

# Ted Wragg Trust Curriculum Map: Citizenship

The GCSE Citizenship course is designed to develop politically aware students who are concerned with human rights and social justice, aware of the UK's role in the world and their own roles within their communities

The GCSE Citizenship course develops students' knowledge of the legal and political systems – areas in which many of their peers may be less informed. Thus, Citizenship students have a deeper understanding of important issues such as human and legal rights, voting and international relations.

One of the key skills Citizenship students develop is the ability to debate, to put forward their views coherently and, when necessary, to challenge the opinions of others. This skill is developed through discussions on issues such as the voting age, the age of criminal responsibility and trial by jury.

In terms of cultural capital, GCSE Citizenship helps students understand the world around them and their place within it. Citizenship students are very aware of legal and moral rights and responsibilities. They also develop an appreciation of the importance of active citizenship.

GCSE Citizenship involves introducing students to many new terms and concepts, so supporting literacy is important. Each module begins with a glossary task which makes students aware of these new words. The learning and understanding of these are developed in a number of ways, such as through the use of diagnostic tests.

The curriculum is designed to cover all the elements required by the exam board specification. However, the sequencing of the topics is not identical to the specification. This is a deliberate decision, made for two primary reasons. Firstly, moving the politics section (section 2) to the end of the course means it is delivered when students already have a good basic knowledge and understanding which facilitates the delivery of the more complex topics such as the British Constitution. Secondly, sections 1 and 3 are assessed in paper 3. By delivering these sections first, it allows for students to start sitting full mock exam papers in Year 10 so they are exposed to the question types and other requirements of the exams from the earliest possible time.

Retrieval practice primarily takes place in lessons through the 'Do Now' tasks which form the silent starter at the start of each lesson. It also occurs through the inclusion of exam-style questions which require students to refer to previously gained knowledge.

The chosen exam board is OCR which covers three broad areas: Rights, responsibilities and the law, (delivered in Year; 9) political systems, (delivered in Years 10 and 11) and the UK's place in the wider world, (delivered in Years 9 and 10). There is also a Citizenship Action group project which students undertake in Year 10, in between sections 3 and 2 of the course

The specification content of all the exam boards is broadly similar. However, if a school is using a different exam board, they will cover slightly different content within the broad areas of the course.

Spiral learning is used in the delivery of the course. In particular, the human, legal and political rights introduced at the very beginning of the course are revisited during the delivery of the later modules such as the democracy, identity and international relations topics.

## Potential future careers in Citizenship

Human rights campaigner, lawyer, police officer, politician, journalist, diplomat.



**CYCLE 2: Active citizenship (2.6). Politics beyond the UK (2.7).**

- Active citizenship.
- Increasing participation.
- NCS and UKYP.
- Community projects.
- Democracy rankings.
- Comparing the UK's with China and Switzerland.

**CYCLE 3: Exam preparation and GCSE exams.**

- Paper 1: Citizenship in perspective.
- Paper 2: Citizenship in Action.
- Paper 3: Our rights, our society, our world.

**CYCLE 1: The economy (2.4). The media (2.5).**

- Economic role of the government.
- Funding public services.
- Media rights and duties.
- Press freedom and regulation.

**CYCLE 3: Forms of government (2.2) The British constitution (2.3).**

- National, local, regional, devolved governments.
- Nature and operation of the UK's constitution.

**CYCLE 2a: Citizenship Action.**

- Planning.
- Conducting.
- Evaluating.

**CYCLE 2b: Democracy (2.1)**

- Types of democracy.
- Features and values of democratic systems.
- Voting systems.
- Political parties.

**CYCLE 2: The law (1.2) The legal system (1.3)**

- Sources of law.
- Types of law.
- Legal principles.
- Types of court.
- Citizens in the justice system.
- Youth justice.
- Causes of crime..

**CYCLE 3: Identities and diversity (3.1)**

- Multiple identities.
- British citizenship.
- Forms of migration.
- Asylum seeking.
- Community cohesion.

**CYCLE 1: The UK and the wider world (3.2)**

- International organisations.
- International Humanitarian Law.
- The UK's involvement in global events.

**CYCLE 1: Rights and responsibilities (1.1)**

- Legal and moral right and responsibilities.
- Human rights documents.
- Political rights.
- Balancing rights.

## Key concepts



Human rights



Legal systems



Political systems



Global relations

Analysing



Evaluating



Communicating



Debating



Key skills

To develop enquiring and politically astute students concerned with human rights, equal opportunity and justice for all.