



Long Term Plan – GCSE Citizenship Curriculum

Curriculum Intent

Our aim is to provide a curriculum that enables students to develop into global citizens who are aware of their own voice and power. Through exposing students to a variety of views, political ideas and current affairs, we want to support students in becoming critical thinkers who can appreciate different opinions to their own, play an active role in society, express informed opinions and have the skills to research and act on issues guided by their passion.

The curriculum is designed to enable students to acquire knowledge, understanding, skills and behaviours that take them further than their context. The substantive knowledge that all pupils need to know, and the procedural knowledge that demonstrate what all pupils' should be able to do, is designed to enable students to become global citizens and impact positively on the world.

Course Overview

Students will follow the 2016 Edexcel specification for Citizenship Studies and be assessed in accordance with the assessment objectives as set out by the exam board; AO1 (recall), AO2 (explaining) and AO3 (judgement) as detailed to the right.

To demonstrate these skills, students will complete 2x 1 hour and 45-minute exams at the end of their two-year course on the five Themes studied. The exams are split into the following:

Students are taught five hours of Citizenship per fortnight as an option subject.

Several forms of assessment take place throughout the course and is involved in each lesson. Details of the five themes and lesson overview can be found below.

AO1 30%	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.
AO2 30%	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.
AO3 40%	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

Content overview	Assessment overview
Living together in the UK	Assessed in Paper 1 1hr 45min, 80 marks 50% of the GCSE
Democracy at work in the UK	
Law and justice	
Power and influence	Assessed in Paper 2 1hr 45min, 80 marks 50% of the GCSE
Taking citizenship action	



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Subject: Citizenship		Year group: GCSE	
Topic	Topic		Topic
Theme A	Theme B		Theme C
Content			
Students are introduced to the idea that the UK is a diverse society of many different communities and groups who live together. They explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights.	Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check. They will also consider the role of parliament in making and shaping law; the government’s role in managing public money; and how power is organised across the constituent parts of the UK.		Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts. They also learn about the distinctive features of the criminal, civil and youth justice systems and some of the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society.
Opportunities for developing Citizenship skills			
To debate and explore identities, rights, values and democracy, and to gain a practical understanding of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice.	Participation in decision making forums and ‘mock’ or real school elections, researching and debating the effectiveness of democracy in the UK, the extension of voting rights to 16- and 17-year-olds or further devolution of power versus independence for Scotland, Northern Ireland and Wales.		Investigating different legal cases, participation in ‘mock’ trials and sentencing decision-making activities, debating whether it is ever right to break the law or whether the justice system treats everyone fairly. Students could undertake citizenship action or campaigns to address inequality or an injustice.
Key questions explored			
<ul style="list-style-type: none">● How have communities developed in the UK?● What is identity?● What are democratic values and where do they come from?	<ul style="list-style-type: none">● How does Parliament work?● How is power shared between Westminster and the devolved administrations?● How does government manage public money?		<ul style="list-style-type: none">● What is the law for and how does it affect us?● How does the justice system work?● Is crime increasing in society?



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● How does local democracy work?		
Outcomes:		
<p>Formative assessment:</p> <ul style="list-style-type: none"> - Retrieval starter tasks (one question from last lesson-one question from last month, this is the answer what is the question, odd one out etc.) - Mini whiteboards for key words, key knowledge and laws etc. - Sub-topic knowledge quizzes in lessons of topics to follow - Homework quizzes on Satchel: One <p>Summative assessment:</p> <ul style="list-style-type: none"> - End of topic knowledge quizzes on all eight sub-topics - End of topic assessment which includes exam questions + 6 marks of knowledge questions. - Students to re-draft long answer questions following feedback, model answer and examples from peers under the visualiser. - Half-termly exam paper homework (exam questions) 		

Subject: Citizenship		Year group: GCSE	
Topic	Topic		Topic
Theme D	Theme E		Source Work
Content			
Students revisit key ideas about democracy, rights and responsibilities in Themes A–C as they explore ideas about power. In particular they consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations. They contrast representative democracy in the UK with a non-democratic political system and the limits this places on the rights and freedoms of citizens.	Citizenship action may be defined as a planned course of informed action to address a citizenship issue or question of concern and aimed at delivering a benefit or change for a particular community or wider society. Taking citizenship action in a real out-of-classroom context allows students to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different		Students will revisit topics, terms and evidence learnt throughout Y10 which includes that of Theme A - Living Together in the UK, Theme B - Democracy at work in the UK and Theme C - How the Law works. Each lesson has a 'current affairs' example which will connect and activate learning. They will then use the skills they have acquired thus far to apply their knowledge to exam questions. All exam questions follow the format of Edexcel's Assessment Objectives (AO1, AO2 and AO3) with a variety of command words included. This will



