

## Curriculum Overview – Citizenship

### **Intent for the year – Key Stage 3**

MSfG Citizenship Department has completed through a 3 year strategic development programme (2018-2021) improving the Key Stage 3 curriculum to be:

- developmental, both of academic skills, but also character – supporting MSfG’s mission to empower young women to become agents of change
- best prepare students for the rigours of GCSE Citizenship Studies, and thereafter A-Level Politics
- contemporary, focusing on key debates within society and local, national and international current affairs
- engaging, developing students’ thirst for knowledge and curiosity about society around them
- in line with the National Curriculum 2013

The grid below summarises the final curriculum which has been in place since September 2021 onwards. The curriculum is reviewed yearly as it is taught, and the HoD upgrades lessons where necessary to reflect changes in govt policy / legislation / events / school policies etc and to best serve the needs of the students.

### **Key Stage 3 – Important notes**

Each module consists of 7 – 9 lessons depending on the topic and skills covered, see SoLs

- The first module of the year lasts September – early November
- The second module of the year lasts mid November – late January.
- The third module of the year lasts late January to late March / early April (depending on where Easter falls).
- The fourth module of the year lasts Eater to late June
- July is reserved for the Enquiry Stretch and Challenge Module / End of Year Exams / Extra-curricular activities

Across the 3 year curriculum all the National Curriculum Concepts and Skills are taught according to a Dartboard Planning model. (Please see end of document for diagram)

For example

- Concept -> democracy / politics is taught 3 times with increasing difficulty and challenge, varying context (local then national)
- Skills -> project management is taught 3 times with more complex projects to complete each year

National curriculum objectives can be found below for each module.

## Curriculum Overview – Citizenship

|        | Intent for the year   | Units  | Duration  | Assessment  |
|--------|---|--|---|---|
| Year 7 | <p>See above</p> <p>Plus, a deliberate inclusion of Multicultural Britain to induct students into MSfG's expectations around respecting rights, supporting equality and ending discrimination. MSfG is an anti-racist school.</p> | <p><b>(Taught in numbered order, sequential curriculum development)</b></p> <ul style="list-style-type: none"> <li>■ M01 - What is Citizenship</li> <li>■ M02 - Create a Democracy</li> <li>■ M03 - Rules and Laws</li> <li>■ M04 - Multicultural Britain</li> </ul> <p><b><u>NC Content and Skills addressed in each module</u></b></p> <p><b>M01 - What is Citizenship Studies</b><br/>           C - political system of democratic government + roles of citizens; precious liberties; rules and laws; ways in which citizens work together to improve their communities<br/>           S - research and interrogate evidence; present reasoned arguments; take informed action</p> <p><b>M02 – Create a Democracy</b><br/>           C - political system of democratic government + roles of citizens, Parliament and the monarch; operation of Parliament + elections; rules and laws and justice; roles played by public institutions (civil servants)<br/>           S - research and interrogate evidence; debate and evaluate viewpoints, present reasoned arguments</p> <p><b>M03 – Rules and Laws</b><br/>           C – political system of democratic government; operation of Parliament; rules and laws; ways in which citizens work together to improve their communities;<br/>           S - research and interrogate evidence; present reasoned arguments; take informed action</p> <p><b>M04 – Multicultural Britain</b><br/>           C – operation of Parliament; rules and laws; ways in which citizens work together to improve their communities; precious liberties;<br/>           S - research and interrogate evidence; debate; evaluate viewpoints, present reasoned arguments</p> | <p>Each Year Group must complete all 4 modules over the course of a year.</p> <p>Plus, in the Summer months there is an optional extra Enquiry Module for stretch and challenge</p> | <p>All Modules are assessed thus:</p> <ul style="list-style-type: none"> <li>➔ Mid-Topic Test complete in timed, exam conditions in class</li> <li>➔ Students peer mark the short mark questions in class using a mark scheme (examiner training and revision)</li> <li>➔ Teachers mark the long mark questions using the mark scheme</li> </ul> <p>Post-assessment teachers teach a DIRT activity to students, including:</p> <ul style="list-style-type: none"> <li>➔ peer marking a model answer using the mark scheme (examiner training and revision)</li> <li>➔ annotating their work with personalised comments (whole class feedback)</li> <li>➔ students improve their long mark question for HW (skills development), and correct their short mark question mistakes (revision)</li> </ul> <p>Each module also has a concluding piece of work, which can be with peer or self-marked according to a set of success criteria. Student can reflect on their own achievement &amp; progress.</p> |

## Curriculum Overview – Citizenship

|        | Intent for the year  | Units   | Duration                 | Assessment               |
|--------|--|---|--------------------------|--------------------------|
| Year 8 | <p>See above</p> <p>Plus, a deliberate inclusion of women’s rights in M05 to educate students about the historic struggle for women’s rights and gender equality, and the current campaign about increasing and improving the representation of women in public life. MSfG is a feminist school.</p> | <p><b><i>(Taught in numbered order, sequential curriculum development)</i></b></p> <ul style="list-style-type: none"> <li>■ M05 - Rights &amp; Responsibilities</li> <li>■ M06 - Local Democracy &amp; Active Citizenship</li> <li>■ M07 - UK Politics &amp; Government</li> <li>■ M08 - Financial Ed - Personal Finance</li> </ul> <p><b><u>NC Content and Skills addressed in each module</u></b></p> <p><b>M05 - Rights and Responsibilities</b><br/>           C - political system of democratic government + roles of citizens; precious liberties; rules and laws; ways in which citizens work together to improve their communities<br/>           S - research and interrogate evidence; evaluate viewpoints; present reasoned arguments; take informed action</p> <p><b>M06 – Local Democracy &amp; Active Citizenship</b><br/>           C - political system of democratic government + roles of citizens; operation of local government + elections; roles played by public institutions (local civil servants)<br/>           S - research and interrogate evidence; evaluate viewpoints, present reasoned arguments; take informed action</p> <p><b>M07 – UK Politics &amp; Government</b><br/>           C – political system of democratic government including, roles of MPs; operation of Parliament including, voting and elections and the role of political parties;<br/>           S - research and interrogate evidence; debate; evaluate viewpoints; present reasoned arguments</p> <p><b>M08 – Financial Education – Personal Finance</b><br/>           C – functions and uses of money, the importance and practice of budgeting, and managing risk; <i>income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, (preparation for adult life)</i><br/>           S - research and interrogate evidence; evaluate viewpoints, present reasoned arguments; take informed action</p> | <p>See above for Yr7</p> | <p>See above for Yr7</p> |



