

# **Goldwyn Plus - Citizenship**

## **Subject Statement and Long Term Plan**



## **Citizenship – Statement of Intent**

*“If you're not actively involved in getting what you want, you don't really want it”*

*- Peter McWilliams*

### **Intent**

At Goldwyn Plus Folkestone we would like our students to acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government. We also strive to develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced. Citizenship Studies will be aiming to inspire and raise aspirations in relation to the whole child, seeking out possible careers in line with our CEIAG offering.

### **Implement action**

Students that study Citizenship at Goldwyn Plus Folkestone are able to express views and opinions in a safe environment that embraces a united community spirit. Citizenship education helps individuals to learn to respect people with different ethnic backgrounds, nationalities and cultures – challenging opinions appropriately when necessary.

We aim to develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood that allows them to enhance skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Citizenship Studies meets the national curriculum requirements. It supports the government’s requirements for schools to implement anti-extremist Prevent Duty, which has become a legal requirement. The Government recommends Citizenship as a means of achieving this.

It is an ideal tool for exploring British values which are required by the Government. Citizenship education is important in building character and developing important transferable skills such as communication, initiative, interacting with people and team working. Citizenship also supports the school’s Spiritual, Moral, Social and Cultural outcomes. Citizenship is the only subject in the national curriculum that teaches about the way democracy, politics, the economy and the law work.

## **Impact**

The subject is engaging because its issues can be:

- real topics which affect people's lives;
- topical, meaning that students enjoy up-to-date issues;
- controversial, helping students to consider their own and other people's views;
- moral, helping students to work out what is right or wrong, good or bad, important or unimportant in society.

## **Citizenship Studies also benefits young people:**

- It helps students develop self-confidence and deal with significant life changes and challenges;
- It gives students a voice in their schools, their communities and in society;
- It helps students to develop the skills and experience required to claim their rights, understand their responsibilities and prepares them for the challenges and opportunities of adult and working life.

Students will be offered the opportunity to take a GCSE in Citizenship. Citizenship also helps to develop motivated and responsible learners who relate positively to each other, to staff and to the surrounding community.

## Citizenship: Long Term Plan

The citizenship plan reflects a key focus upon understanding, reflecting and developing an understanding of our world. It is anticipated that all students will have the opportunity to study for a GCSE in Citizenship. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning.

Term	1 and 2	3 and 4	5 and 6
<b>Year 10</b>	<p><b>Theme A: Living Together In the UK</b></p> <p><b>Enquiry Question: How have communities developed in the UK?</b> Key Concepts:            What is community?            Where are your roots?            Religious understanding            What is happening to the UK population?            Migration            What is identity?            Respect and communities</p> <p><b>Key learning - Key contextual vocabulary and documents</b>  <b>Literacy:</b> Reading texts from different cultural contexts and relevant articles and writing critical essays            Critically analysing poems on the issue of being a migrant-analysing figurative language and thoughts and feelings of the characters            Writing a diary entry in the first person exploring the feelings of somebody fleeing their country as a refugee to start a new life  <b>Numeracy:</b> Analysing statistics , creating info graphs            Creating bar/line graphs of immigration statistics</p>	<p><b>Theme C: Law and Justice</b></p> <p><b>Enquiry Question: What is the law and how does it affect us?</b>            Key Concepts What is the point in law?            What is law?            British values</p> <p><b>Key learning - Key contextual vocabulary and documents</b>  <b>Literacy:</b> Critically analysing texts/articles related to the purpose of law            Compare two contrasting texts depicting a positive and negative image of the rule of law in our lives            Write a formal essay about own point of view about the role of law in everyday life-using narrative arguments, counter arguments, balanced analysis.            Class debate on the purpose of law backed up with evidence and statistics  <b>Numeracy:</b> Interpreting graphs relating to law            Statistical analysis relating to the theme            Percentages related to people's viewpoint on the purpose of law</p> <p><b>Enquiry Question: How does the justice system</b></p>	<p><b>Theme B: Democracy at work in the UK</b></p> <p><b>Enquiry Question: What is democracy?</b>            Key Concepts: Different types of government            Democracy in the UK            Local democracy and how it works            Paying for local services</p> <p><b>Key learning - Key contextual vocabulary and documents</b>  <b>literacy:</b> Exploring texts and articles related to the topic of democracy            Debates on democracy in the UK-balanced analysis            Researching and writing a report on how local democracy works in their city and the role of councillors  <b>Numeracy:</b>            Analysing time series graphs relating to voting numbers in the UK over decades            Carry out a statistical investigation relating to voting figures            Compare two sets of data-election turnouts in two contrasting locations            Using four operations to solve word problems relating to government</p> <p><b>Enquiry Question: Who runs the country?</b></p>

