

# Curriculum Overview 2024-25 Citizenship

## Curriculum overview for Year 10

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge</b> and skills that will be taught.</p>	<p><b>Rights and Responsibilities</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know, understand and analyse the human, moral, legal and political rights, and the duties, equalities and freedoms of citizens.</li> <li>Know the age of criminal responsibility and other legal ages when young people become legally responsible for their actions such as drive, marry, vote or join the armed forces.</li> </ul>	<p><b>Rights and Responsibilities</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the nature of rules and laws.</li> <li>Understand how rules and laws help society deal with complex problems of fairness, justice and discrimination.</li> <li>Understand the fundamental principles of law to ensure rights and freedoms, maintain order and resolve conflicts.</li> <li>Apply these principles to particular examples of rules and laws.</li> <li>Understand the presumption of</li> </ul>	<p><b>Democracy and Government</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know and understand the concept of democracy.</li> <li>Know the key features of democratic government including: regular and free elections; secret ballots; an inclusive franchise; a choice of candidates/ political parties.</li> <li>Know the difference between classical democracy and representative democracy.</li> </ul>	<p><b>Democracy and Government</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the role, structure and organisation of local, regional and devolved government in the UK.</li> <li>Know and understand the changing relationships between England, Northern Ireland, Scotland and Wales.</li> <li>Understand the reasons for devolution and centralisation.</li> <li>Evaluate arguments for further devolution.</li> <li>Know the separate but complementary</li> </ul>	<p><b>Democracy and Government</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how public taxes are raised by local and national government.</li> <li>Know the main areas of public expenditure for local and national government.</li> <li>Understand the relationships between taxation, administrative efficiency, economic growth and public spending.</li> <li>Understand how governments take the above relationships</li> </ul>	<p><b>Citizenship in Action</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the role of citizens in the UK constitution.</li> <li>Know the opportunities for citizen participation in UK democracy, including the National Citizen Service.</li> <li>Know the barriers to citizen participation in UK democracy.</li> <li>Understand the importance of citizen participation for the effective operation of a democracy.</li> <li>Understand the potential impact of social media</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand the justifications for such age laws.</li> <li>• Evaluate such justifications.</li> <li>• Know the background to Magna Carta and its main provisions</li> <li>• Understand the significance of the Magna Carta in the development of rights.</li> <li>• Know the main provisions of: the UN Universal Declaration on Human Rights; the European Convention on Human Rights; the United Nations Convention on the Rights of the Child and the 1998 Human Rights Act.</li> </ul>	<p>innocence and equality before the law.</p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of at least one piece of legislation.</li> <li>• Know the key differences between criminal and civil law.</li> <li>• Apply this knowledge to specific examples.</li> <li>• Know the main sources of law: common law, legislation, and judge-made law (precedent).</li> <li>• Apply this knowledge to specific examples.</li> <li>• Know different legal jurisdictions of the UK: Northern Ireland, Scotland, England and Wales.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the UK is a representative democracy with fixed term sovereign parliaments, and that MPs represent constituencies.</li> <li>• Know who can and cannot vote in UK parliamentary elections.</li> <li>• Know the different ways in which citizens can contribute to parliamentary democracy and hold those in power to account.</li> <li>• Understand the rights and responsibilities that apply in a representative democracy.</li> <li>• Understand the importance of: the rule of law; personal</li> </ul>	<p>roles of the executive, legislature, judiciary and the Monarchy in UK government and understand the differences between them.</p> <ul style="list-style-type: none"> <li>• Know, within this context, how Parliament holds government to account through oversight and scrutiny and that Parliament is sovereign.</li> <li>• Understand the reasons why these roles are separated.</li> <li>• Understand how the relationships between its institutions form an uncodified British constitution.</li> <li>• Understand the reasons why tensions arise and how institutional relationships are changing.</li> </ul>	<p>and political factors into account to manage risk and make complex decisions about current and future public spending to ensure value for money.</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate different viewpoints on taxation.</li> <li>• Analyse and evaluate different viewpoints and debates about the provision by the government and other service providers for welfare, health, education and the needs of the elderly.</li> <li>• Know the legal rights and</li> </ul>	<p>and digital democracy on participation rates and voter engagement.