

Marshland Curriculum Overview

Citizenship

Curriculum Intent

At Marshland High School citizenship builds upon the work covered at KS2 and KS3 where students learn about the wider world and the interdependence of communities within it. Our GCSE citizenship builds on students' practical understanding of what it means to be a citizen today, as well as developing skills to think critically to support in school and community activities. Students learn to become active citizens by researching current issues or questions, planning a course of action with the aim to impact change for the wider community. The subject is interactive and students are encouraged to have a voice and to make links to topics that are taking place in the world around them.

How does our curriculum build upon previous learning?

KS3	<p>In KS2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities, being prepared to play the role of active citizens.</p> <p>Statutory guidance for citizenship contains programmes of study for both KS3 and KS4. Y7 students learn about identity and what makes them, them. In year 8 pupils' understanding of democracy, government and the rights and responsibilities of citizens is developed, considering global issues, alongside ways to make change. This works well alongside character & culture where students investigate and apply aspects of culture including British Values.</p>
KS4	<p>KS4 core content covers power in Britain which links with GCSE citizenship, looking at democracy, the function of politics and how to become an involved citizen. Pupils then revisit looking at what it means to be an active citizen and ways that they as individuals can work to make change.</p> <p>British Values are revisited and consideration is given to what it actually means to be British. Changes over the years in Britain are researched and evaluated including the roles that different organisations play, moving into the rights and responsibilities that we have as citizens and how rights are protected through representation, rules and laws. GCSE citizenship deepens understanding of the government and democracy, looking at the rights of the individual and the responsibilities that they have within communities. Through active citizenship they experience and evaluate different ways that they as citizens can act together to solve problems and contribute to society. The core coverage of human rights is further developed, as well as identity from KS3 and KS4 is given a deeper context and purpose.</p>

What do students do with this knowledge or these skills?

Students use their knowledge and skills in a variety of activities within lessons:

- Questioning
- Extended writing tasks
- Reviewing and analysing data
- Analysing data from graphs
- Apply knowledge and understanding to case studies forming conclusions and evaluations

How do we help students secure this knowledge in long-term memory?

- Regular retrieval work
- Questioning
- Spaced practice
- Application work to show understanding
- Practice questions to consolidate knowledge and make concrete

How does our curriculum align to the national curriculum?

Our curriculum deepens understanding of democracy, government and the rights and responsibilities of citizens, developing skills to be able to use a range of research strategies. Students experience and evaluate different ways that citizens can act together to solve problems and contribute to society within active citizenship. GCSE citizenship shows in more depth how citizens in a democracy can work at holding those in power to account and the freedoms that democracy affords. Citizenship investigates forms of government, both democratic and non-democratic, beyond the UK. Local, regional and international governance and the UK's relations with the rest of Europe, the Commonwealth, the United Nations and wider global human rights are considered. Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding are considered in more detail, along with the different ways in which a citizen can contribute to improvements in their communities, including opportunities to participate actively in community volunteering.

How do we check student understanding and monitor progress?

- retrieval quizzes and low stakes testing
- formative and summative assessments allow pupils to put their knowledge into action, working on structure (scaffolding used initially) and with progress enabling cumulative knowledge
- questioning, using application examples to develop and consolidate understanding
- Current news context encouraging students to become more aware of the news, locally, nationally and internationally, linking to previous topics

* Citizenship as a distinct topic is taught from Y10 as an option

Curriculum sequencing

Year	Autumn	Spring	Summer
10	<ul style="list-style-type: none"> ● Politics and Participation - Democracy and the British Constitution ● British Parliament, its members and how it works ● Budgets, taxes and devolution ● Democratic vs non-democratic countries ● How citizens can work to bring about change 	<ul style="list-style-type: none"> ● What does it mean to be an active citizen? ● Types of research and what they provide ● How to do research ● Methods to bring about change and their effectiveness ● Case studies and knowledge application 	<ul style="list-style-type: none"> ● Active citizenship project and presentations ● Life in Modern Britain ● Principles and values of society ● Identity, what does it mean to be British? ● Changing population in the UK and changes in values

Curriculum sequencing

Year	Autumn	Spring	Summer
11	<ul style="list-style-type: none"> ● Immigration and media impact ● Changes in the media and the difference it makes ● What does the UK do on an international level? ● Rules of war 	<ul style="list-style-type: none"> ● Opportunities and barriers in democracy ● Different organisations and their roles in society ● Rights and Responsibilities - Laws, rules and rights of citizens ● The justice system, civil and criminal law ● The legal system in the 4 nations ● Rights and changes over time 	<ul style="list-style-type: none"> ● Criminality and right to representation ● Rights of the individual and citizens in the legal system
Rationale for this sequencing	<p>Topics at the beginning of Y10 work in line with the content covered in statutory lessons, allowing learners to build upon this and apply in more detail. This unit provides a foundation for the remainder of the topics as the Government and its laws underpin everything covered over the two years. Through discussion, students may decide that there are aspects that they do not like or agree with, which allows the next unit, Active Citizenship, to look at ways that they as UK citizens can bring about change.</p> <p>At the end of Y10, the next unit looking at 'Life in Modern Britain' follows as students now understand the function of laws and how they shape aspects of Britain. They have opportunity to see how these impact on them, and the people around them, and in turn how society impacts the government and what they do, and how the rights of the individual are affected.</p> <p>The final unit 'Rights and Responsibilities' reflects students having a solid understanding of British Society and the role we play in it. This unit builds upon this and expands on our rights as individuals. It then pulls all strands together by looking at how British citizens have responsibilities, and the impact of both society and the individual if these responsibilities are not met by examining laws and the justice system.</p>		

How does our curriculum prepare students for the transition to post-16 pathways?

GCSE citizenship helps to prepare students for post-16 subjects such as Politics and Sociology, both available at Springwood sixth form, which look at the structure of British Government and how this impacts our society. Developing an understanding of modern Britain, changes that have taken place and the impact that they might have on society will also support these subjects, as will an understanding of the fundamentals regarding criminality and human rights.