

Goldwyn Folkestone - Citizenship

Subject Statement and Long Term Plan



Citizenship – Statement of Intent

The Citizenship Department at Goldwyn Folkestone follows a GCSE curriculum for KS4 students but also focuses on adapting each lesson to be as realistic, relevant and accessible as possible. We create bridges, connecting students to society that remain in place long after their time at Goldwyn Folkestone.

The benefits of Citizenship:

Citizenship education helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them. In addition citizenship has the power to motivate and educate young people into becoming thoughtful, active citizens who engage with, and participate in public life.

The curriculum itself follows 5 Themes:

- ❖ Living in the UK
- ❖ Democracy at work in the UK
- ❖ Law and Justice
- ❖ Power and Influence
- ❖ Taking part in citizenship

Citizenship lessons at Goldwyn Folkestone will aim to give students the opportunity to:

- Deliberate and respond to political, social and national issues with enhanced confidence.
- Understand their duties as a citizen, and be fully aware of their rights and duties towards others.
- Acquire a better understanding of the dramatically changing political dynamics and social structures.
- Get enhanced understanding of the political and state forces that influence their lives.
- Be motivated for actively participating in the wider community.
- Acquire the values and attitudes which are essential if they are to live in a culturally diverse society.

- Apply literacy and numeracy skills in a new context.
- Discuss and challenge opinions, misconceptions and differences in a safe and supportive environment.

As well as gaining a GCSE qualification, children that study Citizenship are likely to be more accustomed to dealing with their differences in a rational way and will accept these differences as something normal. Citizenship education helps individuals to learn to respect people with different ethnic backgrounds, nationalities and cultures. These lessons provide the perfect forum to unravel social, moral, spiritual and cultural complexities which can be far too advanced or 'unimportant' to students that can't even vote.

Above all, students gain confidence and understanding of the world around them and how they fit into society as an integral part of the community with rights and a voice.

"There can be no daily democracy without daily citizenship" - Ralph Nader

Citizenship: Long Term Plan

Term	1 and 2	3 and 4	5 and 6
KS4 Year 10 Group 5	<p>Theme A: Living Together In the UK</p> <p>Enquiry Question: How have communities developed in the UK?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - What is community? - Where are your roots? - Religious understanding - What is happening to the UK population? - Migration - What is identity? - Respect and communities <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Reading texts from different cultural contexts and relevant articles and writing critical essays. - Critically analysing poems on the issue of being a migrant-analysing figurative language and thoughts and feelings of the characters. - Writing a diary entry in the first person exploring the feelings of somebody fleeing their country as a refugee to start a new life. <p>Numeracy:</p> <ul style="list-style-type: none"> - Analysing statistics, creating info graphs. - Creating bar/line graphs of immigration statistics. - Creating and analysing time series graphs related to the changes in immigration numbers over the 	<p>Theme C: Law and Justice</p> <p>Enquiry Question: What is the law and how does it affect us?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - What is the point in law? - What is law? - British values <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Critically analysing texts/articles related to the purpose of law. - Compare two contrasting texts depicting a positive and negative image of the rule of law in our lives. - Write a formal essay about own point of view about the role of law in everyday life-using narrative arguments, counter arguments, balanced analysis. - Class debate on the purpose of law backed up with evidence and statistics. <p>Numeracy:</p> <ul style="list-style-type: none"> - Interpreting graphs relating to law. - Statistical analysis relating to the theme. - Percentages related to people's viewpoint on the purpose of law. 	<p>Theme B: Democracy at work in the UK</p> <p>Enquiry Question: What is democracy?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Different types of government - Democracy in the UK - Local democracy and how it works - Paying for local services <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Exploring texts and articles related to the topic of democracy. - Debates on democracy in the UK-balanced analysis. - Researching and writing a report on how local democracy works in their city and the role of councillors. <p>Numeracy:</p> <ul style="list-style-type: none"> - Analysing time series graphs relating to voting numbers in the UK over decades. - Carry out a statistical investigation relating to voting figures. - Compare two sets of data-election turnouts in two contrasting locations. - Using four operations to solve word problems relating to government. <p>Enquiry Question: Who runs the country?</p> <p>Key Concepts:</p>

