

LTP – KS4 Citizenship

The principal aim of GCSE Citizenship education at Nightingale Community Academy is to engage pupils in the local and global world; to consider their role as global citizens and to think critically but proactively about a politicised environment. The course encourages students to play an active part in public and democratic life as informed citizens which will help students become productive members of society. Students will be supported in expanding their Citizenship knowledge and understanding of the core values that shape society and that are an integral part of “Being British” By undertaking citizenship students will develop the ability to analyse and comment on four key themes. •How the UK government works •Rights, responsibilities and duties of citizens living in the UK •The global community •The role of law in society

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Living Together in the UK</p> <ul style="list-style-type: none"> Learners will demonstrate an understanding of citizenship concepts, terms and issues in relation to diversity, identity democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights(A01). They will then apply this knowledge and understanding of citizenship concepts, terms and issues to contexts and action (AO2). In addition, learners will analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements (AO3). The opportunities to develop these skills will include: debating and exploring identities, rights, values and democracy, and to gain a practical understanding of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice. 	<p>Power, Politics and the Media</p> <ul style="list-style-type: none"> Students will explore and demonstrate knowledge of how the media has evolved over the last 50 years. Learners will demonstrate knowledge of how the media/social media can influence consumer consumption and both the pros and cons of the internet. Core topics of discussion will include Freedom of the Press, Legal, Decent, Honest and Truthful? Pupils will also contemplate the mass marketing of advertising and the how are information is collected on our social media habits and viewing Press Code of Conduct and how Rules are Enforced How the Media and Pressure Groups can Influence Government Policy 	<p>Democracy at Work in the UK</p> <ul style="list-style-type: none"> Learners will demonstrate an understanding of citizenship concepts, terms and issues in relation to parliamentary democracy in the UK, including the voting and electoral system, the roles and responsibilities of MPs and how government is organized and kept in check. In addition, the will demonstrate an understanding of citizenship concepts, terms and issues in relating to the role of parliament in making and shaping the law; the government’s role in managing public money; and how power is organized across the constituent parts of the UK. They. In addition, learners will analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. Who Represents Us? How Does the Council Work? Getting Elected How Are Laws Made? 	<p>Law and Justice</p> <ul style="list-style-type: none"> In this theme students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system. What laws does a society require and why? The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the law. The nature of rules and laws in helping society to deal with complex problems of fairness, justice and discrimination. What are a citizen's rights and responsibilities within the legal system? 	<p>The Global Community</p> <ul style="list-style-type: none"> This theme provides an opportunity to develop an understanding of the local, national, international and global dimensions of political activity, as well as offering a chance to explore political themes affecting all of our lives. For many people, the state exists as the central unit in global politics, but the state exists in many forms and with a variety of different systems of government. There has been a shift towards a system of global governance in which emerging international institutions have sought to create a body of international law. This covers almost all elements of the interaction between these states, including human rights recognition and protection. Despite the seemingly distant, global nature of much of this development, the individual, or maybe even global citizen, can and does still does make a difference. 	<p>Environmental Change and Sustainable Development</p> <ul style="list-style-type: none"> Students will examine such themes as ozone depletion, the effect of greenhouse gases, pollution and how human population growth over the last century have impacted the worlds environment. Learners will also explore how governments and large multinational companies are actively implementing carbon footprint reduction goals into their long term business models to meet regional and international governmental goals. Student will also be encouraged to actively engage in school recycling procedures. The importance of renewable energy Global warming Making ethical decisions The need for local, regional and international polices on recycling

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Being part of the UK</p> <ul style="list-style-type: none"> Students are introduced to the idea that the UK is a diverse society of many different communities and groups who live together. They explore the nature of identity and multiple (AO1) identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share, including human rights and the challenge of balancing competing rights. Opportunities for developing citizenship skills include: to debate and explore identities, rights, values and democracy, and to gain a practical understanding of being an active citizen through contributing to local democracy and taking citizenship action to resolve problems, tackle inequality and improve justice. How have communities developed in the UK? What is identity? What are democratic values and where do they come from? How does local democracy work? The social, economic and other effects of immigration to the UK, 	<p>How Have Communities Developed in the UK?</p> <ul style="list-style-type: none"> Students will develop an understanding of citizenship concepts, terms and issues in relation to How have communities developed in the UK? (AO1) The changing composition of the UK population in terms of age, ethnicity, religion and disability. The social, economic and other effects of immigration to the UK, including why it has been seen as a benefit and a challenge. Types of migrants coming to the UK (economic migrants, refugees, asylum seeker) and the reasons why people migrate. What mutual respect means in practice and why it is necessary in a diverse society: the effects of inequality and discrimination on individuals, groups and communities, and the role of the wider community. What is identity? That people's identities can be defined in various ways (e.g.) ethnic, religious, gender, age, social, cultural, national, local, 	<p>Democracy at Work in the UK</p> <ul style="list-style-type: none"> Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check. They will also consider the role of parliament in making and shaping law; the government's role in managing public money; and how power is organised across the constituent parts of the UK Key questions explored: Who runs the country? How does Parliament work? How does government manage public money? The key philosophical differences between the major political parties standing in UK general elections. The distinction between executive, legislature, judiciary and monarchy. The roles of the Houses of Commons and Lords and the relationship between them. 	<p>Law and Justice</p> <ul style="list-style-type: none"> Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts. They also learn about the distinctive features of the criminal, civil and youth justice systems and some of the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society. Opportunities for demonstrating citizenship skills and taking action include: investigating different legal cases, sentencing, decision-making activities, debating whether it is ever right to break the law or whether the justice system treats everyone fairly. What is the law for and how does it affect us? How does the justice system work? Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination, change behaviour, and respond to new situations in society including scientific and technological developments) 	<p>The Global Community and Exam Revision</p> <ul style="list-style-type: none"> In this section students revisit key ideas about democracy, rights and responsibilities in themes A–C as they explore ideas about power. In particular, they consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations. They contrast representative democracy in the UK with a non-democratic political system and the limits this places on the rights and freedoms of citizens. Opportunities to develop citizenship skills include: examining ways in which citizens co-operate to try and improve society. (AO3) Analysing the relationship of the UK with Europe; and investigating global issues and problems facing society from the environment to humanitarian and conflict situations. What power and influence can citizens have? What role and influence should the media have? Does the UK have power and influence in the wider world? 	<p>Citizenship Action Planned Exam Revision</p> <ul style="list-style-type: none"> Students must carry out an in-depth, critical investigation leading to citizenship action as described above. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that students can take that use different methods and citizenship skills. The choice of action will depend on the issue or challenge they are addressing and what they intend their action to achieve. In considering the focus of their citizenship activity, students will need to be realistic about the likelihood of their aims being wholly or partially met. However, students will not be penalised where an action did not go as planned. Students will be assessed on the investigation and action they have undertaken through a series of examination questions in Paper 2 that comprise 15% of the total marks. In the examination, students will also be required to provide, in no more than 20 words, the title of their citizenship action. Students will then begin in-depth exam revision and identify what topical and course content they will need

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