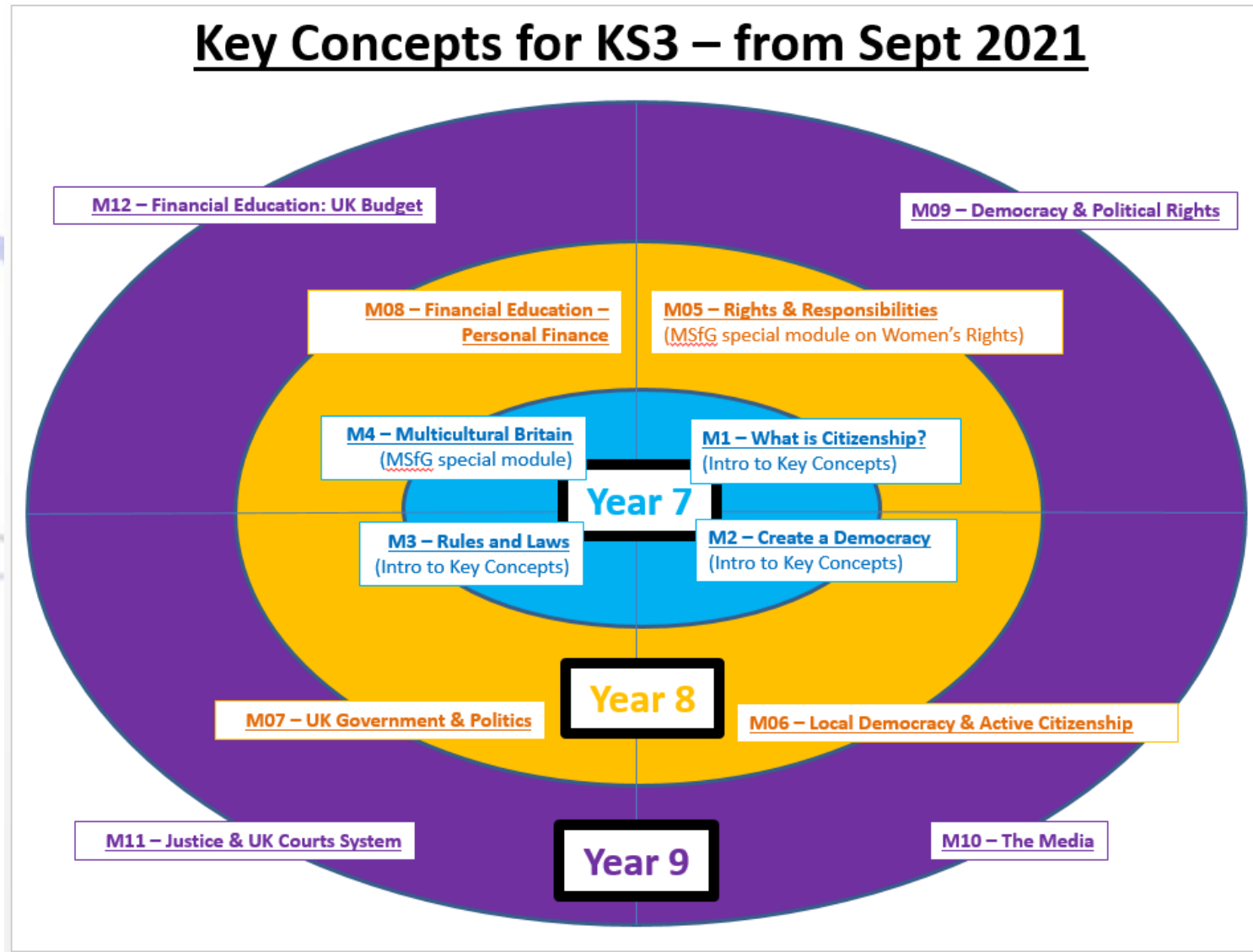
## Curriculum Overview – Citizenship

|        | Intent for the year | Units   | Duration          | Assessment        |
|--------|---------------------|---|-------------------|-------------------|
| Year 9 | See above           | <p><b>(Taught in numbered order, sequential curriculum development)</b></p> <ul style="list-style-type: none"> <li>■ M09 - Democracy &amp; Political Rights</li> <li>■ M10 - The Media</li> <li>■ M11 - Justice &amp; UK Court System</li> <li>■ M12 - Financial Ed - UK Budget</li> </ul> <p><b>M09 - Democracy &amp; Political rights</b><br/>           C - political system of democratic government + roles of citizens; precious liberties; rules and laws; ways in which citizens work together to improve their communities<br/>           S - research and interrogate evidence; debate &amp; evaluate viewpoints; present reasoned arguments; take informed action</p> <p><b>M10 – The Media</b><br/>           C - political system of democratic government; precious liberties; rules and laws; roles played by public institutions (the 4<sup>th</sup> estate – the Media)<br/>           S - research and interrogate evidence; debate &amp; evaluate viewpoints, present reasoned arguments; take informed action</p> <p><b>M11 – Justice &amp; UK Court System</b><br/>           C – precious liberties; rules and laws, including the operation of the courts; ways in which citizens work together to improve their communities<br/>           S - research and interrogate evidence; debate &amp; evaluate viewpoints; present reasoned arguments</p> <p><b>M12 – Financial Education – UK Budget</b><br/>           C – functions and uses of money, the importance and practice of budgeting, and managing risk; <u>how public money is raised and spent (preparation for KS4)</u><br/>           S - research and interrogate evidence; debate &amp; evaluate viewpoints, present reasoned arguments;</p> | See above for Yr7 | See above for Yr7 |

