

Citizenship

Secondary: Key Stage 3, Key Stage 4

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

High quality Citizenship education inspires pupils with the knowledge, skills and understanding they need to play a full part in democratic society as active and responsible citizens. Through the study of Citizenship pupils develop substantive knowledge in relation to politics, parliament, power and the law, as well as human rights, justice, equality, the economy, communities and the UK's role in the wider world. The knowledge and information they gain enables them to make sense of the world, develop their agency and have a voice on important matters of the day.

The purpose of Citizenship is to develop capacities that allow pupils to become informed, responsible and active citizens. They learn the knowledge required to be able to think critically about complex issues, evaluate sources, weigh evidence, problem solve, take part in debates, advocate their viewpoint, sustain arguments and take forward democratic action on issues and matters of concern.

Teaching is brought to life using real issues and events in local to global contexts. In a society where young people are faced with a wide range of complex and sensitive issues, Citizenship education empowers pupils and equips them to make informed decisions and take forward positive citizen actions with others.

The foundations built in key stage 3 help pupils move forward to key stage four and GCSE Citizenship Studies. The unique body of Citizenship knowledge equips students with a solid basis for further study in subjects such as Politics, Law, Public Service and the Social Sciences.

The curriculum has been designed to align with the [national curriculum for citizenship at key stages 3 and 4](#) and the [DfE GCSE Citizenship Studies subject content](#). The curriculum is also based on the following principles:

Principle 1. Consider the contexts and diverse backgrounds of all pupils, and any issues that will be particularly sensitive or controversial for them when planning lessons and sequences of lessons. This includes considering current events in society and equipping students with the knowledge needed to interpret and understand the society they live in and how this can affect them and their communities.



Principle 2. Promotes rigorous and challenging citizenship teaching and learning that meets national policy requirements and is appropriate in pitch and challenge for pupils. National policy includes the DfE Programmes for Study for Citizenship at key stages 1 and 2, the National Curriculum requirements for Citizenship at key stages 3 and 4 and/or; the requirements of the GCSE in Citizenship Studies. Lessons are based on the curricula of a range of stakeholders from across the UK to ensure the broadest representation possible.

Principle 3. Focus teaching and learning on sequences of lessons to develop pupils' understanding of citizenship concepts and substantive knowledge, and use and application of citizenship disciplinary knowledge, as the essential foundations of the subject. Citizenship substantive knowledge is organised by concept, including: politics, democracy, government, law, justice, rights and responsibilities, participation, community, equality, identities, diversity, economy and international relations. Disciplinary knowledge includes: critical thinking and research; critical analysis and enquiry; handling controversial issues and weighing evidence; oracy, discussion and debate; argument and advocacy; influencing and campaigning; and other forms of citizenship action such as problem solving, collaboration and teamwork, and critical reflection. Citizenship knowledge and understanding is acquired and applied whilst developing skills.

Principle 4. Make use of topical and controversial issues and debates to bring citizenship teaching to life in a safe and secure learning environment. This involves developing skills to explore, discuss and critically evaluate citizenship issues and debates from different viewpoints, weigh evidence, form and justify a position. When political issues are explored teaching includes a range of viewpoints and care is taken to avoid bias and maintain impartiality.

Principle 5. Set high expectations in citizenship lessons so it is clear what success looks like and whether students have met the intentions of the lesson. In doing so this provides a sound basis for teacher assessment.



2. Subject structure overview

The following headings represent the organisational structure for units and lessons. These are based on the essential concepts developed in citizenship education and will provide the basis for organising content on the Oak website.

