



Faculty/Subject: Humanities / Citizenship

Subject context : Why do we teach it and why now ?

**DUE TO THE NATURE OF CITIZENSHIP – ALL CONTENT IS SUBJECT TO CHANGE DEPENDENT ON NATIONAL AND INTERNATIONAL CURRENT AFFAIRS THAT OCCUR**

All case studies are subject to change and students are given autonomy where possible to study current affairs in relation to the topics being considered. This allows them control over their learning whilst broadening their knowledge of events they want to know more about.

There are five themes that are studied as part of Citizenship studies. These are:

Theme A: Living together in the UK

Theme B: Democracy at work in the UK

Theme C: How the law works

Theme D: Power and Influence

Theme E: Taking Citizenship Action

Each unit is taught over one full term but Theme A, B and C are more ‘content heavy’ and so can run over a full term depending on the hours allocated. They should be taught over three hours per week rather than two.

‘Living together in the UK’ is taught first as this forms the basis of Citizenship studies and concentrates on individual and national issues such as identity and knife crime before moving to look at ‘Democracy at work in the UK’. This then gives a focus on how we are governed, for example; the Prime Minister and Parliament; how we make the rules we are all expected to live by and builds on understanding of human rights in particular from the first unit.

This is then quickly followed by ‘How the law works’ as this focuses on the enforcement of laws passed by government and the institutions such as the courts and the police that are used to do this; thereby creating a logical structure for teaching that allows a build-up of knowledge and understanding.

Taking Citizenship Action is taught next as there is now enough knowledge and understanding relevant to the UK to allow for students to commence their independent ‘coursework’ and try to make a change relating to a citizenship issue. Specific skills regarding advocacy are taught here to facilitate students to undertake this work but this is independent work and the teacher’s job is to facilitate students’ projects and guide and advise where necessary.

This then leaves the final unit of ‘Power and influence’ and relates to the UK’s position in the world and the international dimension of politics; such as the European Union and the United Nations; this can now be taught as a deep understanding of the UK and the levers needed for change are now understood and this builds on this just with an international focus.

Exam Board

Recommended Websites

Recommended Revision Guide

Edexcel	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="http://www.skynews.co.uk">www.skynews.co.uk</a> <a href="http://www.parliament.uk">www.parliament.uk</a>	Revise Pearson Edexcel GCSE (9 – 1) Citizenship Studies Revision Guide & Workbook: includes online edition (Revise Edexcel GCSE Citizenship Studies 16)
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Year 10	Autumn 1	Autumn 2
	<p data-bbox="136 261 546 285"><b>Living Together In The UK Part 1</b></p> <p data-bbox="136 323 398 347"><b>Learning Objectives:</b></p> <ul data-bbox="185 355 1144 1209" style="list-style-type: none"> <li>• Be aware of the requirements of the GCSE course and to have knowledge and understanding of what Citizenship is.</li> <li>• Understand the meaning of community and that you can belong to more than one.</li> <li>• Identify the key events of September 11<sup>th</sup> and why the terrorists chose the targets that they did and to form an opinion on whether the detention of people at Guantanamo Bay is justified following the events of September 11<sup>th</sup>.</li> <li>• To understand that terrorism is diverse and can be committed by anyone who has been radicalised.</li> <li>• Raise awareness about the negative impact of peer pressure upon the lives of young people and the wider community.</li> <li>• Raise awareness about the negative impact of peer pressure upon the lives of young people and the wider community.</li> <li>• Understand what 'Britishness' means.</li> <li>• Understand the diverse communities that make up the UK and recognise the benefits of immigration.</li> <li>• Understand the religious diversity of Britain and the importance of tolerance.</li> <li>• Understand that the UK has an increasingly ageing population and what the impact of this is.</li> <li>• Understand the application process to enter the United Kingdom as a foreign national.</li> <li>• Understand the meaning of identity and the factors affecting it.</li> <li>• Understand discrimination, how it affects people and how it can be overcome.</li> <li>• Understand barriers that people may face and how the law can protect them.</li> <li>• To find out how integration and community cohesion underpin democratic society and how mutual understanding is encouraged in schools and the wider community.</li> </ul>	<p data-bbox="1178 261 1592 285"><b>Living Together In The UK Part 2</b></p> <p data-bbox="1178 323 1440 347"><b>Learning Objectives:</b></p> <ul data-bbox="1227 355 2190 991" style="list-style-type: none"> <li>• Understand and have a definition of human and legal rights.</li> <li>• Begin to develop an understanding of the Universal Declaration of Human Rights, the Convention on the Rights of a child, the European Convention on Human Rights and the Human Rights Act.</li> <li>• Understand human rights infringements and create a bank of examples.</li> <li>• To appreciate how human rights have affected people.</li> <li>• Understand Magna Carta's significance in the development of human rights in Britain.</li> <li>• To understand why the rule of law is necessary in a democracy and appreciate why citizens should obey the law and respect each other.</li> <li>• Understand that employees and employers have responsibilities and that they come into conflict.</li> <li>• To understand the current worker's rights UK citizens are entitled to.</li> <li>• To understand how trade unions, aim to protect and support workers whilst using collective action.</li> <li>• What different methods can be used other than court to solve disputes?</li> <li>• Understand how customers are protected by law and where they can get support when they have been treated unfairly.</li> <li>• To explore political rights and freedoms in the UK.</li> <li>• Why are checks and balances needed to protect rights and freedoms?</li> </ul>

