



### Curriculum Intent

#### Subject: Citizenship Studies

#### Year 10

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>How has the law developed over time &amp; What are Human rights and how are they protected?</u></b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>– Magna Carta (1215)</li> <li>- Human Rights Act (1998)</li> <li>- What a Trade Union is and how they operate</li> <li>- What crimes exist in the UK</li> <li>– What makes people turn to crime.</li> <li>– What strategies are being used to prevent crime in the UK.</li> <li>- differing forms of punishment available in the UK</li> <li>- the purposes of sentencing</li> </ul> <p>The importance of key international agreement and treaties in regard to human rights:</p> <ul style="list-style-type: none"> <li>- the UN Universal Declaration on Human Rights</li> <li>- the European Convention on Human Rights</li> <li>- the UN Convention on the Rights of the Child</li> </ul> <p>the Human Rights Act (1998), The role of international law in conflict situations:</p> <p><b>Key Vocab</b> – Act, Convention, Trade Union, Rights, International.</p> <p><b>RECAP ALL OF LAST YEAR'S TOPICS.</b></p>	<ul style="list-style-type: none"> <li>- To learn what the history of law is.</li> <li>- To show an understanding of how crimes are dealt with in the UK.</li> <li>- To show an understanding of how to apply what has been learned to GCSE questions.</li> <li>- To learn what rights people have.</li> <li>- Educates students of the rights and responsibilities in a democracy</li> <li>- Students become knowledgeable as to their own human rights under 'United Nations Declaration on the rights of a Child' (1990)</li> </ul>	<p>'Rights and Responsibilities'</p> <ul style="list-style-type: none"> <li>• Nature of Laws</li> <li>• Rights and Responsibilities within the UK</li> <li>• Global nature of international laws, treaties and agreements by which the UK abides</li> </ul>
	<p><b><u>How do citizens bring about change in the legal system:</u></b></p> <p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>- To learn how changes are made to the UK legal system.</li> </ul>	



Term 1-2	<ul style="list-style-type: none"> <li>- What makes change happen in the UK.</li> <li>- Key people in the UK criminal justice system.</li> <li>- Different ways to fight injustices in the UK.</li> </ul> <p><b>Key Vocab</b> – Campaigning, Advocacy, Lobbying, Demonstration, Volunteering, Injustice.</p> <p><b>RECAP HOW THE LAW HAS DEVELOPED OVER TIME.</b></p>	<ul style="list-style-type: none"> <li>- Empowers students to think critically about society.</li> <li>- To show an understanding of how to apply what has been learned to GCSE questions.</li> </ul>	
Term 2-1	<p><b><u>Where does the political power lie in the UK and What powers do local and 'devolved' governments have?</u></b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>- What democracy is.</li> <li>- The make up of Parliament.</li> <li>- The role of the monarch.</li> <li>- The role of government both local, devolved and national.</li> <li>- How well the government does on issues such as welfare and adult social care.</li> </ul> <p><b>Key Vocab</b> – Government, Devolved, Monarch, Parliament.</p> <p><b>RECAP THE ROLE OF MEDIA AND FREE PRESS.</b></p>	<ul style="list-style-type: none"> <li>- To show an understanding of where political power lies within the UK government.</li> <li>- To learn what a 'devolved government is.</li> </ul>	
Term 2-2	<p><b><u>Where does political power lie; with the citizen, government or, parliament?</u></b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- What the 'First Past the Post' system is.</li> <li>- How often parliamentary elections happen.</li> <li>- Role of the House of Commons and House of Lords.</li> <li>- How a UK General Election works.</li> <li>- The role of the PM and other senior ministers.</li> </ul>	<ul style="list-style-type: none"> <li>- To show an understanding of how to apply what has been learned to GCSE questions.</li> <li>- Encourages students to vote and become active citizens to participate in the political realm.</li> <li>- How to campaign about things they are unhappy with.</li> <li>- To understand the functions of a General Election in the UK.</li> </ul>	

'Politics and Participation'



	<p><b>Key Vocab</b> – Prime Minister, First Past the Post, General Election, Commons, Lords.</p> <p><b>RECAP RIGHTS AND RESPONSIBILITIES OF UK CITIZENS.</b></p>		<ul style="list-style-type: none"> <li>• Through understanding of the political process</li> <li>• Knowledge and skills of how to resolve issues properly</li> <li>• Empower students to bring about change</li> <li>• Understanding of how the empowered citizen is at the heart of our society</li> </ul>
Term 3-1	<p><b><u>Electoral systems:</u></b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Difference between a UK Election and an EU Election.</li> <li>- Restrictions on citizens participating in EU Elections.</li> <li>- Democratic and non-democratic elections outside the UK (1x Example of each).</li> </ul> <p><b>Key Vocab</b> – Democratic, non-democratic, restriction, citizen, Election.</p> <p><b>RECAP</b></p>	<ul style="list-style-type: none"> <li>- To show an understanding of how to apply what has been learned to GCSE questions.</li> <li>- Demonstrates the British Values of democracy</li> <li>- To develop an understanding of what elections are and how they work.</li> </ul>	
Term 3-2	<p><b><u>How can citizens bring about political change?</u></b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- How citizens can hold those in power to account.</li> <li>- How social media can improve voter engagement.</li> <li>- The roles of different public institutions.</li> </ul> <p><b>Key Vocab</b> – Public Service, Social Media, Engagement, Institution, Citizen.</p> <p><b>RECAP</b></p> <p><b><u>Active Citizenship:</u></b></p> <p><b>Key Knowledge:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>- To show an understanding of how to apply what has been learned to GCSE questions.</li> <li>- Empowers students to become active citizens within their society</li> <li>- Showcases careers in the political sphere and opens up future learning pathways (Gatsby)</li> <li>- To learn more about how to become involved in active citizenship roles.</li> <li>- To show an understanding of how to apply what has been learned to GCSE questions.</li> <li>- Research, collating and presenting methodology to represent an active citizenship theme to add value to community.</li> <li>- Justifying and evaluating their methodology.</li> </ul>	