

## KS 4 Years 10 – 11 GCSE CIIZENSHIP OCR

### CURRICULUM INTENT? What does Citizenship students do by the end of Key Stage 4 for our students?

**Intent** - At the end of Key Stage 4 we want students to – Understand the world in which we live by studying the four strands of the OCR Citizenship curriculum. These are Citizenship in Perspective, Citizenship in Action and Our rights, our society and our world.

**Implementation** – All Key stage 4 those that have chosen GCSE Citizenship have 5 timetabled periods per fortnight as well as additional opportunities to participate with their Citizenship in Action projects throughout the wider body of the school.

**Impact** – GCSE Citizenship can impact the entire school through the students Citizenship in Action tasks but will additionally give them an insight in gaining information to help them become confident, well informed Citizens of the future.

### TERM BY TERM BREAKDOWN- Knowledge acquired and skills developed:

	Year 10 Course Outline	Year 11 Course Outline	
<b>Autumn Term 1</b>	<p><b>Key Skills</b> – Learning about Citizenship in Action, Research and enquiry, interpretation of evidence, planning, collaboration, problem solving, advocacy, campaigning, evaluation.</p> <p><b>Knowledge</b> – To gain an insight into how young Citizens can make active change in the society and communities in which we live.</p> <p>Discussion of Citizenship in Action Past Citizenship in Action projects Petitioning, lobbying and making a change</p>	<p><b>Key Skills – Revisiting Citizenship in Action</b> and write up practice. Interpretation of evidence, planning, collaboration, problem solving, advocacy, campaigning, evaluation, lobbying, volunteering, interest groups, pressure groups, voluntary groups, National Citizens service, social media, e-petition, digital democracy, public life.</p> <p><b>Knowledge</b> – To revisit and gain further insight into how young Citizens can make active change in the society and communities in which we live.</p> <p>Discussion of Citizenship in Action and ensure all is complete. Outline and write up practice of this section of paper 2 – what are the examiners looking for?</p>	

<p><b>Autumn 2</b></p>	<p>Research and look at section Citizenship in Action in Detail Plan activity and carry out Citizenship in Action project</p> <p><b>Key skills</b> – Discussion, date, listening, research and analyse</p> <p><b>Knowledge</b> – moral and legal rights and responsibilities, human rights, political rights, rights of representation, duties, equalities, freedoms, the rule of law, criminal responsibility, trade unions/employee association, balancing rights, criminal and civil law, rule, legislation, judge made law, fairness justice, equality before the law</p> <p><b>Lesson outline</b> –</p> <p>Introduction to GCSE Citizenship and course and paper outline. Section 1 outline – Rights the laws and the legal system in England and Wales</p>	<p>Past Citizenship in Action projects in the UK What are the barriers to Citizenship participation in the UK? What are the steps you could take in order to resolve a community issue? How could you challenge Injustice? Petitioning, lobbying and making a change Research and look at section Citizenship in Action in Detail Revising Citizenship in Action activity and write up outline for paper 2.</p> <p><b>Section 2 – Revisit and Revise</b></p> <p><b>Knowledge – Democracy and Government.</b> Elections, ballot, political parties, manifesto, representative democracy, parliament, rule of law, tolerance and respect, respect for diversity, equal opportunity, first past the post, referendum, Magna Carta, Coalition, devolution, House of Lords, House of Commons, Stages of a Bill, Royal ascent, parliament, government accountability, Prime Minister Cabinet ministers, official; opposition, economy, finance, taxation, direct/indirect taxation, public expenditure, economic growth, benefits, welfare, local authority budgeting</p> <p><b>Key Skills</b> – Research, independent learning, discussion via Teams and ICT</p> <p><b>Lesson Outline -</b></p> <p>What is Democracy? What does the government do? Citizens contributions to society What are the main political parties? How elections work</p>	
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	<p>Criminal responsibility  Magna Carta and the development of rights  UN and UN Declaration of Human Rights and 1998  Conventions on the Rights of a Child  Trade unions and their history  Look at rights local, national and international regarding conflict and global situations.  Justice inn society  Principles of law and the presumption of innocence and equality before the law  Common and Civil Law and the differences</p>	<p>How are governments formed and what a coalition government is  The Economy – What is it and how does it work?  How public taxes are raised and how the government spends them  Main area of public expenditure for Local and National Government</p>	
<p><b>Spring Term 1</b></p>	<p><b>Section 2</b></p> <p><b>Knowledge – Democracy and Government.</b> Elections, ballot, political parties, manifesto, representative democracy, parliament, rule of law, tolerance and respect, respect for diversity, equal opportunity, first past the post, referendum, Magna Carta, Coalition, devolution, House of Lords, House of Commons, Stages of a Bill, Royal ascent, parliament, government accountability, Prime Minister Cabinet ministers, official; opposition, economy, finance, taxation, direct/indirect taxation, public expenditure, economic growth, benefits, welfare, local authority budgeting</p> <p><b>Key Skills</b> – Research, independent learning, discussion via Teams and ICT</p> <p><b>Lesson Outline -</b>  What is Democracy? What does the government do?  Citizens contributions to society</p>	<p><b>Revision of section 1 – Rights, the laws and Legal system in England and Wales – Revisit and Revise</b></p> <p><b>Knowledge</b> – moral and legal rights and responsibilities, human rights, political rights, rights of representation, duties, equalities, freedoms, the rule of law, criminal responsibility, trade unions/employee association, balancing rights, criminal and civil law, rule, legislation, judge made law, fairness justice, equality before the law</p> <p><b>Key skills</b> – Discussion, debate, listening, research and analyse</p> <p><b>Lesson outline –</b>  Revision of Section 1 outline – Rights the laws and the legal system in England and Wales</p>	

