influence. Free Press, Leveson Inquiry. • Censorship, propaganda etc. How the press is treated in China etc. IPSO standards. • MPs expenses scandal. • Why free press is important in holding the government to account. • Media bias. • UN, NATO, Commonwealth, G8, WTO. UK's role- analysis. • Soft power and hard power. • NGO's and individual action. 	<p>Active Citizenship – Pressure groups, forms of action- indirect and direct. Local and national campaigns- successful and unsuccessful. Key terms. Trade unions and industrial action. Media influence and bias. Individual action, voluntary organisations and public institutions' influence- examples</p> <p>Active Citizenship Group Project- Section 1- Deciding on the issue Section 2- research- Section 3- Planning the action. Section 4- taking the action- Section 5- the impact-</p>	

	<ul style="list-style-type: none"> • Ways to participate in democracy. • Layers of protest- global, national, individual. • 38 degrees case study. • Police and Crime Commissioners. • Single cause, multi cause, protective protest groups. Voluntary groups. 	Section 6- evaluation of action, impact and skills.	
Why?	<p>Ensures students are knowledgeable about the UK's interventions in international conflicts and how we work in international organisations.</p> <p>Encourages students to feel part of a global community and evaluate how the UK fits into global organisations.</p>	<p>Encourages active citizenship and community participation at an early age- to ensure this is continued at later stages in life Enables students to develop empathy and a sense of community, while demonstrating how they can make a change. Enables students to demonstrate the British Values of democracy and individual liberty. Follows AQA GCSE specification.</p>	
How parents / carers can support	<p>Encourage students to read a variety of media and evaluate its usefulness and validity.</p> <p>Watch the YouTube videos on channel 'Mrs Downie Citizenship'.</p>	<p>Encourage students to take part in community events. Encourage students to watch the news. Discuss political issues with students and how they can participate in these. Encourage them to join Youth Parliament. Support them in charity work.</p>	