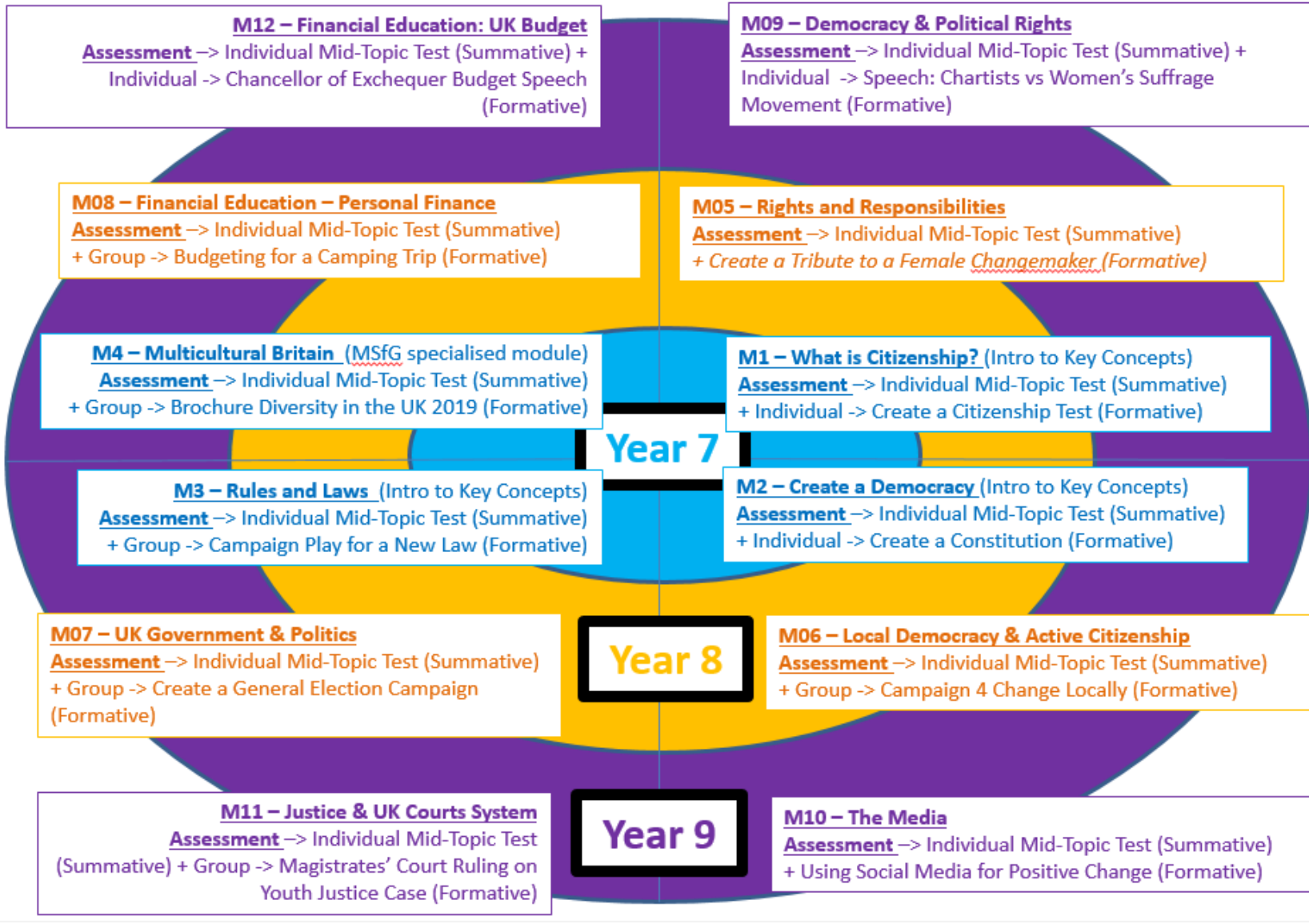


# Curriculum Overview – Citizenship

## Appendix 1 – Dartboard planning model



# Key Processes & Assessment from Sept 2021



# Key Processes (Skills) @ KS3 from Sept 2021

## Year 7

### M01 - What is Citizenship?

- **Critical Thinking** – developing alternative criteria for becoming British and creating an alternative UK Citizenship Test

### M02 – Democracy

- **Decision-making** – making decisions in real life scenarios in order to create a harmonious community and creating a constitution for the island based on these decisions

### M03 - Rules and Laws:

- **Project Management & Enquiry** – working together in teams to decide on and create a campaign for a new law

### M04 – Multicultural Britain

- **Enquiry & Project Management** – working together in teams to research and design a reboot of a TV show about diversity from 2008. Preparing and presenting a Pitch Brochure for Commissioning Editors.

## Year 8

### M05 - Rights and Responsibilities

- **Critical Thinking & Enquiry** – students research a female changemaker who deserves to be celebrated in society and make a proposal for a public tribute in their honour

### M06 – Democracy & being an Active Citizen

- **Enquiry & Project Management** – working together in teams to research and create a campaign to persuade the local council to fund improvements to the local area/community

## Year 8 – continued

### M07 – UK Government & Politics

- **Project Management & Decision-making** – students work together to create a political party and campaign materials to win a mock General Election within the class

### M08 – Financial Education – Persona Finance

- **Enquiry & Decision-making** – students work together to create a budget for a camping trip completing in class and online research

## Year 9

### M09 – Democracy & Political Rights

- **Critical Thinking & Debating** – students evaluate the impact of two different campaign groups who campaigned to extend the franchise / improve UK democracy. Students write a formal debate speech and perform this in full, or in part in a formal class debate.

### M10 – The Media

- **Enquiry & Critical Thinking** – students investigate the impact of interactive media on young people and evaluate the need for more regulation, or not.

