

GCSE Citizenship (Long term plan)

Half Term	Year 10	Half Term	Year 11
<p>Autumn 1 (Aug- Oct half term)</p> <p>Paper 2: Section B</p>	<p style="text-align: center;"><u>Rights and Responsibilities</u></p> <p>3.3.4 Universal Human Rights</p> <ul style="list-style-type: none"> • <i>The importance of key international agreement and treaties in regard to human rights:</i> • <i>The UN Universal Declaration on Human Rights</i> • <i>The European Convention on Human Rights</i> • <i>The UN Convention on the Rights of the Child</i> • <i>The Human Rights Act (1998).</i> • <i>The role of international law in conflict situations to protect victims of conflict</i> • <i>How international humanitarian law helps establish the rules of war.</i> <p>3.3.1 Laws in Contemporary society</p> <ul style="list-style-type: none"> • <i>The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law.</i> • <i>The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination.</i> • <i>Rights in local to global situations where there is conflict and where rights and responsibilities need to be balanced.</i> <div style="background-color: red; color: white; text-align: center; padding: 5px;"> <p>ASSESSMENT 1: mixture of 1, 2, 4 and 8 mark questions</p> </div>	<p>Autumn 1 (Aug- Oct half term)</p> <p>Life in Modern Britain: Paper 2 Section A</p> <p>Active Citizenship Element: Paper 1 Section A</p>	<p>3.2.4 The UK's role in key international organisations</p> <ul style="list-style-type: none"> • <i>The role of the UK within the United Nations, NATO, the European Union (EU), the Council of Europe, the Commonwealth and the World Trade Organisation (WTO).</i> • <i>The UK's membership of the EU and its impact upon the UK.</i> • <i>How the UK has assisted in resolving international disputes and conflicts, and the range of methods used.</i> • <i>How non-governmental organisations (NGOs) respond to humanitarian crises.</i> <p>3.2.5 Making a difference in Society</p> <ul style="list-style-type: none"> • <i>The opportunities and barriers to citizen participation in democracy.</i> • <i>The range of actions a citizen can take who wishes to hold those in power to account; the advantages and disadvantages of joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.</i> • <i>The role of organisations such as; public services, interest groups, pressure groups, trade unions, charities and voluntary groups and how they play a role in providing a voice and support for different groups in society.</i> • <i>To different examples of how citizens working together, or through groups, attempt to change or improve their communities through actions to either address public policy, challenge injustice or resolve a local community issue.</i>

			<ul style="list-style-type: none"> How those who wish to bring about change use the media. <p>ASSESSMENT 7: mixture of 1, 2, 4 and 8 mark questions</p>
<p>Autumn 2 (Oct- Dec)</p> <p>Paper 2: Section B</p>	<p>3.3.3 How Laws Protect the Citizen and Deal with Criminals</p> <ul style="list-style-type: none"> How citizens' rights have changed and developed over time, from the importance of Magna Carta (1215) to today and the Human Rights Act (1998). Common law, legislation and how they differ. The right to representation; the role and history of trade unions in supporting and representing workers; the role of employers' associations. The nature of criminality in the UK today: <ul style="list-style-type: none"> differing types of crimes profile of criminality in the UK Factors affecting crime rates in society and strategies to reduce crime. How we deal with those who commit crime: <ul style="list-style-type: none"> differing forms of punishment available in the UK the purposes of sentencing the effectiveness of differing types of sentences How the youth justice system operates. <p>3.3.2 Rights and Responsibilities within the legal system?</p> <ul style="list-style-type: none"> The operation of the justice system: the role and powers of the police the role and powers of the judiciary the roles of legal representatives how the different criminal and civil courts work Tribunals and other means of dispute resolution. 	<p>Autumn 2 (Oct- Dec)</p> <p>Paper 1: Section B</p>	<p>Politics & Participation</p> <p>3.4.1 Political Power in the UK</p> <ul style="list-style-type: none"> The concept of democracy and different forms of democracy, including representative democracy. The values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law. The institutions of the British constitution: the power of government, the Prime Minister and cabinet; the sovereignty of Parliament; the roles of the legislature, the opposition, political parties, the Monarch, citizens, the judiciary, the police and the Civil Service. How the relationships between the institutions form an uncodified British constitution and examples of how this is changing. <p>Usually, Year 11 Mock exams take place around this time and therefore additional revision lessons are taught.</p> <p>The Y11 Mock will be on Rights and Responsibilities, LIMB and Active Citizenship</p> <p>3.4.2 Local and devolved Government</p> <ul style="list-style-type: none"> The role and structure of elected local government; the services provided by local government for citizens in local communities; roles and accountability of councillors.