Introducing citizenship

Identities and communities

Rights, justice and the law

Politics, parliament and government

Finance and the economy

Role of media and digital democracy

UK and the wider world

Active citizenship, making a positive difference

Practising what we have learned - GCSE revision and retrieval



Organising theme	Year group	Unit title
Introducing citizenship	7	Citizenship - what's it all about?
Identities and communities	7	What are our identities and communities?
Identities and communities	10 and 11	How is UK society diverse and changing?
Rights, justice and law	7	What rights should all children have?
Rights, justice and law	7	What is crime?
Rights, justice and law	8	What is the law and how is it changed?
Rights, justice and law	8	Why was the struggle for the vote important today?
Rights, justice and law	9	Are people treated equally in UK society?
Rights, justice and law	10 or 11	What are the strengths and weaknesses of the legal system?
Politics, parliament and government	7	How does local democracy work?
Politics, parliament and government	8	How does the political system work in the UK?
Politics, parliament and government	9	How is the UK governed?
Politics, parliament and government	10 or 11	What are the strengths and weaknesses of the UK democratic system?
Politics, parliament and government	10 or 11	What is the nature of the British constitution?
Politics, parliament and government	10 and 11	Why do we need the right to protest in a democracy?
Politics, parliament and government	10 or 11	How do others govern?
Politics, parliament and government	10 or 11	Where does power reside in the UK?
Finance and the economy	9	How can we manage money well?
Finance and the economy	10 or 11	How does the economy work?
Media and digital democracy	8	How does the media affect us?
Media and digital democracy	9	Can digital democracy increase political participation?
Media and digital democracy	10 or 11	How well does the media hold those in power to account?
UK and wider world	8	What can we do about global problems?
UK and wider world	9	Why do people move around the world?
UK and wider world	10 or 11	How does the UK play a meaningful role in the international community?
Active citizenship	7	How can we make a difference in our communities?



Active citizenship	8	How can citizens bring about change?
Active citizenship	9	How can young people play an active role in democracy?
Active citizenship	10 or 11	How can we make a difference in society? Active citizenship project
Revisions and retrieval	11	Practising what we have learned

The table below shows the unit titles, lessons and any prior knowledge required.

Year group	Unit title	Length of unit	Prior knowledge required
7	Citizenship - what's it all about?	6 lessons	Intro unit
7	What are our identities and communities?	6 lessons	None - helpful if intro unit has been studied
7	What rights should all children have?	6 lessons	None
7	How does local democracy work?	6 lessons	None
7	What is crime?	6 lessons	None
7	How can we make a difference in our communities?	6 lessons	Helpful to have studied 'What are our identities and communities?'
8	How does the political system work in the UK?	6 lessons	None
8	How does the media affect us?	6 lessons	None
8	What is the law and how is it changed?	6 lessons	Helpful to have studied 'What is crime?'
8	How can citizens bring about change?	6 lessons	None
8	Why was the struggle for the vote important today?	6 lessons	Helpful to have covered 'How does the political system work in the UK or basics of elections and voting?'
8	What can we do about global problems?	6 lessons	Helpful to have studied how can we bring about change



9	How is the UK governed?	6 lessons	Builds on the unit 'How does the political system work in the UK?'
9	Are people treated equally in UK society?	6 lessons	None
9	Why do people move around the world?	6 lessons	None
9	How can we manage money well?	6 lessons	None
9	Can digital democracy increase political participation?	6 lessons	Useful to have an understanding of the key characteristics of parliamentary democracy; study after 'How does the political system work in the UK?'
9	How can young people play an active role in democracy?	6 lessons	None
10 or 11	How is UK society diverse and changing?	6 lessons	None
10 or 11	How well does the media hold those in power to account?	6 lessons	None
10 or 11	How can we make a difference in society? Active citizenship project	6 lessons	None
10 or 11	What are the strengths and weaknesses of the UK democratic system?	6 lessons	None
10 or 11	What are the strengths and weaknesses of the legal system?	6 lessons	None
10 or 11	How does the economy work?	6 lessons	None
10 or 11	How does the UK still play a meaningful role in the international community?	6 lessons	None