### M11 – Justice and UK Court System

- **Critical Thinking & Decision-making** – students work together in small teams to decide on how to judge (guilt or innocence), and sentence a young offender in a complex Joint Enterprise court case

### M12 - Financial Education: The UK Budget

- **Project Management & Decision-Making & Debating** – students work together in groups to decide on a mock UK budget (taxation and public spending). Individually, students write a speech as Chancellor of the Exchequer to justify their decisions to UK Parliament.

1 – Critical Thinking & Debating

3 - Project Management

2 - Decision-making (scenarios)

4 - Enquiry

## Curriculum Overview – Citizenship

### **Intent for the year – Key Stage 4**

MSfG Citizenship Department has builds on the KS3 curriculum by deepening and widening students' knowledge and understanding and skills. It has the same overall aims:

- developmental, both of academic skills, but also character – supporting MSfG's mission to empower young women to become agents of change
- best prepare students for the rigours of A-Level Politics, A-Level Law, A-Level Sociology
- contemporary, focusing on key debates within society and local, national and international current affairs
- engaging, developing students' thirst for knowledge and curiosity about society around them
- in line with the National Curriculum 2013

The grid below summarises the curriculum. The curriculum is reviewed yearly as it is taught, and the HoD upgrades lessons where necessary to reflect changes in govt policy / legislation / events / school policies etc and to best serve the needs of the students.

### **Key Stage 4 – Important notes (1)**

Theme E – Taking Citizenship Action changes in nature year on year depending on the opportunities within the world of politics, and the needs of the school. Where possible students projects either dovetail into real-life political events (e.g. elections) or development programmes / projects within the school aimed at developing civic education with the school community (particularly focused on the 6th Form)

Previous Yr11 GCSE cohorts have targeted their Taking Citizenship Action projects thus

- **2018 - 2020 -> Yr11 students were invited to support MSfG programme of activities to promote Racial Equality and prevent Racial Discrimination. Yr11 students could choose any Citizenship Studies-related aspect of Racial Equality which they felt need to be better taught / highlighted within the school community.** Yr11 students designed, created and delivered tutor times, lessons or assemblies to students in other year groups to educate them on the Citizenship issue. Yr11 students targeted specific other year groups whom they believed most needed these additional experiences. (Example -> what is Hate Crime, what does the law say on Hate Crime, how and why to report Hate Crime.)
- **2020 – 2021 -> (Tags Cohort) Yr11 students researched political literacy and engagement amongst young people and BAME people with the aim of persuading more young people in the community to register to vote, and vote when of the age of majority.** Yr11 students wrote persuasive letters to the Deputy Head of 6<sup>th</sup> Form asking him to design, create and deliver an assembly and tutor time session on democracy and government in London in advance of the London Mayoral election and London Assembly Election.
- **2021 – 2022 -> (Advance Information Cohort) Yr11 students researched political literacy and engagement amongst young people and BAME people with the aim of persuading more young people in the community to register to vote, and vote when of the age of majority.** Yr11 students wrote persuasive letters to the Deputy Head of 6<sup>th</sup> Form asking him to design, create and deliver an assembly and tutor time session on democracy and government in London in advance of the Tower Hamlets Council Elections / Tower Hamlets Mayoral Election.
- **2022-2023 -> Yr11 students lead the school's celebrations for Neurodiversity Week, focusing on raising awareness of neurodiversity and educating students on the impact of neurodiversity on day to day living and learning (all students), mental health and wellbeing (KS3 focus) and rights in the workplace under the Equality Act 2010 (KS4 and KS5 focus).** Yr11 students researched, planned, made, and in some cases delivered, posters for different KS3 form rooms corridors, assemblies, PSHE lessons (linked to the PSHE curriculum) and a Learning Boost session for staff which launched the week. Students also conducted indicative primary research with a sample of Yr10 students and a small team of volunteer Yr11s worked with the AHT for SEND to conduct a school-wide student survey PRE- and POST- project to measure impact.



## Curriculum Overview – Citizenship

### Key Stage 4 – Important notes (2)

Across the 2 year curriculum all the National Curriculum Concepts and Skills are taught in the following order (see below). This is done for a variety of reasons including:

- ➔ engaging students early in Yr10 with Theme A, and ending the year on a high with Theme C – both these themes are very popular with the students and inform A-Level choices in Law / Politics / Sociology
- ➔ enabling the synoptic pre-teaching and post-teaching (revision) of Theme B. This theme has challenging concepts which our students struggle to understand as compared to other Themes (much of this Theme is also on the A-Level Politics curriculum). For example, when teaching Rights-based legislation in Theme A, teachers can foreshadow the legislative process in Theme B. Or when teaching political participation in Theme D, teachers can refer back to representation / MPs in Parliament in Theme B.
- ➔ re-engaging students in Yr11 after the summer break with Theme D. MSfG students are especially interested how to persuade people in power to change their minds. MSfG students are also very interested in, and passion about, the international governance aspect of Theme D. This links to their sense of fairness and international outlook based on their heritage.
- ➔ ending the GCSE with Theme E to support students' revision – Theme E requires a 'completed' knowledge of the other Themes and enables them to review, expand and deepening their knowledge and understanding within the context of their chosen project. (Theme E helps to equip students further to successfully complete exam question drawing on the more academic 'taught' elements of the course.) Additionally, teaching Theme E in Yr11 in the Spring Term supports students' mental health and wellbeing by swapping over to a less 'academic' and more practical element of the curriculum as exam season looms. Having the opportunity to take part in an Active Citizenship Team project gives the students something 'different', but complementary to do at this stressful time.

It complete exam question drawing on the more academic 'taught' elements of the course.