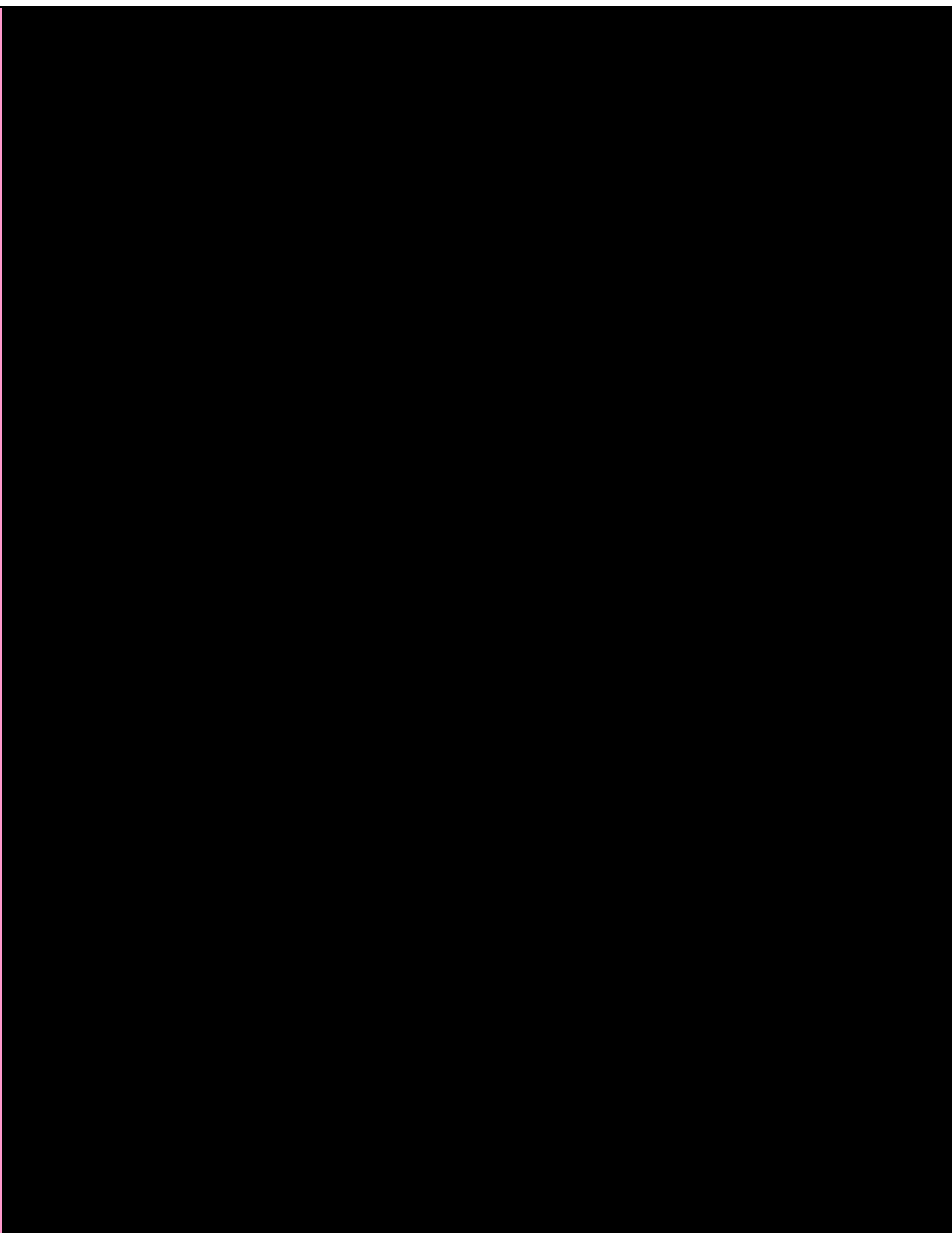
	<ul style="list-style-type: none"> • <i>Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote and join the forces).</i> • <i>How civil law differs from criminal law.</i> • <i>How the legal systems differ within the UK: England & Wales, NI and Scotland</i> 		<ul style="list-style-type: none"> • <i>The nature and organisation of regional and devolved government: Scotland, Wales, Northern Ireland and England.</i> • <i>How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relations are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'.</i> • <i>Who can stand for election and how candidates are selected.</i> • <i>Who can and cannot vote in elections and why, debates about the voting age.</i> • <i>Issues relating to voter turnout, voter apathy and suggestions for increasing voter turnout at elections.</i> • <i>How public taxes are raised and spent by government locally and nationally.</i> • <i>The practice of budgeting and managing risk and how it is used by government to manage complex decisions about the allocation of public funding.</i> • <i>Different viewpoints and debates about how governments and other service providers make provision for welfare, health, the elderly and education.</i>
	<p>ASSESSMENT 2: mixture of 1, 2, 4 and 8 mark questions</p>		<p>ASSESSMENT 8: mixture of 1,2,4 and 8 mark questions</p>
<p>Spring 1 (Jan- Feb half term)</p>	<p>3.3.5 Bringing about change in the legal system.</p> <ul style="list-style-type: none"> • <i>Students through their study, research, investigations or interaction with members of the community should understand the roles undertaken by citizens within the legal system and how the role of the citizen has been seen to be pivotal to our justice system. Students should understand the responsibilities and roles of citizens in the legal system; as a juror, witness, a victim</i> 	<p>Spring 1 (Jan- Feb half term)</p> <p>Paper 1: Section B</p>	<p>3.4.3 Where does political power reside?</p> <ul style="list-style-type: none"> • <i>The nature of the 'First Past the Post' system based on parliamentary constituencies, the frequency of Westminster elections.</i> • <i>Other voting systems used in UK elections, including proportional systems and the advantages and disadvantages of each.</i>