10 or 11	What is the nature of the British constitution?	6 lessons	Helpful to have an understanding of UK democracy suggested this is studied after 'What are the strengths and weaknesses of the UK democratic system?'
10 and 11	How is UK society diverse and changing?	6 Lessons	None
10 and 11	Why do we need the right to protest in a democracy?	6 lessons	Understanding of democracy and Human Rights
10 or 11	How do others govern?	6 lessons	Knowledge on how the UK is governed and working understanding of democracy. Best to study after 'What are the strengths and weaknesses of the UK democratic system?' and 'What is the nature of the British constitution?'
10 or 11	Where does power reside in the UK?	6 lessons	Knowledge of democracy and role of MP's. Best studied after 'What are the strengths and weaknesses of the UK democratic system?' and 'What is the British constitution?'
11	Practising what we have learnt	6 lessons	Lessons based round previous units assessment recall and ability to think synoptically about citizenship concepts



3. Suggested sequence

The sequence below is designed to enable pupils to develop and deepen their knowledge and understanding of key citizenship concepts and ideas.

Some concepts are revisited a number of times to enable pupils to build up their understanding of complexity involved and to apply their understanding in new contexts.

At key stage 4, units have been mapped to the themes in the GCSE Citizenship Studies qualification specifications offered by AQA, Edexcel and OCR.

The units shown in bold have already been developed in phase 1 and will be repurposed for phase 2.

Units in italics to follow after summer lesson production by November 1st

Year	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
7	Citizenship - what's it all about? Living together - (fairness, class/school rules)	What are our identities and communities?	What rights should all children have?	How does local democracy work?	What is crime?	How can we make a difference in our communities?
8	How does the political system work in the UK?	How does the media affect us?	What is the law and how is it changed? (w)	How can citizens bring about change?	Why was the struggle for the	What can we do about global problems?



	(MPs, voting and Elections)				vote important today?	
9	How is the UK governed?	Are people treated equally in UK society?	Why do people move around the world?	<i>How can we manage money well?</i>	<i>Can digital democracy increase political participation?</i>	<i>How can young people play an active role in democracy?</i>
KS4	How well does the media hold those in power to account?	How can we make a difference in society? Active citizenship project	What are the strengths and weaknesses of the UK democratic system?	What are the strengths and weaknesses of the legal system?	How does the economy work?	How does the UK still play a meaningful role in the international community?
GCSE	OCR 2 Edexcel D AQA 1 Life in mod Brit	OCR 4 Edexcel D&E AQA all	OCR 2 Edexcel A, B&D AQA 1 Life in mod Brit 3 pol & part	OCR 1 Edexcel C,D AQA 2 R&R, 3 Pol and Part	OCR 2 Edexcel A, B AQA 3 Pol and Part	OCR 3 Edexcel D AQA 1 Life in mod Brit
KS4	How is UK society diverse and changing?	What is the nature of the British Constitution?	Why do we need the right to protest in a democracy?	How do others govern?	Where does power reside in the UK?	Practising what we have learned - GCSE revision and retrieval
GCSE ref	OCR 3 Edexcel A AQA 1 life in mod	OCR 2 Edexcel B AQA 3	OCR 2 Edexcel B, D AQA 3	OCR 2 Edexcel B, D AQA 1, 3	OCR 1&2 Edexcel A, D. E AQA all	<i>all</i>



4. Unit specifics

For example units, there is a breakdown of lessons - bullet points below.

The lessons in **bold** have already been developed for phase 1 and will be repurposed for phase 2.

Year 7

Citizenship - what's it all about?

- What is citizenship?
- What is active citizenship?
- Why do we need rules? (ground rules class and school)
- What does fairness mean?
- What is a democratic community?
- How can we get involved in our school community? (introducing class, pupil and school parliaments; roles pupils can play in the school community)

What are our identities and communities?



- What does identity really mean?
- How do identities change?
- What are communities like?
- How are communities changing? (social change, spatial change eg population, migration, planning, covid)
- How are we all connected? (UK)
- How are we all connected? (international, global)

What rights should all children have?

- What rights are we entitled to?
- What does a right to education really mean?
- What can I do as a citizen to protect the rights of others?
- How do we protect the right to health?
- Are you getting your right to reliable and accurate information?
- Deliberative debate: How well are childrens' rights protected and supported in the UK?



How does local democracy work?

- How is local government different to national government?
- What do local councils do?
- What is the role of the local councillor? (includes difference between councillor and council officers)
- How do local elections work? (includes who can vote)
- Why is registering to vote so important?
- How can young people be involved in local decision making?