#### Teaching order

1. Theme A – Living together in the UK
2. Theme B – Democracy at work in the UK
3. Theme C – Law and Justice (How the Law works)
4. Theme D – Power and Influence
5. Theme E – Taking Citizenship Action

National curriculum objectives can be found below for each Theme


## Curriculum Overview – Citizenship

|  | Intent for the year  | Units   | Duration          | Assessment                             |  |  |             |  |
|--|--|---|-------------------|--|--|--|-------------|--|
| Year 10  | <p>Learning 3 of 4 themes from the GCSE Citizenship specification, acquiring subject specialist content and vocabulary, plus developing core academic skills (reading comprehension, using sources, analysis and evaluation, essay writing)</p> <ul style="list-style-type: none"> <li>• <b>Theme A – Living together in the UK</b></li> <li>• <b>Theme B – Democracy at work in the UK</b></li> <li>• <b>Theme C – Law and Justice (How the Law works)</b></li> </ul> <p>Where opportunities arise, building synoptic understanding the connections between different themes within the course. For example, mini-revision tasks within lessons, linking content from one theme to another.</p> | <p><b>Theme A – Living together in the UK</b><br/><i>(examined on Paper 1 via short mark and long mark questions, including source-based essay questions and synoptic essay questions + on Paper 2 through a synoptic essay question)</i></p> <p>Traditional teaching and learning delivered through 10 sessions, and 1 independent learning research homework project (L11 – Local Democracy). This is the most accessible aspect of the course, as students relate to, and are passionate about, many of the issues raised within the Theme A. it contributes to some students’ decisions about A-Level options (A-Level Law / Politics / Sociology).</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Lesson Sequencing</th> <th style="text-align: left;">National curriculum content and skills</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>📌 L01 - Changing UK population 1</li> <li>📌 L02 - Changing UK population 2</li> <li>📌 L03 - Truth About Immigration docu</li> <li>📌 L04 - Migration to the UK &amp; it's impact</li> <li>📌 L05 - Migration &amp; Communities</li> <li>📌 L06 - Diversity &amp; Community Cohesion</li> <li>📌 L6b - Mid Topic Test</li> <li>📌 L07 - Identity</li> <li>📌 L08 - Discrim &amp; Protect &amp; Prevention</li> <li>📌 L09 - Rights</li> <li>📌 L10 - Rights vs Responsibilities</li> <li>📌 L10c - End of Topic Test</li> <li>📌 L11 - Local Democracy - HW Project</li> </ul> </td> <td> <p>C – diversity; identity and multiple Identities; social change; democratic rights, freedoms and values incl. human rights</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> </td> </tr> </tbody> </table> | Lesson Sequencing | National curriculum content and skills | <ul style="list-style-type: none"> <li>📌 L01 - Changing UK population 1</li> <li>📌 L02 - Changing UK population 2</li> <li>📌 L03 - Truth About Immigration docu</li> <li>📌 L04 - Migration to the UK &amp; it's impact</li> <li>📌 L05 - Migration &amp; Communities</li> <li>📌 L06 - Diversity &amp; Community Cohesion</li> <li>📌 L6b - Mid Topic Test</li> <li>📌 L07 - Identity</li> <li>📌 L08 - Discrim &amp; Protect &amp; Prevention</li> <li>📌 L09 - Rights</li> <li>📌 L10 - Rights vs Responsibilities</li> <li>📌 L10c - End of Topic Test</li> <li>📌 L11 - Local Democracy - HW Project</li> </ul> | <p>C – diversity; identity and multiple Identities; social change; democratic rights, freedoms and values incl. human rights</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> | Sept – Xmas | <p>Assessment is ongoing throughout the year, conducted through timed essays set for HW and completed in class, <i>and</i> mid and end of topic tests completed in exam conditions.</p> <p><b>Theme A - Assessment – Mid and End of Topics Tests</b></p> <ul style="list-style-type: none"> <li>• Lesson 6b – Mid Topic test</li> <li>• Lesson 10C – Mid of Topic Test</li> <li>• Lesson 11b – End of Topic Test</li> </ul> <p><b>Theme A – Revision</b><br/>→ Students create Revision Artefacts to summarise key content at the end of each lesson / series of lessons to support achievement in Mid- and End of Topic Test, plus prepare for Revision in Yr11</p> <p>→ Theme A Weekly Tasks booklet AND Theme A Key Words booklet set over the course of Yr10 to support students to achieve in the End of Yr10 Exam. Revision of these booklets reset over Summer Yr10 into Yr11, to support achievement in Yr11 November Mock Exams</p> |
| Lesson Sequencing  | National curriculum content and skills   |   |                   |  |  |  |             |  |
| <ul style="list-style-type: none"> <li>📌 L01 - Changing UK population 1</li> <li>📌 L02 - Changing UK population 2</li> <li>📌 L03 - Truth About Immigration docu</li> <li>📌 L04 - Migration to the UK &amp; it's impact</li> <li>📌 L05 - Migration &amp; Communities</li> <li>📌 L06 - Diversity &amp; Community Cohesion</li> <li>📌 L6b - Mid Topic Test</li> <li>📌 L07 - Identity</li> <li>📌 L08 - Discrim &amp; Protect &amp; Prevention</li> <li>📌 L09 - Rights</li> <li>📌 L10 - Rights vs Responsibilities</li> <li>📌 L10c - End of Topic Test</li> <li>📌 L11 - Local Democracy - HW Project</li> </ul> | <p>C – diversity; identity and multiple Identities; social change; democratic rights, freedoms and values incl. human rights</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p>   |   |                   |  |  |  |             |  |