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	perspectives on how we live together and make decisions in society.	provide students with a broad range of exam practice and feedback, in preparations for future PPEs and GCSE examinations.
Opportunities for developing Citizenship skills		
Examining ways in which citizens co-operate to try and improve society and democracy through different kinds of political and citizen actions; practical experiences of taking citizenship action themselves to address issues; debating the relationship of the UK with Europe; and investigating global issues and problems facing society from the environment to humanitarian and conflict situations.	Students must carry out an in-depth, critical investigation leading to citizenship action as described above. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that students can take that use different methods and citizenship skills. Students will be assessed on the investigation and action they have undertaken through a series of examination questions in Paper 2 that comprise 15% of the total marks. In the examination, students will also be required to provide, in no more than 20 words, the title of their citizenship action.	<p>Students will develop the following key skills from this topic; Knowledge Recall and Application (AO1), Understanding and Interpretation (AO2), Analysis and Evaluation (AO3) whilst also consolidating the following skills:</p> <p>1. Exam Technique and Command Word Proficiency: Exposure to a variety of exam questions and command words will allow students to practise responding appropriately and effectively. This includes recognising what each question is asking and structuring their answers accordingly.</p> <p>2. Revision and Retrieval Practice: By revisiting and applying previously learned content, students will improve their ability to retrieve and use knowledge over time, building confidence for PPEs and final GCSE exams.</p> <p>3. Feedback and Improvement: Regular feedback on exam responses will help students identify strengths and areas for improvement, enabling them to refine their approach and develop resilience and independence as learners.</p> <p><i>These skills are essential for success in citizenship studies and will also support wider academic achievement.-</i></p>



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Key questions explored

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| <ul style="list-style-type: none"> ● What power and influence can citizens have? ● What role and influence should the media have? ● Does the UK have power and influence in the wider world? | <ul style="list-style-type: none"> ● What does it mean to be an 'active' citizen? ● Do we have the power to make positive change? ● Does participation within the community lead to better outcomes for all? | <ul style="list-style-type: none"> ● Who? What? Where? When? Why? How? Create questions linking Themes taught and current affairs topics. ● How does the media influence our opinions? Is the press free? |
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Outcomes:

Formative assessment:

- Retrieval starter tasks (one question from last lesson-one question from last month, this is the answer what is the question, odd one out etc.)
- Mini whiteboards for key words, key knowledge and laws etc.
- Sub-topic knowledge quizzes in lessons of topics to follow
- Homework quizzes on Teams

Summative assessment:

- End of topic knowledge quizzes on all eight sub-topics
- End of topic assessment which includes exam questions + 6 marks of knowledge questions.
- Students to re-draft long answer questions following feedback, model answer and examples from peers under the visualiser.
- Half-termly exam paper homework (exam questions)

Key Words / Topic Vocabulary

Theme A: Community, Neighbourhood, Census, Emigration, Ethnic, Immigration, Minority, Tolerant, Commonwealth, European Union, Asylum seeker, Economic migrant, Refugee, Economy, Entrepreneur, Diversity, Integration, Identity, Identity card, Multiple identity, Respect, Discrimination, Harassment, United Nations, Racism, Inclusive Education, Homophobic, Compensation, Community cohesion, Democracy, Integration, Convention, Declaration, Human Rights, United Nations, Magna Carta, Councillor, Election, Member of Parliament, Member of the European Parliament, Political rights, Vote, Act, Legal right, National Living Wage, National Minimum Wage, Trade Unions, Contract of employment, Citizens Advice Bureau (CAB), Consumer, Office of Fair Trading, Trading Standards Department, Moral right, Responsibility, Propaganda, Council, Manifesto, Polling station, Ward, Political party, Cabinet, Majority, Mayor, Chief Executive, Business rates, Council tax.

Theme B: Canvassing, Hustings, Direct democracy, Representative democracy, Constituency, First past the post, General election, Referendum, Closed-list system, Proportional Representation, MEP, Coalition, House of Commons, Opposition, Prime Minister, House of Commons, Cabinet, Shadow cabinet, Front benchers, Speaker, Bi-cameral, Black Rod, Secretary of State, Minister of State, The executive, The judiciary, The legislature, Act of Parliament, Bill, Green paper, White paper, Accountable,



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Assembly, Devolution, British Constitution, Judicial review, Parliamentary sovereignty, Parliamentary inquiry, Select committee, Budget, Chancellor of the Exchequer, Government revenue.

Theme C: Legal right, Case law or precedent, Rule of law, Civil Law, Criminal law, County court, High court, Crown court, Magistrates' court, Small claims court, Sue, Judge, Jury, Innocent until proven guilty, Barrister, Judiciary, Probation Officer, Solicitor, Mitigating factors, Recorder, Mediator, Ombudsman, Tribunals, Community sentence, Discharge, Restorative justice, Youth court, Youth justice system, Young offenders, Office for National Statistics, Reoffend, Neighbourhood Watch, Rehabilitation programme, Arrested, Special constable.

Theme D: Barriers, Participate, Turnout, Advocacy, Direct action, Indirect action, Interest group or pressure group, Lobbying, Volunteer, Digital democracy, Dictator, Charity, Public institutions, Public services, Voluntary organisations, ACAS, Collective bargaining, Staff associations, Dismissal, Employment tribunal, Redundancy, Media, Public opinion, Censorship, Press freedom, Biased, Editor, Journalist, Spin-doctor, Editors' Code of Practice, Libel, Slander, Investigative, Scrutiny, Member state, Custom duty, Commonwealth of Nations, Micro-credit, NATO, Boycott, Fair Trade, Free Trade, Tariffs, Geneva Convention, Genocide, Non-governmental organisations, Sanction.