<p>Active Citizenship Element Paper 1 Section A</p>	<p><i>of crime, magistrate, special constable, police commissioner or member of a tribunal hearing.</i></p> <ul style="list-style-type: none"> <i>The roles played by pressure and interest groups, trade unions, charities and voluntary groups, public institutions and public services in providing a voice and support for different groups in society campaigning to bring about a legal change or to fight an injustice.</i> <i>Students should be aware of the different forms of democratic and citizenship actions people can take to bring about change and hold those in positions of power to account in regard to issues relating to human rights and the justice system: joining an interest group; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.</i> <p><u>Magistrates Mock Court Trial during this half term</u></p> <p>ASSESSMENT 3: mixture of 1, 2, 6 and 12 mark questions</p>	<ul style="list-style-type: none"> <i>The difference between the executive, the legislature, the judiciary and the monarchy. The nature of bicameral Westminster parliament, the respective roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch.</i> <i>The major political parties contesting UK general elections; key philosophical differences between the political parties operating in UK general elections.</i> <i>How parliament works: scrutinising government and making it accountable; parliamentary questions, committees, debates.</i> <i>The role of MPs; representing their constituencies, debating policy; scrutinising legislation.</i> <i>Ceremonial roles including Black Rod; key parliamentary roles including the Speaker, whips, front bench and back bench MPs.</i> <i>The legislative process; parliamentary debates and deliberation of public issues and policy.</i> <i>The formation of government by the leader of the political party with a majority in the House of Commons, or by a coalition of parties.</i> <i>The role of the Prime Minister, cabinet and ministers</i> <i>The power of the Prime Minister and cabinet.</i> <i>The organisation of government administration into departments</i>
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<p>Spring 2 (Feb- April)</p> <p>Paper 2: Section A</p>	<p style="text-align: center;"><u>Life in Modern Britain</u></p> <p>3.2.1 Principles and values in British society</p> <ul style="list-style-type: none"> • <i>The key principles and values underpinning British society today.</i> • <i>The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.</i> • <i>Key factors that create individual, group, national and global identities.</i> <p>3.3.2 Identity</p> <ul style="list-style-type: none"> • <i>The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on identity debates.</i> • <i>Changes and movement of population over time</i> • <i>The impact on different communities in the UK</i> • <i>The nature of immigration and migration to and from the UK</i> • <i>The need for mutual respect and understanding in a diverse society</i> • <i>The values that underpin democratic society.</i> • <i>Identity and multiple identities</i> • <i>The diverse nature of the UK population.</i> 	<p>Spring 2 (Feb- April)</p> <p>Paper 1: Section B</p>	<p>3.4.4 How do others govern themselves?</p> <ul style="list-style-type: none"> • <i>Electoral systems and processes used in European parliamentary elections</i> • <i>The impact of these systems on the composition of political parties representing citizens.</i> • <i>Key differences in how citizens can or cannot participate in politics in one democratic and one non-democratic political system that is outside the UK.</i> <p style="text-align: center; border: 1px solid black; background-color: #FFD700;">ASSESSMENT 9: mixture of 1, 2, 4 and 8 mark questions</p>
<p>ASSESSMENT 4 (combined with Y10 mock exam): mixture of 1, 2, 4 and 8 mark questions</p>			

