

## CITIZENSHIP Curriculum Overview –KS3

DRAFT	POLITICS		POLITICS	GOVERNMENT		
	Term 1	Term 2	Term 3	Half Term 4	Half term 5	Half term 6
<b>Year 7</b>	<p><b>What type of country do we live in?</b></p> <p>What is citizenship? How could you run a country? What rights and responsibilities do we have? What makes a good citizen? How do we identify ourselves?</p>	<p><b>How and why do people vote?</b></p> <p>What is an election? How do election campaigns work? Why should I vote? Are children responsible enough to vote? Should the voting age in the UK be lowered?</p>	<p><b>Why are there so many political parties?</b></p> <p>What is the political spectrum? What is a political party? What political parties do we have in the UK? Which political party would you vote for?</p>	<p><b>How did we become a 'United Kingdom'?</b></p> <p>How have campaigns and events influenced democracy in the UK? How did the British Isles become a 'United Kingdom'? How has the relationship between the Crown and the people evolved?</p> <p>How are different nations in the UK represented in government? Should Scotland be independent of the UK?</p>	<p><b>How does the UK Government work?</b></p> <p>Who is the Prime Minister and what does he do? What is parliament and how does it work?</p> <p>What is the role of an MP? How are laws made?</p> <p>Why is the European Union important?</p>	<p><b>What issues are the government examining today</b></p> <p>How well do we protect animals? How much aid should Britain give to foreign countries?</p> <p>How well do we protect the environment? How does Britain treat refugees and asylum seekers? Should Britain leave the European Union?</p>



	<b>Politics, parliament and government</b>	<b>Media and Digital Democracy</b>	<b>Rights, Justice and Law</b>	<b>Active Citizenship</b>	<b>Rights, Justice and Law</b>	<b>UK and Wider World</b>
<p><b>Year 8</b> Taken from Oak National Academy</p>	<p><b>How does the Political System Work in the UK?</b>            What is the difference between government and Parliament?            How do elections work?            What do Political Parties do?            What do MPs do?            How is the government organized?            How does devolved government work?</p>	<p><b>How does Media affect Us?</b>            What is news?            What responsibilities does the media have?            What is the role of the media in democracy?            How does the media hold those in power to account?            Should we believe everything we read?            Does the media create more harm than good?</p>	<p><b>What is the Law and How Has It Changed?</b>            What are laws?            How are laws made?            Criminal vs. Civil Law            Can citizens change laws?            Should the age of criminal responsibility be changed?            How is the criminal justice system applied to young people?            Debate: Should we review the age of criminal responsibility?</p>	<p><b>How Can Citizens Bring About Change?</b>            How do citizens take action?            What is the role of protest groups, pressure groups, and social movement?            How can we campaign and influence change?            Why do changemakers play an important role in democracy?            Why and how should citizens take action?            What can effective change look like?</p>	<p><b>Why Was The Struggle For the Vote Important Today?</b>            How have our political rights changed over time?            How did the Chartists affect our political rights today?            Which methods were most successful in the fight for female suffrage?            What does voting matter?            Should 16 and 17 year olds to allowed to vote in elections?            How can we exercise democratic rights without a vote?</p>	<p><b>What Can We Do About Global Problems?</b>            Is plastic damaging the environment?            Why do some people reject climate change?            Why is fracking controversial?            Why are there still some human rights abuses today?            How can we take action on global problems?            How can we take responsible action?</p>

<b>Year 9</b> Taken from Oak National Academy	<b>Politics, parliament and government</b>	<b>Rights, Justice and Law</b>	<b>UK and Wider World</b>	<b>Finance and the Economy</b>	<b>Media and Digital Democracy</b>	<b>Active Citizenship</b>
	<p><b>How is the UK Governed?</b>            How is the country run?            What does the civil service do?            What are the differences between local, regional and national governance?            How does the UK political system compare to other systems?            What are the differences between the UK and the US political system?            How is the UK governed?</p>	<p><b>Are people treated equally in UK society?</b>            What is the equality Act 2010?            What is discrimination and prejudice?            What are the effects of discrimination?            Why do we need laws on equality in the UK?            How far have we made progress on equality?            What can we do to create a fairer society?</p>	<p><b>Why do people move around the world?</b>            Why do people migrate?            What is the relation between climate change and migration?            Is the conflict in Syria a children’s rights issue?            What support is available for migrants?            Should migration be controlled?</p>	<p><b>How Can We Manage Money Well?</b>            What is the best way to look after money?            How can we pay for things?            What are the implications of borrowing money?            How can we keep track of our money?            Where can we save money?            What are our rights as consumers?</p>	<p><b>Can Digital Democracy Increase Political Participation?</b>            What is digital citizenship?            Can political engagement increase using digital media?            How well has digital democracy worked in other countries?            Should MPs be allowed to vote electronically?            How can social media be used to increase political participation?</p>	<p><b>How Can Young People Play An Active Role in democracy?</b>            How can they contribute to school decision making?            How can they engage in local democracy?            Should the voting age be reformed?            How can we influence those in power using democratic processes.            How can they make change happen?            Should young people have the right to stand in local elections?</p>

**Intent**

At Northstar New School, we want our pupils to have progressively covered the skills and concepts required in the National Curriculum. We aim to: develop the Citizenship skills and British Values, which are being studied, and to equip children for future life, encouraging them to become the best citizens that they can be. The coverage of Citizenship in KS2 echoes that of KS3, providing a foundation for KS2 teachers to build upon. The intent in KS2 is that children will begin to understand the key skills covered and to use them on a daily basis.

KS3 allows children to truly develop and embed these key skills, using them in a variety of situations, whilst understanding how these skills will help them in later life.

### **Implementation**

We have a comprehensive progression of skills in citizenship document for staff to follow to best embed and cover every element of the RSE national curriculum. The knowledge/skills statements build year on year to deepen and challenge our children. Staff also use a range of planning and resourcing tools to teach our Citizenship curriculum and to transfer these skills into all areas of work and school life.

### **Impact**

We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact citizenship has on not just their learning, but also their behaviour, aspirations, relationships with others, development and well-being.

We feel the way we implement citizenship helps children understand the skills and values they need to succeed in life, upon which they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this.

The way that our pupils conduct themselves will best show the impact of our curriculum. We also look for evidence through the behaviour children demonstrate on a regular basis, their relationships with each other and adults, as well as their values and aspirations.

Progress of our citizenship curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes. A variety of evidence for these outcomes can be seen published in children's topic books, on big sheets, photographs, on the school website and on school displays.