What is crime?

- What is a crime?
- What reasons are behind criminal behaviour?
- What is the role of the police in dealing with crime?
- Is youth crime really as serious and the media suggest?
- What can communities do to help prevent crime?
- What does a successful crime prevention campaign look like?



How can we make a difference in our communities?

- What is a community?
- What role does our school play in our local community?
- What do charities, ngos and groups do in our local community?
- How can citizens get involved in community change?
- What can we do as active citizens to improve our community? (mini action 2 lessons)

Year 8

How does the political system work in the UK?

- What is the difference between government and parliament?
- How do elections work?
- What do political parties do?
- What do MPs do?
- How is the UK government organised?



- How does devolved government work?

How does the media affect us?

- What is news?
- What responsibilities does the media have?
- What is the role of the media in a democracy?
- How does the media hold those in power to account?
- Should we believe all that we read?
- Does the media create more harm than good?

What is the law and how is it changed?

- What are laws?
- How are laws made? Criminal and Civil law
- Can citizens change laws?
- Should the age of criminal responsibility be changed?
- How is the criminal justice system applied to young people?



- Deliberative debate: Is there a case for reviewing the age of criminal responsibility?

How can citizens bring about change?

- How do citizens take action?
- What is the role of pressure groups, protest groups and social movements?
- How can we campaign and influence change?
- Why do changemakers play an important role in democracy?
- Why should citizens take action?
- What can effective change look like?

Why was the struggle for the vote important today?

- How have our political rights changed over time?
- How did the Chartists affect the political rights we have today?
- Which methods were most successful in the fight for female suffrage?
- Why does voting matter?
- Should 16 and 17 year olds be allowed to vote in elections?



- How can I exercise my democratic right without a vote?

What can we do about global problems?

- Is plastic damaging the environment?
- Why do some people reject climate change?
- Why is fracking controversial?
- Why are there still human rights abuses today?
- How can we take action on global problems t? (campaign case study, active citizens eg Greta Thunberg)
- How can we take responsible action?

Year 9

How is the UK governed?

- 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 systems?
- How is the UK governed?

Are people treated equally in UK society?

- What is the Equality Act 2010?
- What is discrimination and prejudice?
- What are the effects of discrimination on individuals and groups in society?
- Why do we need law on equality in the UK?
- How far have we made progress on equality in the UK?
- What can we do to create a fairer society?

Why do people move around the world?

- Why do people migrate?
- What is the relationship between climate change and migration?



- Is the conflict in Syria a children's rights issue?
- What support is available for migrants?
- Should immigration be controlled?
- How does migration affect communities?

How to manage our money well?

- What is the best way to look after your money?
- How can I pay for things?
- What are the implications of borrowing money?
- How can I keep track of my money?
- Where can I save my money?
- What are my rights as a consumer?

Can digital democracy increase political participation?

- What is digital citizenship?
- Can voter engagement be improved through digital participation?



- Can political engagement be increased using digital media? (petitions, consultations, participation in select committees)
- How well has digital democracy worked in other countries? (case study Germany, India or Brazil)
- Should MPs be allowed to vote electronically?
- Does social media increase political participation?

How can young people play an active role in democracy?

- How can we contribute to school decision-making?
- How can we engage in local democracy?
- Should the voting age be reformed?
- How can we influence those in power using democratic processes? (democratic methods)
- How can we make change happen?
- Should young people have the right to stand in local elections?



Key Stage 4/GCSE Citizenship Studies

Year 10

How well does the media hold those in power to account?

- What is the role of the media in a democracy?
- What is responsible journalism?
- How does the media support democracy?
- What is misinformation and what can we do about it?
- Should a free media ever be censored?
- How well does the media hold those in power to account? Recapping our learning

How can we make a difference in society? Active citizenship project

- What is an active citizenship project and what skills do we need?
- How do we decide on the topic to investigate?
- How can we carry out research for an active citizenship project?
- How do we plan an active citizenship project?



