

# Citizenship: Year 7 Curriculum Plan

## Curriculum Intent

Our curriculum intent is **to empower and engage students to be active citizens both at the Brian Clarke school and in the wider community**. It aims to help students **understand what it is to be a citizen of our school, the wider community, the UK as well as being global citizens**. The topics chosen are ones which will help students understand what it means to be a citizen and will give them the basis of knowledge to empower them to become active citizens within our community as well as complimenting the curriculum of other subjects. We will **foster student curiosity with the world**, how they **can create and articulate cogent debates and bring about change** in their fast-paced 21<sup>st</sup> century world. It is taught in this order to support the strands of British Value while building students' knowledge of each one as we go along. For example, students must understand the process of voting before looking at how laws are made and how they could implement change by writing to an MP or looking at methods of protest.

## Citizenship Key Stage 3: Year 7

### Overall Curriculum Goals

- Provide pupils with meaningful opportunities to understand how to be **responsible, active citizens who contribute positively to society**.
- **The Year 7 curriculum will form around the fundamental British Values of democracy, liberty, rule of law and mutual respect.**
- To develop the skills on 'how to discuss and debate ideas in a considered way' to be judged 'good' as part of the measure of Personal Development.
- To provide students with rich and balanced curriculum to demonstrate real learning on topics such as: how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government, role of law and the justice system in our society and how laws are shaped and enforced, participation in volunteering as well as other forms of responsible activity.

Half Term 1 – British Values	Half Term 2 – Democracy and Rule of Law	Half Term 3 - Liberty	Half Term 4 – Mutual Respect and Tolerance	Half Term 5 – P4C and Active Citizenship	Half Term 6 – Active Citizenship
<p><b>What are British Values -</b> Students will explore what the fundamental British values are and how we uphold them in our society. Students will understand and begin to debate why there is a need for them.</p> <p><b>The structure of the UK government</b> including the job of the Prime Minister, how we are governed and the role of both houses/the queen, how the first past the post system works.</p> <p><b>Did we always have a democracy</b> – interleaving with the Y7 History curriculum. This examines how the British democratic system developed. Students will make comparisons to the pre-reformed system and today's system. They will be able to identify changes,</p>	<p><b>How and why did women get the vote?</b> Students will examine the suffragette movement and how influential they were in getting women the vote in 1918 – students will begin to understand how democracy and liberty has been shaped over the last 150 years.</p> <p><b>How do we make laws? -</b> Students will understand how an idea becomes a law and the democratic process behind it. Students will revisit the structure of the government, House of Commons, Lords, Royal assent.</p> <p><b>How is the law upheld? –</b> Students will be looking at who upholds the law and bring about the idea of community responsibility. Students will examine the role of the courts,</p>	<p><b>Making Change – Writing to our MP</b> This lesson will introduce the process of making change happen. Students will examine this through writing a letter to their local MP on an issue that is important to them. Students will research the issue before being given guidance on how to structure and form their letter.</p> <p><b>What are Human Rights and why do we have them?</b> Students will be introduced to the concept of human rights and the history behind them. Students will focus on why they were introduced, why we have them and what impact they have on their daily lives.</p>	<p><b>Philosophy for Children (P4C) –</b> This half term will introduce P4C to the students – P4C is something which the EEF has said will add two months progress to the achievement and attainment of students – it will teach students to unpick ideas and debate them confidently. Each lesson will form the basis of a debate on a variety of issues related to <u>mutual respect and tolerance</u>.</p> <p><b>Fake News</b> – Students will focus on the dangers of fake news and how they endanger British values, how we can spot it and how can help stop it.</p> <p><b>Religious tolerance</b> – Focus on religious tolerance in Britain and how it has shaped our multicultural society. Students will focus on moments where religious tolerance</p>	<p><b>What is Active Citizenship?</b> Introduction to the concept of active citizenship and how students can bring about change for a cause they believe in. Examples of campaigns for change will be presented to the students. Students will begin to consider what campaign they want to run.</p> <p><b>Planning for change –</b> Students will work in small groups to select a campaign for change. They can select pre-existing examples of campaigns e.g. reducing plastic use, reducing carbon footprint, lowering the voting age. Students can also select a cause of their own but require teacher approval. Students will gather materials to create a knowledge</p>	<p><b>Presenting our campaigns –</b> Students will present their campaigns for change and peer and self-assess their campaigns against a teacher-set criteria.</p> <p><b>Bringing together Y7 Citizenship</b> - <b>Students</b> will create a revision resource including the keywords, concepts and knowledge gained throughout the year about British values.</p> <p>Students will complete a self-marking quiz which will assess the knowledge they have gained throughout Y7.</p>