<p>Spring Term 2</p>	<p>What are the main political parties?  How elections work  How are governments formed and what a coalition government is  The Economy – What is it and how does it work?  How public taxes are raised and how the government spends them  Main area of public expenditure for Local and National Government</p> <p><b>The Role of the Media and Free press – Section 2</b></p> <p><b>Knowledge</b> – Students should understand free press/media freedom, public interest, media regulation, social media, libel, privacy, democracy, political participation, political culture, civil liberties</p> <p><b>Key Skills</b> – Research, independent learning, evaluation, discussion s and ICT</p> <p><b>Lesson outline –</b></p> <p>Rights and Responsibilities of Free Press and Moral Responsibilities  Media regulation in the UK  How does the media influence public opinion?  How is the media used by those in power?</p>	<p>Criminal responsibility  Magna Carta and the development of rights  UN and UN Declaration of Human Rights and 1998 Conventions on the Rights of a Child  Trade unions and their history  Look at rights local, national and international regarding conflict and global situations.  Justice inn society  Principles of law and the presumption of innocence and equality before the law  Common and Civil Law and the differences</p> <p><b>Knowledge – The UK and the Wider World – Revisit and Revise.</b> Students should understand the following terms- British Citizenship, sense of identity, multiple identities, migration. Immigration, emigration, reasons for migration, political reasons for migration, asylum, community cohesion, mutual respect</p> <p><b>Key Skills</b> – Research, independent learning, evaluation, discussion, analysis</p> <p><b>Lesson Outline</b></p> <p><b>Revision of the following areas–</b></p> <p>What is Identity?</p>	
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	<p>Politics beyond the UK – looking at one other democratic system – USA          What are the differences in political participation between the UK and a non-democratic system – North Korea/China</p>	<p>Cultural, ethnic and religious membership, nationality, family school, friends, neighbourhood, work colleagues, the media and British Values.          Why do people have multiple identities?          UK identities          Factors that affect sense of identity at national and global scales</p> <p>What are the reasons for migration?          Patterns of migration in the last 60 years          Why do people seek asylum?          Challenges of immigration to the UK and the impacts on the community          Controls of immigration in the UK          Community Cohesion, what is this and why is it important?</p>	
<p><b>Summer Term 1</b></p>	<p><b>Knowledge – The UK and the Wider World.</b> Students should understand the following terms- British Citizenship, sense of identity, multiple identities, migration. Immigration, emigration, reasons for migration, political reasons for migration, asylum, community cohesion, mutual respect</p> <p><b>Key Skills</b> – Research, independent learning, evaluation, discussion via Teams and ICT</p> <p><b>Lesson Outline –</b>          What is Identity?</p>	<p><b>The Role of the Media and Free press – Section 2 – Revision and Revise</b></p> <p><b>Knowledge</b> – Students should understand free press/media freedom, public interest, media regulation, social media, libel, privacy, democracy, political participation, political culture, civil liberties</p> <p><b>Key Skills</b> – Research, independent learning, evaluation, discussion via Teams and ICT</p> <p><b>Lesson outline and Revision of the following areas –</b></p>	

<p><b>Summer Term 2</b></p>	<p>Cultural, ethnic and religious membership, nationality, family school, friends, neighbourhood, work colleagues, the media and British Values.          Why do people have multiple identities?          UK identities          Factors that effect sense of identity at national and global scales</p> <p>What are the reasons for migration?          Patterns of migration in the last 60 years          Why do people seek asylum?          Challenges of immigration to the UK and the impacts on the community          Controls of immigration in the UK          Community Cohesion, what is this and why is it important?</p>	<p>Rights and Responsibilities of Free Press and Moral Responsibilities          Media regulation in the UK          How does the media influence public opinion?          How is the media used by those in power?          Politics beyond the UK – looking at one other democratic system – USA          What are the differences in political participation between the UK and a non-democratic system – North Korea/China</p>	
<p>Key Independent Learning Resources</p>		<p>GREAT READS</p>	
<p>The News          OCR Citizenship Textbook          Revision OCR Units 1-3          SAM Learning          Oak National Academy Key stage 4 Citizenship lessons</p>		<p>GCSE OCR Citizenship studies 9-1          Unit 1-3 revision books for each of the units</p>	