## Curriculum Overview – Citizenship

|   | Intent for the year   | Units   | Duration                 | Assessment                                    |   |   |             |  |
|---|---|---|--------------------------|---|---|---|-------------|--|
| Year 10 continued   | See above   | <p><b>Theme B – Democracy at work in the UK</b><br/> <i>(examined on Paper 1 via short mark and long mark questions, including source-based essay questions and synoptic essay questions + on Paper 2 through a synoptic essay question)</i></p> <p>Traditional teaching and learning delivered through 10 sessions, this is the hardest element of the GCSE course, much of this is also on the A-Level Politics specification. Students struggle with the technical aspects of this Theme, it is revised through synoptic teaching of Theme C, D and E thereafter. It contributes to some students’ decisions about A-Level options (A-Level Politics).</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Lesson Sequencing</u></th> <th style="text-align: left;"><u>National curriculum content and skills</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>■ L01 – Elections for UK Parliament (HofC)</li> <li>■ L02 - Different electoral systems - which is best</li> <li>■ L03 - Which political party should I vote for</li> <li>■ L04 - Being an MP and Forming a Govt</li> <li>■ L05 - Govt vs Parliament</li> <li>■ L06 - Making Laws</li> <li>■ L07 - The United Kingdom</li> <li>■ L07b - Mid Topic Test</li> <li>■ L08 - The British Constitution</li> <li>■ L09 - Balancing the Budget</li> <li>■ L10 - End of Topic Test</li> </ul> </td> <td style="vertical-align: top;"> <p>C – Representative &amp; parliamentary democracy, incl checks and balances; voting and electoral system; roles and responsibilities of MPs, incl legislation; structure and role of government incl managing public money; devolution &amp; the powers and role of the devolved assemblies</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> </td> </tr> </tbody> </table> | <u>Lesson Sequencing</u> | <u>National curriculum content and skills</u> | <ul style="list-style-type: none"> <li>■ L01 – Elections for UK Parliament (HofC)</li> <li>■ L02 - Different electoral systems - which is best</li> <li>■ L03 - Which political party should I vote for</li> <li>■ L04 - Being an MP and Forming a Govt</li> <li>■ L05 - Govt vs Parliament</li> <li>■ L06 - Making Laws</li> <li>■ L07 - The United Kingdom</li> <li>■ L07b - Mid Topic Test</li> <li>■ L08 - The British Constitution</li> <li>■ L09 - Balancing the Budget</li> <li>■ L10 - End of Topic Test</li> </ul> | <p>C – Representative &amp; parliamentary democracy, incl checks and balances; voting and electoral system; roles and responsibilities of MPs, incl legislation; structure and role of government incl managing public money; devolution &amp; the powers and role of the devolved assemblies</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> | Jan – April | <p><b>Theme B - Assessment – Mid and End of Topics Tests</b></p> <ul style="list-style-type: none"> <li>• Lesson 7b – Mid Topic Test</li> <li>• Lesson 10 – End of Topic Test</li> </ul> <p><b>Theme B – Revision</b><br/>           → Students create Revision Artefacts to summarise key content at the end of each lesson / series of lessons to support achievement in Mid- and End of Topic Test, plus prepare for Revision in Yr11</p> <p>→ Theme A Weekly Tasks booklet AND Theme A Key Words booklet set over the course of Yr10 to support students to achieve in the End of Yr10 Exam. Revision of these booklets reset over Summer Yr10 into Yr11, to support achievement in Yr11 November Mock Exams</p> |
| <u>Lesson Sequencing</u>  | <u>National curriculum content and skills</u>   |   |                          |   |   |   |             |  |
| <ul style="list-style-type: none"> <li>■ L01 – Elections for UK Parliament (HofC)</li> <li>■ L02 - Different electoral systems - which is best</li> <li>■ L03 - Which political party should I vote for</li> <li>■ L04 - Being an MP and Forming a Govt</li> <li>■ L05 - Govt vs Parliament</li> <li>■ L06 - Making Laws</li> <li>■ L07 - The United Kingdom</li> <li>■ L07b - Mid Topic Test</li> <li>■ L08 - The British Constitution</li> <li>■ L09 - Balancing the Budget</li> <li>■ L10 - End of Topic Test</li> </ul> | <p>C – Representative &amp; parliamentary democracy, incl checks and balances; voting and electoral system; roles and responsibilities of MPs, incl legislation; structure and role of government incl managing public money; devolution &amp; the powers and role of the devolved assemblies</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> |   |                          |   |   |   |             |  |

## Curriculum Overview – Citizenship

|   | Intent for the year  | Units  | Duration  | Assessment   |            |   |
|---|--|--|---|--|------------|---|
| Year 10 continued   | See above  | <p><b>Theme C – Law and Justice (How the law works in the UK)</b><br/> <u>(examined on Paper 1 via short mark and long mark questions, including source-based essay questions and synoptic essay questions + on Paper 2 through a synoptic essay question)</u></p> <p>Traditional teaching and learning delivered through 6 sessions. This is the most popular aspect of the course with the students who are fascinated by crime and the courts. Students complete Yr10 on a learning and engagement 'high', and it contributes to some students' decisions about A-Level options (A-Level Law).</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Lesson Sequencing</u></b></p> <ul style="list-style-type: none"> <li>📄 L01 - Intro to Law &amp; Citizens R&amp;Rs</li> <li>📄 L02 - Crime &amp; Crime Reduction</li> <li>📄 L03 - Civil vs Criminal Law</li> <li>📄 L04 - Criminal Justice - courts &amp; sentencing</li> <li>📄 L05 - Youth Justice System</li> <li>📄 L06 - Civil Justice System</li> <li>📄 L06b - End of Topic Test</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>National curriculum content and skills</u></b></p> <p>C – operation of justice system in England and Wales, incl roles &amp; power of police and the courts; features of criminal, civil and youth justice systems + different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime.</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> </td> </tr> </table> | <p><b><u>Lesson Sequencing</u></b></p> <ul style="list-style-type: none"> <li>📄 L01 - Intro to Law &amp; Citizens R&amp;Rs</li> <li>📄 L02 - Crime &amp; Crime Reduction</li> <li>📄 L03 - Civil vs Criminal Law</li> <li>📄 L04 - Criminal Justice - courts &amp; sentencing</li> <li>📄 L05 - Youth Justice System</li> <li>📄 L06 - Civil Justice System</li> <li>📄 L06b - End of Topic Test</li> </ul> | <p><b><u>National curriculum content and skills</u></b></p> <p>C – operation of justice system in England and Wales, incl roles &amp; power of police and the courts; features of criminal, civil and youth justice systems + different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime.</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> | May - July | <p><b>Theme C - Assessment – End of Topic Tests</b></p> <ul style="list-style-type: none"> <li>• Lesson 6b – End Topic test</li> </ul> <p><b>Theme C – Revision</b></p> <p>→ Students create Revision Artefacts to summarise key content at the end of each lesson / series of lessons to support achievement in Mid- and End of Topic Test, plus prepare for Revision in Yr11</p> <p>→ Theme C Weekly Tasks booklet AND Theme C Key Words booklet set over the summer holidays Yr10 into Yr11 to support students to achieve in September Assessment. Revision of these booklets reset over September / October to support achievement in Yr11 November Mock Exams</p> <div style="text-align: center; margin-top: 20px;">  </div> |
| <p><b><u>Lesson Sequencing</u></b></p> <ul style="list-style-type: none"> <li>📄 L01 - Intro to Law &amp; Citizens R&amp;Rs</li> <li>📄 L02 - Crime &amp; Crime Reduction</li> <li>📄 L03 - Civil vs Criminal Law</li> <li>📄 L04 - Criminal Justice - courts &amp; sentencing</li> <li>📄 L05 - Youth Justice System</li> <li>📄 L06 - Civil Justice System</li> <li>📄 L06b - End of Topic Test</li> </ul> | <p><b><u>National curriculum content and skills</u></b></p> <p>C – operation of justice system in England and Wales, incl roles &amp; power of police and the courts; features of criminal, civil and youth justice systems + different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime.</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> |  |   |  |            |   |

