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| **Bishopton Long Term KS4 Curriculum Overview** |
| **Subject:** | **GCSE Citizenship** | **Teacher**  | **Kirsty Walsh**  |
| **Year 10** | **TERM** | **Autumn 1** | **Autumn 2** | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **WHAT ARE WE LEARNING ABOUT?** | **Introduction to GCSE Citizenship. Unit 1: Life in Modern Britain**In this theme students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.* British Values *(Formation of the United Kingdom; things associated with being British; democracy; tolerance; individual liberty; rule of law and equality)*
* Identity *(own identity; changes in the UK population; diversity in the UK; values in a diverse society)*
* Media *(rights, role and responsibility of the media; press regulation and censorship)*
* International Organisations *(role of the UK; impact of the EU on the UK; disputes and conflict; non-governmental organisations)*
* Making a difference *(methods and barriers to higher political participation)*
 | **Unit 2: Rights and Responsibilities** In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.* Laws in society *(principles in society; burden of proof; difference between civil and criminal law; legal age entitlements and how citizens’ rights have developed)*
* Justice System *(role, powers and structure of the police; structure and role of the judiciary; legal representatives; juries; lay magistrates; dispute resolution)*
* Criminality in the UK (*classifications of crime, profile of crime in the UK, purpose of sentencing, punishments available and Youth Justice System).*
* Human Rights (*human rights and our rights; international law in conflict)*
 | **Unit 4: Active participation**Students are required to undertake an investigation into a citizenship issue of their own choice, which involves research, action and reflection.* Stage 1: Deciding the question or issue.
* Stage 2: Carrying out the initial research.
* Stage 3: Planning the action
* Stage 4: Taking the action
* Stage 5: Assessing the impact of the action
* Stage 6: Evaluating the whole process.
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| **THEME** |  |  |  |
| **CASTLE** | **Tolerance, love, aspiration** | **Self-belief, aspiration** | **Aspiration, enjoyment, love** |
| **Year 11** | **TERM** | **Autumn 1** | **Autumn 2** | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **WHAT ARE WE LEARNING ABOUT?** | **Unit 3: Politics and Participation**In this theme students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.* Democracy *(creation of democracy; alternatives to democracy; the British constitution)*
* British Parliament *(UK elections; bicameral Parliament; different political parties; role of the government; role of Parliament; role of MP’s; stages of law making)*
 | **Revision/catch up missed work/intervention/investigation.** This term will be focused on revision personalised and tailored to the students needs. It may also include students catching up on work that they have missed throughout their year and filling in gaps of knowledge. Students will also focus on exam practice and how to answer particular questions to gain marks. |  |
| **THEME** |  |  |
| **CASTLE** | **Self-belief, aspiration, tolerance**  |  |

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| **The core aims of the Key Stage 4 Citizenship curriculum are to encourage learners to:**  |
| * Gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues
* 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.
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| **All schemes of learning are tailored the National Curriculum requirements for GCSE Citizenship. These are:** |
| **Please view GCSE Citizenship AQA specification.**[**https://filestore.aqa.org.uk/resources/citizenship/specifications/AQA-8100-SP-2016.PDF**](https://filestore.aqa.org.uk/resources/citizenship/specifications/AQA-8100-SP-2016.PDF) |
| **Promoting Reading:**  |
| * Students encouraged to read aloud throughout lessons.
* Students are read to by staff and other students where possible.
* During lessons, students are expected to read newspaper articles, sources, peer-assess each other’s work.
* Reading display in the classroom, with recommended reading books on linked to Citizenship.
* Selection of books in the classroom, available for students to read, linked to Citizenship.
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| **Assessment:**  |
| * Each scheme of learning will conclude with a formal assessment focused on …
* The assessments and marking criteria will be modelled on GCSE/BTEC/VCTC frameworks and the school’s data entry policies.
* Formative assessment will take place continuously with either written or verbal feedback.
* Students will be involved in a Progress Review meeting with their teacher at the end of each term.
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