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| **Year** | **9** | **Subject** | **Citizenship** |
| **Lessons** | **20** | **Topic** | **Theme A: Living together in the UK – Term 1 + Term 2** |
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| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
|  | **Autumn 2**  |  |  |  |
| 1 | What is a community | * To understand what community means.
* To identify a range of communities that exist in Britain.
* To recognise which communities they might belong to.
 | * Comprehensive skills.
* Exam style question.
* Live marking.
 | Embedded in lesson and resource folder. |
| 2 | Where are your roots | * To consider whether Britain is a melting-pot society.
* To investigate another society as a means to stimulate discussion about Britain.
 | * Analytical skills.
 | Embedded in lesson and resource folder. |
| 3 | Religious understanding | * To appreciate similarities and differences between religions.
* To start to understand the multitude of religions in the United Kingdom.
* To start to make links between religious freedom and human rights.
 | * Source and data analysis.
* Self-marking.
 | Embedded in lesson and resource folder. |
| 4 | UK population | * To start to understand the changing composition of the UK population.
* To investigate national migration trends using data.
 | * Interpersonal skills.
* Using data and survey skills.
 | Embedded in lesson and resource folder. |
| 5 | Migration | * To consider why different people move to the UK.
* To gain an understanding of what it means to be a refugee/asylum seeker.
 | * Debating skills.
* Oral skills.
 | Embedded in lesson and resource folder. |
| 6 | What is identity | * Understand what identity means and what factors are important to people.
* Understand multiple identities and what sometimes causes conflict between identities.
 | * Exam style question.
* Live marking/peer marking.
 | Embedded in lesson and resource folder. |
| 7 | Respect and tolerance | * To understand the British values.
* To evaluate the case studies of value breaches.
 | * Evaluative skills.
* Comprehensive skills.
 | Embedded in lesson and resource folder. |
| 9 | Discrimination | * To understand what types of discrimination takes place.
* To evaluate case studies of discrimination.
* To create solutions of discrimination.
 | * Analytical skills.
* Team working skills.
 | Embedded in lesson and resource folder. |
| 10 | Consolidation so far  |  | * Exam style question.
* Live marking.
 | Embedded in lesson and resource folder. |
|  | **Spring 1** |  |  |  |
| 11 | Human rights | * To consider what rights children should be entitled to receive.
* To understand the link between rights and responsibilities.
 | * Independent skills.
* Team working skills.
 | Embedded in lesson and resource folder. |
| 12 | UK rights | * To understand what rights we have in the UK.
* To compare our rights to another country.
 | * Comprehensive skills.
* Exam style question.
* Live marking.
 | Embedded in lesson and resource folder. |
| 13 | Political rights | * To investigate political rights and be able to explain their significance.
* To understand how political rights are under threat today.
* To discuss how political rights can be safeguarded.
 | * Investigative skills.
* Discussion skills.
 | Embedded in lesson and resource folder. |
| 14 | Legal rights | * To understand our legal rights.
 | * Research skills.
* Exam style questions.
* Peer marking.
 | Embedded in lesson and resource folder. |
| 15 | Fair play at work  | * To understand that there are laws which protect employees.
* To know about the protection that is offered by these laws.
* To stand in other people’s shoes to experience issues relating to employment law.
 | * Analytical skills.
* Oral skills.
* Debating skills.
 | Embedded in lesson and resource folder. |
| 16 | Protecting the customer | * To understand how the law is used to protect people’s human rights.
* To consider what discriminatory actions people might need protection from.
* To consider how the state can protect people.
 | * Team working skills.
* Comprehensive skills.
* Live marking/peer marking.
 | Embedded in lesson and resource folder. |
| 17 | Rights and responsibilities | * To consider what duties people have under the rule of law.
 | * Research skills.
* Self-marking.
 | Embedded in lesson and resource folder. |
| 18 | Human rights checks | * To evaluate the effectiveness of our rights.
* To be able to take action if rights are breached.
 | * Evaluative skills.
* Discussion skills.
* Exam style questions.
 | Embedded in lesson and resource folder. |
|  | What does the council do | * To understand the role of the council.
* To evaluate where funding for the council comes from.
 | * Discovery skills.
* Budgeting skills.
* Live marking.
 | Embedded in lesson and resource folder. |
| 19 | Assessment  | DPR Assessment 2 – Theme A: Living in the UK |  |  |
| **Prior Knowledge** | **Assessment Opportunities** |
| This is the first topic / theme of the GCSE Citizenship Edexcel GCSE. This links to the 3 units in Y7 which build up students’ knowledge and understanding of politics and UK Government. | **DPR Assessment 2 – Theme A: Living in the UK****Live marking** |
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