Year 10	Spring 1	Spring 2
	<p data-bbox="129 256 595 284"><b>Democracy At Work In the UK Part 1</b></p> <p data-bbox="129 320 398 347"><b>Learning Objectives:</b></p> <ul data-bbox="181 352 1144 863" style="list-style-type: none"> <li>• Consider which services local councils usually provide and how local councils represent the community.</li> <li>• Under the organisation of the council and individual roles within it.</li> <li>• Understand which services are provided by the council and where its money comes from.</li> <li>• What is a constitution?</li> <li>• What do we mean by uncodified and uncodified constitutions?</li> <li>• What are the sources of the UK Constitution?</li> <li>• What is democracy?</li> <li>• To understand the difference between a democracy and a dictatorship.</li> <li>• How has the right to vote developed and should it develop further?</li> <li>• To find out more about standing for a constituency.</li> <li>• What is a general election and how are you declared the winner?</li> <li>• How do class, gender, age and ethnicity affect voting?</li> <li>• To understand the different voting systems in the UK and why some people want to change what is used?</li> </ul>	<p data-bbox="1451 256 1917 284"><b>Democracy At Work In The UK Part 2</b></p> <p data-bbox="1173 320 1442 347"><b>Learning Objectives:</b></p> <ul data-bbox="1225 352 2168 895" style="list-style-type: none"> <li>• What is Parliament?</li> <li>• What is the structure and who are the members of the House of Commons?</li> <li>• What is parliamentary sovereignty and how does it work in practice?</li> <li>• What is the structure and who are the members of the House of Lords?</li> <li>• Who is the monarchy and what is their role in government?</li> <li>• Explore how the government is organised into departments and what is the role of the Cabinet and ministers</li> <li>• To find out which major political parties stand in UK general elections and what the main differences between them are</li> <li>• Investigate and understand the work of an MP</li> <li>• What are the different types of bills and how do they become laws?</li> <li>• To understand the difference between direct and indirect tax, the role of the Chancellor of the Exchequer and how government prioritises its spending</li> <li>• To know what devolution is and the powers of the different institutions</li> <li>• Know what referendums are using the Brexit referendum as an example</li> <li>• How do pressure groups and other organisations promote democracy and political participation?</li> </ul>

<b>Year 10</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>How The Law Works Part 1</b>	<b>How The Law Works Part 2</b>

Year 11	Autumn 1	Autumn 2
	<p><b>Taking Citizenship Action Part 1</b></p> <ul style="list-style-type: none"> <li>• Understand the expectations required for Taking Citizenship in Action.</li> <li>• Make initial decisions regarding what we will be doing for Taking Citizenship Action.</li> <li>• Complete secondary research.</li> <li>• Complete primary research.</li> <li>• Analyse evidence from primary and secondary research.</li> </ul>	<p><b>Taking Citizenship Action Part 2</b></p> <ul style="list-style-type: none"> <li>• To plan our Citizenship in Action.</li> <li>• Complete our Citizenship in Action.</li> <li>• Evaluate our Citizenship in Action.</li> </ul>

<b>Year 11</b>	<b>Spring 1</b>	<b>Spring 2</b>
	<b>Power and Influence Part 1</b>	<b>Power and Influence Part 2</b>

<b>Year 11</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Revision</b>	<b>Examination Series commences</b>