		<p>Spring 2 Continued (Feb- April)</p> <p>Active Citizenship Element Paper 1 Section A</p>	<p>3.4.5 Bringing about political change.</p> <ul style="list-style-type: none"> • How citizens can contribute to parliamentary democracy and hold those in power to account. • How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens. • The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering. • The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society. <p>ASSESSMENT 10: mixture of 1,2,4 and 8 mark questions</p>
<p>Summer 1 (April- May half term)</p> <p>Paper 2 Section A</p>	<p>3.2.3 The media and the free press</p> <ul style="list-style-type: none"> • <i>The rights, responsibilities and role of the media and a free press</i> • <i>Informing and influencing public opinion</i> • <i>Providing a forum for the communication and exchange of ideas and opinions</i> • <i>Holding those in power to account.</i> • <i>The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity.</i> • <i>The operation of press regulation and examples of where censorship is used.</i> <p>ASSESSMENT 5: mixture of 1, 2, 4 and 8 mark questions</p>	<p>Summer 1 (April- May half term)</p>	<p>REVISION</p> <p>Save the Badgers, HS2 protests and Make Poverty History lessons useful as revision (pg. 150-152 in Hodder textbook) These can be used in a range of questions from all three modules.</p>

<p>Summer 2 (June- July)</p> <p>Active Citizenship Element Paper 1 Section A</p> <p>Trip: VISTA home to undertake active citizenship</p>	<p style="text-align: center;">About your investigation</p> <ul style="list-style-type: none"> • <i>Taking 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 perspectives on how we live together and make decisions in society. It requires students to practise a range of citizenship skills including research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem-solving, advocacy, campaigning and evaluation.</i> • <i>Students will be expected, either alone or working with others, to carry out an investigation into a citizenship issue based upon any part of the subject knowledge content. The investigation will lead to citizenship action as defined above. This will enable students to demonstrate the application of the citizenship skills, processes and methods listed below.</i> <ul style="list-style-type: none"> • <i>Understanding 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.</i> • <i>Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates.</i> • <i>Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts.</i> 	
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<p>Summer 2 (June- July)</p> <p>Active Citizenship Element Paper 1 Section A</p> <p>Trip: VISTA home to undertake active citizenship</p>	<ul style="list-style-type: none"> • <i>Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society.</i> <p><i>Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.</i></p> <p>Stage 1: Deciding the question or issue <i>Students must select a contemporary issue/debate arising from the specification content. It can be local, national or international or a combination of all three strands. Teachers are expected to ensure that the topic/issue/debate selected relates to the content of the specification. Following initial research and discussion, students construct a question/issue for which they need to undertake further research.</i></p> <p>Stage 2: Carrying out the initial research <i>Students research the issue using both primary and secondary sources.</i></p> <p>Stage 3: Planning the action <i>As a part of their research, students may develop further sets of questions which link and support their main question/issue. As a result of their research, students should be able to arrive at both results and conclusions which will help them to plan their citizenship action.</i></p> <p>Stage 4: Taking the action <i>Following their research, students are expected to take some form of informed action based upon their research. This may take a variety of forms from letter writing, petitioning, and using e-media, volunteering or establishing a group to promote a change.</i></p> <p>Stage 5: Assessing the impact of the action <i>At the conclusion of their work students should reflect upon their approach to the investigation, the methods they used and any outcome achieved.</i></p>	
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Summer 2 (June- July) Active Citizenship Element Paper 1 Section A	Stage 6: Evaluating the whole process <i>At this stage students should evaluate their whole investigative process and attempt to establish what went well and what could have been done differently.</i>	
	ASSESSMENT 6: mixture of 1, 2, 4 and 8 mark questions	
	Practice questions over the summer break on 'your investigation'	

Rights and Responsibilities units

Life in Modern Britain units

Active Citizenship units

Politics and Participation units