## Curriculum Overview – Citizenship

|  | Intent for the year  | Units   | Duration                 | Assessment                                    |  |  |            |   |
|--|--|---|--------------------------|---|--|--|------------|---|
| Year 11  | <p>Learning 2 of 4 themes from the GCSE Citizenship specification, acquiring subject specialist content and vocabulary, plus developing core academic skills (reading comprehension, using sources, analysis and evaluation, essay writing)</p> <ul style="list-style-type: none"> <li>• <b>Theme D – Power and Influence</b></li> <li>• <b>Theme E – Taking Citizenship Action</b></li> </ul> <p>Where opportunities arise, building synoptic understanding the connections between different themes within the course. For example, mini-revision tasks within lessons, linking content from one theme to another.</p> | <p><b>Theme D – Power and Influence</b><br/><i>(examined on Paper 2 via short mark and long mark questions and through a synoptic essay question)</i></p> <p>Traditional teaching and learning delivered through 18 sessions. The latter sub-topic of this Theme is popular with students as they have an international outlook owing to their heritage and family connections abroad. They are fascinated by how international governance operates and the extent to which the international system is effective or not. Theme D contributes to some students’ decisions about A-Level options (A-Level Law / A-Level Politics), and an interest in International Relations at degree level.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Lesson Sequencing</u></th> <th style="text-align: left;"><u>National curriculum content and skills</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>■ L01 - Participating in Society</li> <li>■ L02 - Participating in Politics</li> <li>■ L03 - Participation &amp; Pressure Groups</li> <li>■ L04 - Participation &amp; Trade Unions</li> <li>■ L05 - Participation in different countries</li> <li>■ L05b - End of Topic Test</li> <li>■ L06 - Intro to Media</li> <li>■ L07 - Freedom of the Media</li> <li>■ L08 - Media Neutrality vs Media Bias</li> <li>■ L09 - Media - legal decent honest &amp; truthful</li> <li>■ L10 - Media - Investigation and Scrutiny</li> <li>■ L11 - Media - Public Opinion Campaigning</li> <li>■ L11a - Mid Topic Test</li> <li>■ L12 - European Union</li> <li>■ L13 - Commonwealth</li> <li>■ L14 - United Nations</li> <li>■ L15 - International Criminal Court</li> <li>■ L16 - NATO</li> <li>■ L17 - World Trade Organisation</li> <li>■ L18 - Global Conflict &amp; Crisis Assistance</li> <li>■ L18a - End of Topic Test</li> </ul> </td> <td style="vertical-align: top;"> <p>C –</p> <p><b>Revision of key concepts from Themes A – C</b> -&gt; democracy, rights and responsibilities.</p> <p><b>NEW Learning of key concepts in Theme D</b> -&gt; power in relation to power and influence of citizens, governments and the media; local, national and global issues; representative democracy vs non-democratic political systems incl, rights and freedoms of citizens in both</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> </td> </tr> </tbody> </table> | <u>Lesson Sequencing</u> | <u>National curriculum content and skills</u> | <ul style="list-style-type: none"> <li>■ L01 - Participating in Society</li> <li>■ L02 - Participating in Politics</li> <li>■ L03 - Participation &amp; Pressure Groups</li> <li>■ L04 - Participation &amp; Trade Unions</li> <li>■ L05 - Participation in different countries</li> <li>■ L05b - End of Topic Test</li> <li>■ L06 - Intro to Media</li> <li>■ L07 - Freedom of the Media</li> <li>■ L08 - Media Neutrality vs Media Bias</li> <li>■ L09 - Media - legal decent honest &amp; truthful</li> <li>■ L10 - Media - Investigation and Scrutiny</li> <li>■ L11 - Media - Public Opinion Campaigning</li> <li>■ L11a - Mid Topic Test</li> <li>■ L12 - European Union</li> <li>■ L13 - Commonwealth</li> <li>■ L14 - United Nations</li> <li>■ L15 - International Criminal Court</li> <li>■ L16 - NATO</li> <li>■ L17 - World Trade Organisation</li> <li>■ L18 - Global Conflict &amp; Crisis Assistance</li> <li>■ L18a - End of Topic Test</li> </ul> | <p>C –</p> <p><b>Revision of key concepts from Themes A – C</b> -&gt; democracy, rights and responsibilities.</p> <p><b>NEW Learning of key concepts in Theme D</b> -&gt; power in relation to power and influence of citizens, governments and the media; local, national and global issues; representative democracy vs non-democratic political systems incl, rights and freedoms of citizens in both</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> | Sept - Dec | <p><b>Theme D - Assessment – Mid and End of</b></p> <p><b>Topic Tests</b></p> <ul style="list-style-type: none"> <li>• Lesson 5b – Mid Topic test</li> <li>• Lesson 11b – Mid Topic Test</li> <li>• Lesson 18b – End of Topic Test</li> </ul> <p><b>Theme D - Revision</b><br/>-&gt; Weekly Tasks booklet set over the February &amp; Easter holidays<br/>-&gt; Theme D Key words booklets completed at the same time as the Weekly Tasks booklet</p> |
| <u>Lesson Sequencing</u>   | <u>National curriculum content and skills</u>  |   |                          |   |  |  |            |   |
| <ul style="list-style-type: none"> <li>■ L01 - Participating in Society</li> <li>■ L02 - Participating in Politics</li> <li>■ L03 - Participation &amp; Pressure Groups</li> <li>■ L04 - Participation &amp; Trade Unions</li> <li>■ L05 - Participation in different countries</li> <li>■ L05b - End of Topic Test</li> <li>■ L06 - Intro to Media</li> <li>■ L07 - Freedom of the Media</li> <li>■ L08 - Media Neutrality vs Media Bias</li> <li>■ L09 - Media - legal decent honest &amp; truthful</li> <li>■ L10 - Media - Investigation and Scrutiny</li> <li>■ L11 - Media - Public Opinion Campaigning</li> <li>■ L11a - Mid Topic Test</li> <li>■ L12 - European Union</li> <li>■ L13 - Commonwealth</li> <li>■ L14 - United Nations</li> <li>■ L15 - International Criminal Court</li> <li>■ L16 - NATO</li> <li>■ L17 - World Trade Organisation</li> <li>■ L18 - Global Conflict &amp; Crisis Assistance</li> <li>■ L18a - End of Topic Test</li> </ul> | <p>C –</p> <p><b>Revision of key concepts from Themes A – C</b> -&gt; democracy, rights and responsibilities.</p> <p><b>NEW Learning of key concepts in Theme D</b> -&gt; power in relation to power and influence of citizens, governments and the media; local, national and global issues; representative democracy vs non-democratic political systems incl, rights and freedoms of citizens in both</p> <p>S – independent research; debate (weighing up evidence; making persuasive arguments; substantiating conclusions); taking citizenship action (esp if the Theme E project is based on Theme A content)</p> |   |                          |   |  |  |            |   |

