# 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 21st 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	Half Term 3 - Liberty	Half Term 4 – Mutual Respect and	Half Term 5 – P4C and Active	Half Term 6 – Active Citizenship
	Rule of Law		Tolerance	Citizenship	
What are British Values -	How and why did women get the	Making Change – Writing to	Philosophy for Children (P4C) – This	What is Active Citizenship?	Presenting our campaigns –
Students will explore what the	vote? Students will examine the	our MP This lesson will	half term will introduce P4C to the	Introduction to the concept of	Students will present their
fundamental British values are	suffragette movement and how	introduce the process of	students – P4C is something which	active citizenship and how	campaigns for change and peer
and how we uphold them in our	influential they were in getting	making change happen.	the EEF has said will add two months	students can bring about change	and self-assess their campaigns
society. Students will understand	women the vote in 1918 –	Students will examine this	progress to the achievement and	for a cause they believe in.	against a teacher-set criteria.
and begin to debate why there is a	students will begin to understand	through writing a letter to	attainment of students – it will teach	Examples of campaigns for	
need for them.	how democracy and liberty has	their local MP on an issue that	students to unpick ideas and debate	change will be presented to the	
	been shaped over the last 150	is important to them.	them confidently. Each lesson will	students. Students will begin to	Bringing together Y7 Citizenship
The structure of the UK	years.	Students will research the	form the basis of a debate on a	consider what campaign they	- Students will create a revision
government including the job of		issue before being given	variety of issues related to mutual	want to run.	resource including the keywords,
the Prime Minister, how we are	How do we make laws? -	guidance on how to structure	respect and tolerance.		concepts and knowledge gained
governed and the role of both	Students will understand how an	and form their letter.		Planning for change –	throughout the year about British
houses/the queen, how the first	idea becomes a law and the		Fake News – Students will focus on	Students will work in small	values.
past the post system works.	democratic process behind it.	What are Human Rights and	the dangers of fake news and how	groups to select a campaign for	
	Students will revisit the structure	why do we have them?	they endanger British values, how	change. They can select pre-	Students will complete a self-
Did we always have a democracy	of the government, House of	Students will be introduced to	we can spot it and how can help stop	existing examples of campaigns	marking quiz which will assess
<ul> <li>interleaving with the Y7 History</li> </ul>	Commons, Lords, Royal assent.	the concept of human rights	it.	e.g. reducing plastic use,	the knowledge they have gained
curriculum. This examines how		and the history behind them.		reducing carbon footprint,	throughout Y7.
the British democratic system	How is the law upheld? –	Students will focus on why	Religious tolerance – Focus on	lowering the voting age. Students	
developed. Students will make	Students will be looking at who	they were introduced, why we	religious tolerance in Britain and	can also select a cause of their	
comparisons to the pre-reformed	upholds the law and bring about	have them and what impact	how it has shaped our multicultural	own but require teacher	
system and today's system. They	the idea of community	they have on their daily lives.	society. Students will focus on	approval. Students will gather	
will be able to identify changes,	responsibility. Students will		moments were religious tolerance	materials to create a knowledge	
	examine the role of the courts,				

Weaknesses and strengths in the current system.  Key Vocabulary/Concepts/Ideas  British Values: Democracy, rule of law, individual liberty mutual respect and tolerance of beliefs, Prime Minister, House of	Key Vocabulary/Concepts/Ideas  Male suffrage- Peterloo, Great Reform Act 1834; Chartists; rotten borough; pocket borough, suffragists, suffragettes, war	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].  Key Vocabulary/Concepts/Ideas Education, freedom, slavery, United Nations, protection.  Key Concept- how can we get	has been threatened in Britain and how we can promote tolerance.  Freedom of Speech - Students will apply their P4C debate skills to examine the idea of freedom of speech and how it has been challenged.  Fake news, source, biased, verified, freedom of speech, tolerance, respect, debate, coherence, expression.	key Vocabulary/Concepts/Ideas  Campaign, change, presentation, dijustice.	Key Vocabulary/Concepts/Ideas ebate, coherence, citizens, active,
Commons, House of Lords, royal assent, constituency, MP, election	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?	our opinions heard in Parliament? How can we part of the democratic process?			
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
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.
		Characte	r development		
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.	
CEIAG	CEIAG	CEIAG	CEIAG	CEIAG	CEIAG
Benchmark 1 and 4- 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	Benchmark 1 and 4- Linking curriculum to careers. Students learn about the history of the voting system in the UK and some of the different roles within Government.	Benchmark 1 and 4- 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.	Benchmark 1 and 4- 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	Benchmark 1 and 4- Linking curriculum to careers. Students will be focussing on their public speaking skills and linking this to their active citizenship.	Benchmark 1 and 4- Linking curriculum to careers.