weaknesses and strengths in the current system.	the police and neighbourhood watch schemes.	Students will look at the Human Rights Act in the UK, and look at examples of where human rights have been upheld and challenged by courts. [interleaving with upholding the law].	has been threatened in Britain and how we can promote tolerance.  <b>Freedom of Speech</b> - Students will apply their P4C debate skills to examine the idea of freedom of speech and how it has been challenged.	board/presentation to present to the class.	
<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>		<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>
British Values: Democracy, rule of law, individual liberty mutual respect and tolerance of beliefs, Prime Minister, House of Commons, House of Lords, royal assent, constituency, MP, election	Male suffrage- Peterloo, Great Reform Act 1834; Chartists; rotten borough; pocket borough, suffragists, suffragettes, war work, Cat and Mouse Act, equality. Justice, equality, courts, neighbourhood watch, community responsibility. Laws, bills, green paper, white paper Key concepts- how and why did we get the vote and why did Britain become a more democratic society?	Education, freedom, slavery, United Nations, protection.  Key Concept- how can we get our opinions heard in Parliament? How can we part of the democratic process?	Fake news, source, biased, verified, freedom of speech, tolerance, respect, debate, coherence, expression.	Campaign, change, presentation, debate, coherence, citizens, active, justice.	
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Students will complete a low stakes spelling test in Lesson 4 which will include 10 key words. This will be peer assessed.	Students will create a knowledge organiser covering key content they have learnt this term including democracy, how the UK government is structured, the suffragette movement. This will be peer assessed.	Students will complete a letter to their MP which will be peer and self-assessed.	Students will self-assess their debate with a structured, teacher-led proforma.	Students will peer and self-assess their projects and will receive teacher feedback.	Students will complete a self-marking quiz to summarise and assess their knowledge of Y7 Citizenship.
<b>Character development</b>					
Students look at the role of democracy, equality and fairness. They will examine whether our democracy is fair and who might be unrepresented.	They will examine how women have fought for political equality in this country.	Students will learn about Human Rights and the Equality Act in the UK. They will examine why we have the human rights act and what purpose it serves.	The importance and applicability of debate skills will be stressed to students – understanding that everyone is respected in a debate, and we listen to everyone.	Students will develop their presentation skills, working with a group, leadership skills.  They will look at how they can implement change as citizens and the powers they have.	
<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>
<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students learn about different job roles within local and central Government. Students also learn about what an MP does and how they are elected. British Values	<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students learn about the history of the voting system in the UK and some of the different roles within Government.	<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students build on their knowledge of an MP and what their role entails daily and how someone can become an MP.	<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students will consider different roles involved in media and how this is linked to free speech. Students will also reflect on their own digital footprint and the	<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students will be focussing on their public speaking skills and linking this to their active citizenship.	<b>Benchmark 1 and 4-</b> Linking curriculum to careers.

are explored and linked to their place in society and the workplace.	<b>Benchmark 5- Encounter-</b> Youth Council / Mayor assembly and Youth Council Election Opportunity Selected- 'Over to Youth Conference'- Law and Order.	<b>Benchmark 5- Encounter- MP visit into school</b>	impact this may have on their future career.		
--	--	---	--	--	--