## Curriculum Overview – Citizenship

|   | Intent for the year  | Units   | Duration  | Assessment   |                                    |   |
|---|--|---|---|--|------------------------------------|---|
| Year 11   | <p>Learning and practicing <b>Active Citizenship Skills through the team project (Theme E)</b>.</p> <p>This project supports</p> <ul style="list-style-type: none"> <li>➔ MSfG's whole school mission to empower young women to be trailblazers (agents of positive change)</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>➔ the wider political agenda to educate and empower young people and BAME people to be active citizens</li> </ul>                            | <p><b>Theme E – Taking Citizenship Action</b><br/><i>(examined on Paper 2 via short mark and long mark questions and through a synoptic essay question)</i></p> <p>Taught through a combination of tradition taught lessons (research methods, campaigning methods etc) and independent group work in and out of class, culminating in students' teaching other students in MSfG. Theme E supports the revision of Themes A,B, C, and D and supports students mental health and wellbeing in preparation for the terminal exam series.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Lesson Sequencing</u></b></p> <ul style="list-style-type: none"> <li>📌 E - L01 - Choosing your Action</li> <li>📌 E - L02 - Carrying out Research</li> <li>📌 E - L03 - Teamwork</li> <li>📌 E - L04 - Planning your Action</li> <li>📌 E - L05 - Developing your Skills</li> <li>📌 E - L06 - Evidence &amp; Success &amp; Impact</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>National curriculum content and skills</u></b></p> <p>C – It depends on which aspect of Theme A, B, C or D content students are asked, or choose, to focus on. (It is an opportunity to revise key concepts from the other themes, and expand and deepen knowledge and understanding)</p> <p>S – research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.</p> </td> </tr> </table> | <p><b><u>Lesson Sequencing</u></b></p> <ul style="list-style-type: none"> <li>📌 E - L01 - Choosing your Action</li> <li>📌 E - L02 - Carrying out Research</li> <li>📌 E - L03 - Teamwork</li> <li>📌 E - L04 - Planning your Action</li> <li>📌 E - L05 - Developing your Skills</li> <li>📌 E - L06 - Evidence &amp; Success &amp; Impact</li> </ul> | <p><b><u>National curriculum content and skills</u></b></p> <p>C – It depends on which aspect of Theme A, B, C or D content students are asked, or choose, to focus on. (It is an opportunity to revise key concepts from the other themes, and expand and deepen knowledge and understanding)</p> <p>S – research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.</p> | <p>Jan<br/>– March /<br/>April</p> | <p>Theme E – not assessed through Mid and End of Topic Tests as per other themes, as practical project. Instead, students complete work booklets throughout the project with set project milestones to meet.</p> <p>At the end of the project students complete a reflective journal document, using their work booklets, to capture their learning in and complete practice GCSE exam questions.</p> |
| <p><b><u>Lesson Sequencing</u></b></p> <ul style="list-style-type: none"> <li>📌 E - L01 - Choosing your Action</li> <li>📌 E - L02 - Carrying out Research</li> <li>📌 E - L03 - Teamwork</li> <li>📌 E - L04 - Planning your Action</li> <li>📌 E - L05 - Developing your Skills</li> <li>📌 E - L06 - Evidence &amp; Success &amp; Impact</li> </ul> | <p><b><u>National curriculum content and skills</u></b></p> <p>C – It depends on which aspect of Theme A, B, C or D content students are asked, or choose, to focus on. (It is an opportunity to revise key concepts from the other themes, and expand and deepen knowledge and understanding)</p> <p>S – research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.</p> |   |   |  |                                    |   |