</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate measures designed to increase participation rates and voter engagement in UK democracy.</li> <li>• Know the different forms of action citizens can take to promote particular viewpoints and hold those in power to account including: joining an interest group; trade union or political party; standing for election; campaigning; lobbying; petitions and joining a demonstration. (See also section</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand their importance in protecting rights, equalities and freedoms.</li> <li>• Apply this knowledge and understanding to evaluate the actions of governments across the world</li> <li>• Know and understand the right to representation including the role and history of trade unions and employee associations.</li> <li>• Evaluate the effectiveness of different organisations in supporting and representing their members.</li> <li>• Analyse rights in local, national, and global</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the role of legal representatives; the different types of criminal and civil courts and how they work; tribunals and other means of civil dispute resolution.</li> <li>• Know and understand about the operation of the youth justice system.</li> <li>• Know and understand the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, police</li> </ul>	<p>freedom; tolerance and respect for diversity; and equal opportunity in creating conditions for effective democratic government as values underpinning democracy.</p> <ul style="list-style-type: none"> <li>• Know the key features of electoral systems used within the UK including: first-past-the-post; types of proportional representation and referendum.</li> <li>• Election systems should include:             <ul style="list-style-type: none"> <li>• First-Past-the-Post (General Elections)</li> <li>• Additional Member System</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know the separate but complementary roles of the House of Commons, House of Lords and the Monarch within the bicameral Westminster parliament and the differences between them.</li> <li>• Understand the possible advantages and disadvantages of a bicameral arrangement.</li> <li>• Know the main roles of front and back bench MPs, the Commons Speaker and the party whips.</li> <li>• Know the key ceremonial occasions in Parliament including the State Opening of Parliament, the budget, the Monarch's speech</li> </ul>	<p>responsibilities of a 'free press'.</p> <ul style="list-style-type: none"> <li>• Understand the media's moral responsibility to report accurately and to respect people's privacy and dignity.</li> <li>• Understand the role of the media in: informing and influencing public opinion; providing a forum for communication; exchanging ideas and opinions; and holding those in power to account by investigating and reporting on matters of public interest.</li> <li>• Evaluate the effectiveness of the media in</li> </ul>	<p>2.1 Democracy, elections and voting in the UK.)</p> <ul style="list-style-type: none"> <li>• Understand the importance of accountability in a representative democracy.</li> <li>• Analyse the roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice for and support to different groups of citizens.</li> <li>• Analyse and evaluate two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to:</li> </ul>
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	<p>situations where there is conflict.</p> <ul style="list-style-type: none"> <li>• Evaluate outcomes in cases where rights and responsibilities need to be balanced using local, national and global contexts.</li> </ul>	<p>commissioner and member of a tribunal hearing.</p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of citizens' roles in the legal system.</li> <li>• Understand the factors affecting crime rates in society.</li> <li>• Evaluate strategies to reduce crime.</li> <li>• Know and understand the nature and purpose of different sanctions for different criminal offences.</li> <li>• Evaluate the effect of different sanctions.</li> </ul>	<p>(Welsh Assembly)</p> <ul style="list-style-type: none"> <li>• Single Transferable Vote (Northern Ireland)</li> <li>• The Closed Party List System (European Parliament)</li> <li>• Know, as part of the above, the electoral systems and processes for the formation of the European Parliament.</li> <li>• Understand the impact electoral systems used in the UK, including those to the European Parliament, have on election outcomes for political parties and composition of governments.</li> <li>• Understand the possible advantages and</li> </ul>	<p>and the role of Black Rod.</p> <ul style="list-style-type: none"> <li>• Understand the processes through which parliamentary candidates are selected including the role of citizens in these processes.</li> <li>• Understand the process of parliamentary debate and decision making as part of the process of making and shaping policy and legislation.</li> <li>• Understand the role and importance of the official Opposition in parliament.</li> </ul>	<p>carrying out these roles.</p> <ul style="list-style-type: none"> <li>• Know how media regulation operates in the UK.</li> <li>• Understand the reasons for media regulation and censorship.</li> <li>• Evaluate the effectiveness of media regulation.</li> <li>• Analyse how the media is used by groups wishing to influence public opinion.</li> <li>• Analyse how the media is used by those in power.</li> </ul>	<ul style="list-style-type: none"> <li>• address public policy or;</li> <li>• challenge injustice or;</li> <li>• resolve a local community issue.</li> <li>• Engage in a planned course of informed Citizenship Action (see further guidance in Section 2c).</li> </ul>