## Citizenship Key Stage 3: Year 8

## Overall Curriculum Goals

- Provide pupils with meaningful opportunities to understand how to be **responsible, active citizens who contribute positively to society**'.
- **The Year 8 curriculum will develop and deepen the student's knowledge of the fundamental British Values of democracy, liberty, rule of law and mutual respect.**
- To develop the skills on 'how to discuss and debate ideas in a considered way' to be judged 'good' as part of the new measure of Personal Development.
- To provide students with rich and balanced curriculum to demonstrate real learning on topics such as: how local government works, how we can make change, how we campaign, how the justice system works, human and animal rights, prejudice, racism, hatred. It is followed by an active citizenship project based on creating change.

[illegible]

<p>Government, democracy, council, campaign, change, liberty, law, tolerance, mutual respect.</p> <p>What does it mean to be a good Citizen in your local community? School?</p> <p>Building on prior knowledge from Y7 to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.</p>	<p>Awareness, change, law, justice, barrister, sentencing, courts, custodial, community service, behaviour, magistrate, criminal, young offender.</p> <p>Students will debate sentencing laws and decide if they are fair, need changing? How can we bring change about.</p>	<p>Welfare, choice, rights, equality, liberty, expression, coherence, debate, freedom, abolition, education, slavery, United Nations.</p>	<p>Racism, prejudice, change, discrimination, freedom, civil rights, abolition, slavery, equality.</p>	<p>Campaign, change, presentation, debate, coherence, citizens, active, justice,</p>	
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Students will create their own small community and explain how they will uphold the 4 main British values – this will be peer and self-assessed.	Students will complete a short active citizen project on youth crime in the UK. It will be self, peer and teacher assessed in a presentation lesson.	Students will bring together their knowledge and skills gained in the last three lessons to create a debate using teacher structure. Students will self-assess their debate.	Students will write a PEEL paragraph explaining what racism is, what milestones have been taken to tackle and eradicate it.	Students will peer and self-assess their projects and will receive teacher feedback.	Students will complete a self-marking quiz to summarise and assess their knowledge of Y8 Citizenship.
<b>Character development</b>					
This unit allows students to revisit the fundamental British values that ran throughout their Year 7 unit. It also introduces students to ‘campaigning’ and how they can bring about change in their world as citizens.	This unit explores justice, sentencing and crime. Students will explore themes surrounding the death penalty and sentencing laws in the UK.	Students look at the Equality Act of 2010 and Human Rights legislation in the UK. They also explore animal rights and why they exist in the UK.	This unit focuses on racism and discrimination. It looks at why racism exists, how it has been challenged in the past and what we can do to continue challenging it.	Students will spend time actively campaigning for changes to issues that they are passionate about. They will demonstrate the skills and knowledge they have acquired about what it means to be a good citizen, justice, equality and representation in the UK.	
<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>	<b>CEIAG</b>
<b>Benchmark 1 and 4-</b> Linking curriculum and skills to careers. Students learn about different job roles within local and central Government. Students also learn about what an MP does and how they are elected. British values are re-visited, and this is linked to diversity, tolerance and respect in the workplace.	<b>Benchmark 1 and 4-</b> Linking curriculum and skills to careers. Students learn about different job roles within all three parts of the criminal justice system; the police, court and prison system. <b>Benchmark 5- Encounter-</b> Youth Council / Mayor assembly and Youth Council Election Opportunity <b>Selected-</b> Attendance at ‘Over to Youth Conference’- Law and Order	<b>Benchmark 1 and 4-</b> Linking curriculum and skills to careers. Students focus on their public speaking skills when debating or delivering presentations on different topic areas. <b>Benchmark 5- Encounter-</b> MP visit into school	<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students look at key figures throughout history, this links to role modelling and diversity in the workplace.	<b>Benchmark 1 and 4-</b> Linking curriculum to careers. Students will be focussing on their public speaking skills and linking this to their active citizenship.	<b>Benchmark 1 and 4-</b> Linking curriculum to careers.