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

## 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.

Half Term 1 – Democracy	Half Term 2 – Rule of Law	Half Term 3 - Liberty	Half Term 4 – Respect and Tolerance	Half Term 5 – Active Citizenship	Half Term 6
Recapping British Values -	How does the Justice system work in	Philosophy for Children	What is racism? Students will look at	What is Active Citizenship?	Presenting our campaigns
Students will revisit the British	the UK? Students will understand	(P4C) – This half term will	racism and why it has existed in past	Introduction to the concept of	Students will present their
Values they covered in Y7, why we	how the criminal justice system	introduce P4C to the	societies. Students will examine why it	active citizenship and how	campaigns for change and
have them and explain why they	works in the UK. What positives and	students – P4C is something	has no place in our world	students can bring about change	peer and self-assess their
are important.	weaknesses there are and how we	which the EEF has said will	·	for a cause they believe in.	campaigns against a
Students will look at the case study	could change the system.	add two months progress to	A History of Racism - Students will	Examples of campaigns for	teacher-set criteria.
of Jo Cox MP and discuss whether		the achievement and	look at what factors have allowed	change will be presented to the	
British values are under threat.	How should criminals be punished?	attainment of students – it	racism to exist. Students will identify	students. Students will begin to	
	Students will debate how criminals	will teach students to unpick	key reasons why racism was never	consider what campaign they	Bringing together Y8
British Values utilised - Students	should be treated and how	ideas and debate them	challenged in past societies and how	want to run.	Citizenship - Students will
will investigate the strengths and	sentencing works in the UK. Students	confidently. Each lesson will	we can work to rectify and improve in		create a revision resource
weaknesses of democracy, rule of	will examine different examples of	form the basis of a debate on	our 21st century world.	Planning for change –	including the keywords,
law and individual liberty. Students	when criminals have been treated	a variety of issues related to	·	Students will work in small	concepts and knowledge
will examine how we can ensure	differently and under different	<u>liberty</u> .	Challenging racism and prejudice -	groups to select a campaign for	gained throughout the year
that these values are utilised to	circumstances.		Students will look at how campaigns	change. They can select pre-	about British values.
their best.		Human Rights - Students will	have challenged racism and how we	existing examples of campaigns	
	Youth Crime – Students will focus on	revisit human rights and why	can challenge it in our daily lives.	e.g. reducing plastic use,	Students will complete a
	the role of youth crime in the UK	we have them. Students will	Students will examine key campaigns	reducing carbon footprint,	self-marking quiz which will
How does local government work	society. This lesson will give a brief	examine key case studies	from BLM, Give Racism the Red Card,	lowering the voting age.	assess the knowledge they
<ul> <li>Students will examine why we</li> </ul>	overview into statistics and problems	when human rights have	FIFA and UEFA. Monumental events	Students can also select a cause	have gained throughout
have local councils, how we can use	related with youth crime. It will	been compromised – how	such as the March on Washington,	of their own but require teacher	
them to help bring about change	examine why youth crime is high and	can we change this and bring	election of Barack Obama, Bristol Bus	approval. Students will gather	
and the key features of the council.	what factors are at play. Students will	about awareness?	Boycott 1963 will be examined.	materials to create a knowledge	
	begin their active citizenship project.			board/presentation to present	
Why do we campaign? - Students	This will get students involved and	Animal Rights – Students will	<u>Interleaving – student understanding</u>	to the class.	
will look at why we campaign to	thinking about how they can bring	look at why animal rights	of campaigns and how to create		
bring change. Students will	about change. They will work in	exist, what humans have	change will be linked into the civil		
examine famous campaigners both	groups of 3 to present a campaign on	done to protect these rights.	rights campaigns.		
past and present and examine the	how they can change and help	Students will debate the role			
successes and failures of certain	reduce youth crime in the UK.	of testing and animal			
campaigns.	Students will continue this for	welfare.			
	homework.				
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key
		Vocabulary/Concepts/Ideas			Vocabulary/Concepts/Idea
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Government, democracy, council, campaign, change, liberty, law, tolerance, mutual respect.  What does it mean to be a good Citizen in your local community? School?  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.	Awareness, change, law, justice, barrister, sentencing, courts, custodial, community service, behaviour, magistrate, criminal, young offender.  Students will debate sentencing laws and decide if they are fair, need changing? How can we bring change about.	Welfare, choice, rights, equality, liberty, expression, coherence, debate, freedom, abolition, education, slavery, United Nations.	Racism, prejudice, change, discrimination, freedom, civil rights, abolition, slavery, equality.	Campaign, change, presentation, cactive, justice,	debate, coherence, citizens,
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
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.
		Character dev	velopment		
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.	
CEIAG	CEIAG	CEIAG	CEIAG	CEIAG	CEIAG
Benchmark 1 and 4- 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.	Benchmark 1 and 4- 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.  Benchmark 5- Encounter- Youth Council / Mayor assembly and Youth Council Election Opportunity Selected- Attendance at 'Over to Youth Conference'- Law and Order	Benchmark 1 and 4- Linking curriculum and skills to careers. Students focus on their public speaking skills when debating or delivering presentations on different topic areas.  Benchmark 5- Encounter-MP visit into school	Benchmark 1 and 4- Linking curriculum to careers. Students look at key figures throughout history, this links to role modelling and diversity in the workplace.	Benchmark 1 and 4- Linking curriculum to careers. Students will be focussing on their public speaking skills and linking this to their active citizenship.	Benchmark 1 and 4- Linking curriculum to careers.