	<p>past decades. - Data handling project on the issue of topic of UK immigration.</p> <p>Enquiry Question: What are human rights? Key Concepts: Dealing with barriers Discrimination and the law Developing mutual understanding Introduction to Human Rights Human Rights Act (UK LAW)</p> <p>Key learning - Key contextual vocabulary and documents Literacy: - Reading and comparing fiction and non-fiction texts on the topic of human rights. - Assessing texts for relevancy - Formal Essays on key concepts exploring narrative techniques. - Counter arguments - Balanced analysis - Compare and contrast various articles in the issue of human rights. - Studying novels based on the themes of Human Rights.</p> <p>Numeracy: - Algebra-graphs - Analysing graphs depicting statistics of human rights records of countries around the world. - Analysing probability statements linked to the topic of human rights. - Percentages</p>	<p>Enquiry Question: How does the justice system work? Key Concepts: - Criminal law - Civil law - Who puts the law into practice? - Criminal courts - Civil courts - Solving civil disputes - Sentences - The justice system in England and Wales</p> <p>Key learning - Key contextual vocabulary and documents Literacy: - Classifying cases into criminal and civil law. - Exploring real life cases where people have taken the civil route when criminal law has failed. - Writing a second person narrative about the thoughts and feelings of the people involved. - Speaking and listening: Drama: create a court science-exploring putting law into practice and providing.</p> <p>Numeracy: - Time series graphs-increase in criminal and civil law cases-make comparisons, identify patterns</p> <p>Enquiry Question: Is crime increasing in society? Key concepts: - Young people and the justice system. - What is happening to crime? - How can we reduce crime? - Sentences and punishment.</p>	<p>Political parties and candidates Elections and voting systems Forming and organising the work of government</p> <p>Key learning - Key contextual vocabulary and documents Literacy: - Researching and writing a biography on the current PM. - Critical essay on the role of democracy</p> <p>Numeracy: - Analysing statistics relating to number of members of political parties, votes in local and general elections.</p> <p>Enquiry Question: How does Parliament work? Key Concepts: - The Westminster Parliament - Making and shaping law - The constitution and how we are governed</p> <p>Key learning - Key contextual vocabulary and documents Literacy: - Virtual visit of Westminster and using secondary sources writing a first-hand report on the how parliament works. - Exploring the origins of the constitution - does it need updating? - Debates, class discussions</p> <p>Numeracy: - Graphs - Bar charts - Time series graphs</p>
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<p>Enquiry Question: What are the different types of rights in the UK?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Development of rights in the UK - Political Rights - Legal Rights - Rights in the workplace - Consumer rights - Rights with responsibility - Human Rights – checks and balances. - Who represents us? - Introduction to council - How does the local council work? - What does the council do? <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Exploring articles linked to the theme-exploring layers of meaning and figurative language used to express points. <p>Reading:</p> <ul style="list-style-type: none"> - Assessing a range of texts on the topic of Human Rights issues in the UK. - Exploring work policies and texts relating to political, legal, equality at work and protecting consumer rights. - Having a balanced debate on issue of human rights on the UK. <p>Numeracy:</p> <ul style="list-style-type: none"> - Percentages, ratio, statistical investigations, comparing two or more sets of data, looking at 	<p>- Citizens' rights and responsibilities</p> <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Research and write a critical report exploring the reason why crime has increased class debates on individual cases: exploring sentences and punishments-agree or disagree and reasons why. <p>Numeracy:</p> <ul style="list-style-type: none"> - Percentages - Solving problems - Time series graphs depicting rise in crime rates 	<p>Enquiry Question: How is power shared between Westminster and the devolved administrations?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Devolved governments in the UK - Taxation and government spending - Debates about the role of government in the provision of public services. <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Exploring articles and texts relating to devolved administrations. - Class debate on the role of government in the provision of public services. <p>Numeracy:</p> <ul style="list-style-type: none"> - Statistical investigation on government and devolved government spending. - Interpreting line and time series graphs. - Probability statements - Ratio Analysis
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	<p>male and female equality in the workplace.</p> <ul style="list-style-type: none"> - Comparing two or more sets of data related to election turnout. <p>Number:</p> <ul style="list-style-type: none"> - Add, subtract, multiply and divide-using operations to solve word problems linked to the theme. 		
<p>KS4 Year 11 Group 6</p>	<p>Theme E: Taking citizenship action</p> <p>Enquiry Question? How can I make a difference?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Identify an issue where I would like to make a change. - Undertake primary and secondary research. - Plan actions to influence <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Carry out primary and secondary research on an issue of interest and write a report using narrative techniques, integrating information, counter arguments and balanced analysis. <p>Numeracy:</p> <ul style="list-style-type: none"> - Statistical and graphical analysis of their issue of interest and summarising key findings in report. 	<p>Theme D: Power and influence</p> <p>Enquiry Question: What power and influence can citizens have?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Playing a part in democracy - Political role - Putting the pressure on the public - Making a difference - Getting out the vote - Digital democracy - Revisiting Does your vote count? - Support in society - Trade Unions <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Critical analysis of the role of digital media in democracy. - Explore and critically analyse texts relating to citizen participation in politics. - Essay on the role of pressure groups and the level of power they have. 	<p>Revision</p> <p>Over these last lessons prior to any examination pupils we be practising mock papers and using their detailed revision guides. Teaching will respond to any identified gaps in understanding/skills or knowledge.</p>

		<p>Numeracy:</p> <ul style="list-style-type: none"> - Analysing statistics relating to digital media and pressure groups. - Probability statements-generate discussion. - Create data graphs illustrating conversion of people's opinions from social media to voting. - Case study of pressure group-comparing texts related to this group and making a balanced analysis. <p>Enquiry Question: What role and influence should the media have?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - What is the media? - Why should it the press be free? - The media – does it inform or influence? - Legal, honest, decent and truthful? - The media – under scrutiny - Pressure groups <p>Key learning - Key contextual vocabulary and documents</p> <p>Literacy:</p> <ul style="list-style-type: none"> - Critical debate and discussion around the topic of media influence. - Role play, freeze frame, hot seating. - Critical essay discussing the power of the media. <p>Numeracy:</p> <ul style="list-style-type: none"> - Analysing statistics relating to the power of the media. <p>Does the UK have power and influence in the wider world?</p>	
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