	<p>Creating and analysing time series graphs related to the changes in immigration numbers over the past decades Data handling project on the issue of topic of UK immigration</p> <p><b>Enquiry Question: What are human rights?</b></p> <p>Key Concepts: Dealing with barriers Discrimination and the law Developing mutual understanding Introduction to Human Rights Human Rights Act (UK LAW)</p> <p><b>Key learning - Key contextual vocabulary and documents</b> Literacy: Reading and comparing fiction and non-fiction texts on the topic of human rights Assessing texts for relevancy Formal Essays on key concepts exploring narrative techniques Counter arguments Balanced analysis Compare and contrast various articles in the issue of human rights Studying novels based on the themes of Human Rights Numeracy: Algebra-graphs Analysing graphs depicting statistics of human rights records of countries around the world Analysing probability statements linked to the topic of human rights Percentages</p> <p><b>Enquiry Question: What are the different types of</b></p>	<p><b>work?</b></p> <p>Key Concepts Criminal law Civil law Who puts the law into practice? Criminal courts Civil courts Solving civil disputes Sentences The justice system in England and Wales</p> <p><b>Key learning - Key contextual vocabulary and documents</b> Literacy: Classifying cases into criminal and civil law Exploring real life cases where people have taken the civil route when criminal law has failed Writing a second person narrative about the thoughts and feelings of the people involved Speaking and listening: Drama: create a court science-exploring putting law into practice and providing Numeracy: Time series graphs-increase in criminal and civil law cases-make comparisons, identify patterns</p> <p><b>Enquiry Question: Is crime increasing in society?</b></p> <p>Key concepts: Young people and the justice system What is happening to crime? How can we reduce crime? Sentences and punishment Citizens' rights and responsibilities</p> <p><b>Key learning -</b></p>	<p>Key Concepts: Political parties and candidates Elections and voting systems Forming and organising the work of government</p> <p><b>Key learning - Key contextual vocabulary and documents</b> Literacy: Researching and writing a biography on the current PM Critical essay on the role of democracy Numeracy: Analysing statistics relating to number of members of political parties, votes in local and general elections</p> <p><b>Enquiry Question: How does Parliament work?</b></p> <p>Key Concepts: The Westminster Parliament Making and shaping law The constitution and how we are governed</p> <p><b>Key learning - Key contextual vocabulary and documents</b> Literacy: Virtual visit of Westminster and using secondary sources writing a first-hand report on the how parliament works Exploring the origins of the constitution-does it need updating? Debates, class discussions Numeracy: Graphs, bar charts, time series graphs</p> <p><b>Enquiry Question: How is power shared between Westminster and the devolved administrations?</b></p> <p>Key Concepts: Devolved governments in the UK Taxation and government spending Debates about the role of government in the</p>
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	<p><b>rights in the UK?</b>  Key Concepts: Development of rights in the UK  Political Rights  Legal Rights  Rights in the workplace  Consumer rights  Rights with responsibility  Human Rights – Checks and balances  Who represents us? Introduction to council  How does the local council work?  What does the council do?</p> <p><b>Key learning -</b>  <b>Key contextual vocabulary and documents</b>  Literacy: Exploring articles linked to the theme- exploring layers of meaning and figurative language used to express points  Reading: Assessing a range of texts on the topic of Human Rights issues in the UK  Exploring work policies and texts relating to political, legal, equality at work and protecting consumer rights  Having a balanced debate on issue of human rights on the UK  Numeracy: Percentages, ratio, statistical investigations, comparing two or more sets of data, -looking and male and female equality in the work place  Comparing two or more sets of data related to election turnout  Number: Add, subtract, multiply and divide-using operations to solve word problems linked to the theme</p>	<p><b>Key contextual vocabulary and documents</b>  Literacy: Research and write a critical report exploring the reason why crime has increased  Class debates on individual cases: exploring sentences and punishments-agree or disagree and reasons why  Numeracy:  Percentages  Solving problems  Time series graphs depicting rise in crime rates</p>	<p>provision of public services</p> <p><b>Key learning -</b>  <b>Key contextual vocabulary and documents</b>  Literacy: Exploring articles and texts relating to devolved administrations  Class debate on the role of government in the provision of public services  Numeracy: Statistical investigation on government and devolved government spending  Interpreting line and time series graphs  Probability statements  Ratio Analysis</p>
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Year 11	<p><b>Theme E: Taking citizenship action</b></p> <p><b>Enquiry Question? How can I make a difference?</b> Key Concepts: Identify an issue where I would like to make a change Undertake primary and secondary research Plan actions to influence</p> <p><b>Key learning -</b> <b>Key contextual vocabulary and documents</b> Literacy: Carry out primary and secondary research on an issue of interest and write a report using narrative techniques, integrating information, counter arguments and balanced analysis Numeracy: Statistical and graphical analysis of their issue of interest and summarising key findings in report</p>	<p><b>Theme D: Power and influence</b></p> <p><b>Enquiry Question: What power and influence can citizens have?</b> Key Concepts: Playing a part in democracy political role Putting the pressure on the public Making a difference Getting out the vote Digital democracy Revisiting Does your vote count? Support in society Trade Unions</p> <p><b>Key learning -</b> <b>Key contextual vocabulary and documents</b> Literacy: Critical analysis of the role of digital media in democracy Explore and critically analyse texts relating to citizen participation in politics Essay on the role of pressure groups and the level of power they have Numeracy: Analysing statistics relating to digital media and pressure groups Probability statements-generate discussion Create data graphs illustrating conversion of people's opinions from social media to voting Case study of a pressure group-comparing texts related to this group and making a balanced</p>	<p><b>Revision</b></p> <p>Over these last lessons prior to any examination pupils we be practising mock papers and using their detailed revision guides. Teaching will respond to any identified gaps in understanding/skills or knowledge.</p>