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	<p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>•moral and legal rights and responsibilities</li> <li>•human right</li> <li>•political rights</li> <li>•rights of representation</li> <li>•duties, equalities</li> <li>•freedoms</li> <li>•the rule of law</li> <li>•criminal responsibility</li> <li>•trade union / employee association balancing rights</li> </ul>	<p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>•moral and legal rights and responsibilities</li> <li>•human right</li> <li>•political rights</li> <li>•rights of representation</li> <li>•duties, equalities</li> <li>•freedoms</li> <li>•the rule of law</li> <li>•criminal responsibility</li> <li>•trade union / employee association balancing rights</li> <li>• legal representative,</li> <li>• tribunal,</li> <li>• juror,</li> <li>• judge,</li> <li>• sanction,</li> <li>• retribution,</li> <li>• reform,</li> <li>• rehabilitation.</li> </ul>	<p>disadvantages of these systems.</p> <ul style="list-style-type: none"> <li>• Know that political parties with large numbers of parliamentary seats have the potential to form a government alone or to do so through coalition with others.</li> <li>• Understand how governments are formed following a parliamentary or assembly election.</li> <li>• Know and understand the key roles in UK Government – Prime Minister, Cabinet and ministers.</li> </ul> <p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>• free elections</li> <li>• secret ballot,.</li> <li>• inclusive franchise</li> </ul>	<p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>• executive</li> <li>• legislature</li> <li>• judiciary</li> <li>• parliament</li> <li>• government</li> <li>• accountability</li> <li>• oversight</li> <li>• scrutiny</li> <li>• parliamentary select committee</li> <li>• bicameral parliament</li> <li>• House of Commons</li> <li>• House of Lords</li> <li>• Prime Minister</li> <li>• cabinet</li> <li>• ministers</li> <li>• official Opposition</li> <li>• Monarch</li> <li>• Commons</li> <li>• Speaker</li> <li>• party whip</li> <li>• Black Rod</li> <li>• uncodified constitution</li> <li>• civil service</li> <li>• department</li> <li>• ministry</li> <li>• agency</li> </ul>	<p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>• taxation,</li> <li>• direct/indirect taxation,</li> <li>• public expenditure,</li> <li>• economic growth,</li> <li>• administrative efficiency,</li> <li>• benefits,</li> <li>• welfare,</li> <li>• local authority budgeting.</li> <li>• free press/media freedom,</li> <li>• public interest,</li> <li>• media regulation,</li> <li>• censorship,</li> <li>• social media,</li> <li>• privacy,</li> <li>• libel.</li> </ul>	<p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>• advocacy</li> <li>• petition</li> <li>• lobbying</li> <li>• volunteering</li> <li>• interest groups</li> <li>• pressure groups</li> <li>• voluntary groups</li> <li>• National Citizen Service</li> <li>• social media</li> <li>• e-petition</li> <li>• digital democracy</li> <li>• public life.</li> </ul>
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			<ul style="list-style-type: none"> <li>• pluralism</li> <li>• candidate</li> <li>• political party</li> <li>• party policy</li> <li>• manifesto</li> <li>• classical democracy</li> <li>• representative democracy</li> <li>• fixed term parliament</li> <li>• constituency</li> <li>• rule of law</li> <li>• personal freedom</li> <li>• tolerance</li> <li>• respect for diversity</li> <li>• equal opportunity</li> <li>• first-past-the-post election</li> <li>• proportional representation</li> <li>• referendum.</li> <li>• coalition government</li> <li>• assembly</li> <li>• devolution</li> <li>• centralisation.</li> </ul>	<ul style="list-style-type: none"> <li>• bill</li> <li>• act</li> <li>• code of ethics</li> <li>• police commissioner</li> <li>• sovereign</li> <li>• parliamentary sovereignty.</li> </ul>		
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<b>Assessment</b>	<b>12 mark questions Full assessment</b>	<b>Full assessment</b>	<b>Comprehension Multiple Choice Assessment</b>	<b>12 mark questions Full assessment</b>	<b>12 mark questions Full assessment</b>	<b>Exam Questions  Mock exams</b>
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**Curriculum overview for Year 11**

<b>TERM</b>	<b>Autumn HT 1</b>	<b>Autumn HT 2</b>	<b>Spring HT 1</b>	<b>Spring HT 2</b>	<b>Summer HT 1</b>	<b>Summer HT 2</b>
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge</b> and skills that will be taught.</p>	<p><b>The UK and the Wider World</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the main factors that affect people's sense of identity at individual, group, national and global scales.</li> </ul>	<p><b>The UK and the Wider World</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand why mutual respect and understanding, and community cohesion are important in a democratic society. Analyse</li> </ul>	<p><b>Citizenship in Action</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the role of citizens in the UK constitution.</li> <li>Know the opportunities for citizen participation in UK democracy, including the</li> </ul>	<p><b>Exam Practice/ Revision</b></p>	<p><b>Exam Practice/ Revision</b></p>	