- What are the different types of campaigning methods we can use?
- How can we evaluate the impact and success of our action?

What are the strengths and weaknesses of the UK democratic system?

- What is democracy?
- Is direct democracy better?
- Are elections truly fair?
- Why is media freedom necessary in a democracy?
- How can we improve democracy in the UK?
- Deliberative debate: What are the strengths and weaknesses of democracy in the UK?

What are the strengths and weaknesses of the legal system?

- How are laws made?
- Who enforces the law?
- What is the difference between criminal and civil law?
- What is the purpose of punishment?



- What are the types of punishment?
- Deliberative debate: Does law in the UK need updating?

How does the economy work?

- Understanding the economy. What is the economy?
- Understanding taxation and government spending. Can taxes be avoided?
- Understanding local authority spending. What are the financial challenges facing local authorities?
- Understanding the debate over privatisation. Should public services be privatised?
- Understanding risk management. How well does the UK government manage risk?
- What role can citizens play in the future of the UK economy?

How does the UK play a meaningful role in the international community?

- What is the UK's role in the United Nations?
- What is the UK's role in the Commonwealth?
- What is the UK's role in the World Trade Organisation?
- How are the UK's relations in Europe changing?



- What is the UK's role in global humanitarian problems?
- Why is the UK's role in global conflict resolution?

Year 11

How is UK society diverse and changing?

- What is identity and how can it be defined?
- What are the debates around identity in the UK?
- How is the UK population changing?
- How diverse is UK society?
- Is there mutual respect and understanding of diverse groups in the UK?
- Can a changing and diverse society lead to unity?

What is the nature of the British Constitution?

- Is the physical set up of the House of Commons fit for purpose? (pros and cons)
- Should parliamentary procedures be modernised?
- Should our constitution remain uncodified?



- Does the bicameral system need to change?
- Why do we have a separation of powers?
- What does the supreme court do?

Why do we need the right to protest in a democracy?

- What are rights and where do they come from? (magna carta to UDHR)
- What is the right to protest within a democracy with the rule of law?
- What change has protest achieved? (women's right to vote)
- What are changemakers? (case studies of young people)
- Should protestors ever break the law? (overseas case study Amnesty International)
- What are pressure groups? ?

How do others govern?

- What is the difference between democratic and non-democratic government?
- How do different systems of government compare?
- How does government work in a non-democratic nation? (case study North Korea)



- What are the key differences between the Westminster parliament and the US congress?
- How does the role of the UK prime minister differ to elected leaders in other countries?
- How do elections work in different countries?

Where does power reside in the UK?

- How is local democracy different to national government?
- How does devolved government operate in the UK?
- How is local government structured?
- What do local councils do?
- How do elections work?
- What roles do NGOs, charities and civil society play in local communities?



Examples of units and lessons in detail

Below you can find a range of exemplar units broken down with lesson criteria to allow you a greater understanding of how these units will develop:

Key stage 4

Lesson number	What is the nature of the British Constitution?
1	<p>Is the set up of the House of Commons fit for purpose?</p> <ul style="list-style-type: none"> ● Explain the physical layout of the chamber ● Compare with chambers in other assemblies/parliaments ● Consider pros and cons of size and format eg adversarial and small; just right encourages effective debate; too large, spaced out results in less effective debates ● Evaluate whether the chamber format improves debate
2	<p>Should parliamentary procedures be modernised?</p> <ul style="list-style-type: none"> ● Explain a series of activities undertaken in the Houses of Parliament such as morning prayers, the Queen's Speech, the role of Black Rod, 'Aye's to the right' and the voting procedure through different doors ● Compare to anywhere else ● Consider the modern day purpose of these activities ● Question the future of these activities
3	<p>Should our constitution remain uncodified?</p> <ul style="list-style-type: none"> ● Explain what typifies an uncodified constitution ● Briefly compare our model to the US codified constitution, the Bill of Rights https://www.senate.gov/civics/constitution_item/constitution.htm ● Consider the pros and cons, to include the Libertarian Party manifesto ● Question the future of our model
4	<p>Is the bicameral system outdated?</p> <ul style="list-style-type: none"> ● Explain, using historical context, the unelected makeup of the second chamber in Westminster ● Compare our system to elected second chamber in the US system and the unicameral system in China



