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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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