	<ul style="list-style-type: none"> <li>• Know the constituent nations of the UK and understand how people's connections with these nations impact on their sense of identity.</li> <li>• Know that, in UK society, people have a range of identities which are often diverse and complex.</li> <li>• Understand why people have multiple identities and understand the reasons why a person's sense of identity can be complex.</li> <li>• Understand the reasons why people migrate from</li> </ul>	<p>the factors that promote community cohesion including mutual respect and understanding and other democratic values. (See also section 2.6.) Analyse and evaluate citizen actions that have sought to improve community cohesion</p> <ul style="list-style-type: none"> <li>• Know that the UK is a member of international organisations including: the United Nations and its agencies; North Atlantic Treaty Organisation (NATO); the Council of</li> </ul>	<p>National Citizen Service.</p> <ul style="list-style-type: none"> <li>• Know the barriers to citizen participation in UK democracy.</li> <li>• Understand the importance of citizen participation for the effective operation of a democracy.</li> <li>• Understand the potential impact of social media and digital democracy on participation rates and voter engagement.</li> <li>• Analyse and evaluate measures designed to increase participation rates and voter engagement in UK democracy.</li> <li>• Know the different forms of action citizens can take to</li> </ul>			
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	<p>one place to another.</p> <ul style="list-style-type: none"> <li>• Know the broad patterns of migration into and out of the UK in the last 60 years. Understand why people have moved out of and in to the UK over the last 60 years. Know what it means for people to seek asylum and understand their reasons for seeking asylum.</li> <li>• Analyse the main benefits of immigration to the UK and its impact on communities.</li> <li>• Analyse the main challenges of immigration to the UK and its</li> </ul>	<p>Europe; the Commonwealth and the World Trade Organisation (WTO). Know, in outline, which other countries are members of these organisations, for example, know that most Commonwealth member nations are former British colonies and that the United Nations is composed of almost all the world's nations. Know the aims of these organisations and understand why they were established. Understand why the UK is a member of these</p>	<p>promote particular viewpoints and hold those in power to account including: joining an interest group; trade union or political party; standing for election; campaigning; lobbying; petitions and joining a demonstration. (See also section 2.1 Democracy, elections and voting in the UK.)</p> <ul style="list-style-type: none"> <li>• Understand the importance of accountability in a representative democracy.</li> <li>• Analyse the roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary</li> </ul>			
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	<p>impact on communities. Evaluate different viewpoints on the control of immigration to the UK.</p>	<p>organisations and know, in outline, the role played by the UK in each of them. Evaluate how far the United Nations has fulfilled its aims.</p> <ul style="list-style-type: none"> <li>• Know the principles underpinning the formation and development of the European Union. Analyse the benefits and costs of the UK leaving the European Union. Analyse the impact on the UK of one decision made by the European Union. Evaluate the quality and effectiveness of the current</li> </ul>	<p>groups in providing a voice for and support to different groups of citizens.</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to: <ul style="list-style-type: none"> <li>• address public policy or;</li> <li>• challenge injustice or;</li> <li>• resolve a local community issue.</li> </ul> </li> <li>• Engage in a planned course of informed Citizenship Action (see</li> </ul>			
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	<p><b>Skills/Keywords:</b> British citizenship, sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.</p>	<p>relationship between the UK and the European Union</p> <ul style="list-style-type: none"> <li>• Understand why it is necessary to make international agreements to protect victims of conflict and to establish rules of warfare. Know and analyse the provisions of International Humanitarian Law. Evaluate how far International Humanitarian Law has been successful in protecting civilians during one modern conflict</li> </ul> <p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>• British citizenship,</li> </ul>	<p>further guidance in Section 2c).</p> <p><b>Skills/Keywords:</b></p> <ul style="list-style-type: none"> <li>• advocacy</li> <li>• petition</li> <li>• lobbying</li> <li>• volunteering</li> <li>• interest groups</li> <li>• pressure groups</li> <li>• voluntary groups</li> <li>• National Citizen Service</li> <li>• social media</li> <li>• e-petition</li> <li>• digital democracy</li> <li>• public life</li> </ul>			
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		<p>sense of identity, multiple identities, migration, immigration, emigration, economic reasons for migration, political reasons for migration, asylum, community cohesion.</p>				
Assessment	<b>12 mark essay questions</b>	<b>Full assessment</b>	<b>Exam practice and revision</b>	<b>Exam practice and revision</b>		