	<ul style="list-style-type: none"> ● Discussion over the pros and cons of a second chamber ● Question the future of the House of Lords
5	<p>Why have a separation of power?</p> <ul style="list-style-type: none"> ● Explain the different elements of the UK constitution, e.g. the Executive and the Houses and the judiciary and the monarch ● Briefly compare to the US model ● Consider the pro and cons of having power shared including devolvement of power to the four UK nations and Northern Powerhouse etc ● Question the future of this model with particular emphasis on the role of the monarchy
6	<p>What does the supreme court do?</p> <ul style="list-style-type: none"> ● Consider the role of the supreme court ● Explore the types of cases heard ● Compare and contrast the UK Supreme Court with the US Supreme Court.

Key stage 3

Lesson Number	How does the political system work in the UK? (Year 8)
1	<p>What is the difference between government and parliament?</p> <p>This lesson will explore the differences between government and parliament and how they work together to ensure the UK is governed.</p>
2	<p>How do elections work?</p> <p>This lesson will explore the processes involved in electing a new government.</p>
3	<p>What do political parties do?</p> <p>This lesson will explore the role of political parties within the UK political system. For example, policy development, choosing candidates, organising campaigns for elections. Students will explore some of the key differences between political parties e.g. how candidates are selected.</p>
4	<p>What do MPs do?</p> <p>This lesson will explore the role of an MP and how they undertake their work to ensure those who voted for them are represented.</p>
5	<p>How is the UK government organised?</p>



	This lesson will explore how the UK government is organised. This will include how a government department operates.
6	<p>How does devolved government work?</p> <p>This lesson will explore the process of devolution, equipping students with an understanding of what the process means and the impact it has had on the UK political sphere.</p>

Lesson Number	Why was the struggle for the vote important today? (Year 8)
1	<p>How have political rights changed over time?</p> <ul style="list-style-type: none"> • What political rights do we have in the UK today? (Who can and cannot vote) • The long road to universal suffrage UK
2	<p>How did the Chartists affect the political rights we have today?</p> <ul style="list-style-type: none"> • Why did the Chartists campaign? • Moral force vs direct action • How successful were the Chartists? Social and political reform after this movement
3	<p>Which methods were most successful in the fight for female suffrage?</p> <ul style="list-style-type: none"> • Women's rights and the struggle for equality • Some reasons why men opposed votes for women? • Actions which led to all women being given the vote in 1928
4	<p>Why does voting matter?</p> <ul style="list-style-type: none"> • Voter participation • Living in a democracy: Key features
5	<p>Should 16 and 17 year olds be allowed to vote?</p> <ul style="list-style-type: none"> • The great debate: arguments for and against the right to vote at 16 • Votes at 16 campaigns, what have young people achieved?
6	<p>How can I exercise my democratic right without a vote?</p> <ul style="list-style-type: none"> • Participation in a democracy: Campaigning, student councils, joining political parties, UK Youth Parliament and becoming involved in pressure groups



Lesson Number	Why do people move around the world? (Year 9)
1	<p>Why do people migrate? This lesson will explore the social, economic and political reasons people move from one place to another. Moreover, it will define some key terminology for the topic of migration e.g. asylum seeker, refugee, internally displaced etc.</p>
2	<p>What is the relationship between climate change and migration? This lesson will explore the newly emerging body of migrants moving due to the impact of climate change.</p>
3	<p>Is the conflict in Syria a children’s rights issue? This lesson will adopt a case study approach to explore the situation in Syria and to what extent the rights of children are being denied.</p>
4	<p>What support is available for migrants? This lesson will explore the international and national frameworks implemented to support migrant communities around the world.</p>
5	<p>Should migration be controlled? This lesson explores approaches and arguments to controlling immigration.</p>
6	<p>How does migration affect communities? This lesson explores the positive contributions of diversity in communities and the challenges that sometimes arise when there is significant population change.</p>

