

Citizenship KS3 Curriculum Overview

British Society

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
PSHE: Health	1		2		3	4		5	6		7	8	
PSHE: Relationships	1		2		3	4		5	6		7		
PSHE: Wider World	1		2		3	4		5					
Citizenship	1	2	3	4	5	6							
British Values	Democracy			Rule of Law			Individual Liberty		Mutual Respect & Tolerance				

This unit of work focuses on the investigation of what it means to be British in the modern world. It will look at both British identity as well as British culture. It will look at how the British democracy works and the voting system which includes a mock election for Student President.

Students will learn about:

What does it mean to be British?

- explain the difference between UK, Great Britain and England is.
- explain what is meant by the term culture and multiculturalism.

- Investigate the origins and development of British Culture

British Politics

- Outline the British democratic system
- Identify the main British political parties and what they stand for
- Outline and evaluate voting systems.

Mock Election

- consolidate on their learning by taking part in a mock election for the position of Student President, including writing a manifesto, creating a political party and taking part in a debate.

Marking and Assessment

Much of what we do is discussion, therefore formative assessment should be taking place throughout each lesson. There is not a summative final assessment in this unit; instead there are a number of activities, indicated by a purple dashed box which can be used as assessment activities. These activities should be marked following the school's marking system and through comment only marking.

Comments should include something that was good about the piece and something they can do to improve it. This improvement could take the form of a question to get the student thinking or explaining their ideas more deeply and therefore offers opportunities for green pen reflection.

Knowledge

Students are able to:

- Identify the differences between the UK, Great Britain and England
- Define the terms Culture, Identity, Democracy and Multiculturalism
- Outline and evaluate different voting systems
- Identify the main political parties in the UK and what they stand for



→ Describe different political systems and evaluate them

Human Rights and Discrimination

SMSC	Spiritual				Moral			Social			Cultural		
	2	3	4	1	2	3	1	2	3	2	3		
PSHE: Health	1	2	3	4	5	6	7	8	9	10	11	12	
PSHE: Relationships	1	2	3	4	5	6	7	8	9	10	11	12	
PSHE: Wider World	1	2	3	4	5	6	7	8	9	10	11	12	
Citizenship	1	2	3	4	5	6	7	8	9	10	11	12	
British Values	Democracy		Rule of Law			Individual Liberty		Mutual Respect & Tolerance					

Students will be looking at the development of the Human Rights Act and its importance in today's society. They will also look at different types of discrimination and how to combat it. Students will learn about:

Human Rights

- outline the history of Human Rights.
- consider why we have the UNDHR.
- evaluate the relative importance of different rights.

Infringement of Human Rights

- consider when rights have been infringed and when they haven't.
- evaluate case studies on Human Rights infringements

Prejudice and Discrimination

- understand what discrimination is.
- Investigate various forms of discrimination
- consider ways of combating discrimination.

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Knowledge

Students are able to:

- Identify and evaluate community decision making methods
- Differentiate between a necessity and a luxury both for an individual and the community
- Making links between action and consequence in terms of rules and laws in the wider community



→ Define terms such as community, laws, democracy, totalitarianism, needs and luxuries

Desert Island Living

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (KS3)	1	2	3	4	5	6							
British Values	Democracy				Rule of Law			Individual Liberty			Respect & Tolerance		

Students start thinking about the wider community outside of their families and social groups. It also helps to get them thinking about how a community works as a cohesive unit. The aim of the unit is also to get the students to develop group work skills as well as discussion and listening skills.

Students will learn about:

Landing on the Island

- outline the scenario and set the scene for the unit of work
- consider different decision making systems and evaluate them

Resources

- know the difference between a need and a want.
- consider what a community requires to survive.

Laws of the Land

- understand the need for rules and laws.
- link cause and consequence when related to behavior.

Community Problems

- discuss community issues and how to deal with them.
- Practice listening skills, negotiation and compromise.

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My Future

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PSHE: Relationships	1	2	3	4	5	6	7						
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Citizenship	1	2	3	4	5	6							
British Values	Democracy		Rule of Law			Individual Liberty			Mutual Respect & Tolerance				

Students are going to be looking at career options open to them as well as the link between personality and skills. They will be going through the options process.

Students will learn about:

Personality and Careers

identify different career paths and careers.

show links between personality and career choice.

My Future Career

investigate possible career paths and the routes to achieve them.

GCSE Options

Discuss which options they are interested in taking.

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Northstar
New School

Knowledge

Students are able to:

- Understand the link between personality and career options
- Outline personality traits and how they link to career paths
- Investigate a career path that interests you
- Discuss the options available to you for GCSE