		<p>analysis</p> <p><b>Enquiry Question: What role and influence should the media have?</b></p> <p>Key Concepts:          What is the media?          Why should it the press be free?          The media – does it inform or influence?          Legal, honest, decent and truthful?          The media – Under scrutiny          Pressure groups</p> <p><b>Key learning -</b>  <b>Key contextual vocabulary and documents</b>          Literacy: Critical debate and discussion around the topic of media influence          Role play, freeze frame, hot seating          Critical essay discussing the power of the media          Numeracy: Analysing statistics relating to the power of the media</p> <p><b>Does the UK have power and influence in the wider world?</b></p> <p>Key Concepts:          The UK's role and relations with Europe          The UK's role in the rest of the world          Rights and responsibilities in challenging global situations          What is the European Union?          Brexit          The EU – Benefits and obligations          The Commonwealth          The United Nations          International relations</p>	
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		<p>The UN at work  NATO  World Trade Organisation  Who can help?  What can the UK do?</p> <p><b>Key learning -</b>  <b>Key contextual vocabulary and documents</b>  Literacy: Essay exploring the role of the UK in Europe historically and the impact of Brexit  Analysing opposing viewpoint in articles relating to UK's role in the rest of the world  Research case studies for a class debate on the rights and responsibilities in the UK in challenging global situations  Numeracy: Analysing export and import trends with Europe  Analysing info and line graphs relating to movement of people in Europe</p>	
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