

Limehurst Academy Overview of GCSE Citizenship (First delivery 2016)

GCSE Citizenship is broken down into 5 themes, which are taught over 2 years.

The main content includes:

- Community in the UK
- Democracy at work in the UK
- Law and Justice
- Power and Influence
- Taking Citizenship Action

Students are assessed by 2 exams at the end of year 11 with each exam worth 50% of the overall mark. Students are awarded a grade 1 to 9, with grade 9 being the highest. Grade 4 is the benchmark for the old grade C. Students will also take part in an active citizenship campaign which allows them to use their skills and knowledge to tackle a global issue and make a positive contribution to wider society. This will be assessed as part of one of the exams.

The course aims to develop positive and proactive citizens with a good understanding of UK society, democracy and law.

The following pages give an overview of content covered in the Citizenship GCSE. All topics could be come up in the exams.



Theme A: Living together in the UK

Lesson Themes	Learning Outcomes	
Introduction to the course	To understand why learning about Citizenship is important and to consider how the course will be structured.	
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.	
A melting pot?	To consider whether Britain is a melting-pot society To investigate another society as a means to stimulate discussion about Britain.	
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.	
Changing patterns	To start to understand the changing composition of the UK population. To investigate national migration trends using data.	
Study of changing patterns locally	To develop skills of using primary research to investigate changing population patterns locally.	
Migration – why does it happen? (economic refugees/asylum seekers)	To consider why different people move to the UK. To gain an understanding of what it means to be a refugee/asylum seeker.	

Lesson Themes	Learning Outcomes	
Migration – advantages/ disadvantages	<p>To understand the impacts of migration on the UK.</p> <p>To be able to critically analyse sources of information on migration.</p>	
What is identity? Identity in the UK	<p>Understand what identity means and what factors are important to people.</p> <p>Understand multiple identities and what sometimes causes conflict between identities.</p>	
What is respect? Introduction to human rights	<p>To consider what rights children should be entitled to receive.</p> <p>To understand the link between rights and responsibilities.</p>	
How did human rights begin?	<p>To understand the historical development of human rights.</p> <p>To start to consider which human rights might matter the most to themselves and others living in different circumstances.</p> <p>To appreciate how human rights can apply in a variety of real-life cases.</p>	
Human rights in the community/equality and discrimination	<p>To understand discrimination and how it impacts on people's everyday lives.</p>	
How can we develop community cohesion?	<p>To consider ways in which discrimination can be overcome.</p> <p>To understand how a lack of community cohesion can be a problem, and what can be done to improve such a situation.</p>	
Can human rights conflict with each other?	<p>To consider how one person's rights can often impact on others.</p>	

Lesson Themes	Learning Outcomes	
What's the difference between legal and moral rights?	<p>To understand how the law is used to protect people's human rights.</p> <p>To consider what discriminatory actions people might need protection from.</p> <p>To consider how the state can protect people.</p>	
Political rights	<p>To investigate political rights and be able to explain their significance.</p> <p>To understand how political rights are under threat today.</p> <p>To discuss how political rights can be safeguarded.</p>	
Should we scrap the Human Rights Act?	<p>To understand how the Human Rights Act influences the lives of people in the UK.</p> <p>To consider cases both for and against scrapping the Human Rights Act.</p> <p>To participate in a debate.</p>	
Rights in the workplace	<p>To understand that there are laws which protect employees.</p> <p>To know about the protection that is offered by these laws.</p> <p>To stand in other people's shoes to experience issues relating to employment law.</p>	
Rights and duties of citizens / rule of law	<p>To understand and explain how the rule of law is important.</p> <p>To consider what duties people have under the rule of law.</p>	

Lesson Themes	Learning Outcomes	
Who represents us?	<p>To understand how decisions are made about your local area.</p> <p>To find out about the councillors who are responsible for the local area.</p> <p>To consider whether local decisions should be made locally.</p>	
How does the council work?	<p>To understand who runs services and how local councils function.</p>	
What does the council do?	<p>To understand which services are provided by the council.</p> <p>To investigate where the council's funding comes from.</p> <p>To develop an awareness of the trade-offs councils have to make when setting a budget.</p> <p>To consider the factors that affect decision-making.</p>	
Identifying local problems/solutions	<p>To consider how best to make your voice heard with the local council.</p> <p>To look at a variety of local problems and consider possible solutions.</p>	
Presentations and Q&A with local councillor	<p>To understand the day-to-day work of a local councillor.</p> <p>To present issues of local concern to a decision-maker.</p>	

Theme B: Democracy at work in the UK

Lesson Themes	Learning Outcomes	
Getting elected – how does it work?	To understand the process of getting elected to Parliament.	
Does every vote actually count?	To investigate the worth of individual votes in different parts of the UK. To consider the problems in our current voting system. To investigate possible solutions such as different voting systems.	
Who shall I vote for?	To recognise the main political parties in the UK. To investigate what political parties stand for and recognise similarities and differences. To consider their own views in relations to political parties and policies.	
Getting into power	To consider what it takes for candidates to win elections. To look at how General Elections are fought. To be able to explain an overview of how candidates get elected to Parliament.	
Class mock election preparation	To consider the different roles involved in fighting an election. To decide what policies might appeal to the electorate.	
Class mock election and count	To consider the different roles involved in fighting an election. To decide what policies might appeal to the electorate.	

Lesson Themes	Learning Outcomes	
Forming a government	To consider how governments are formed in the UK.	
How are laws made?	<p>To investigate where laws come from.</p> <p>To consider how laws are made in our parliamentary system and the different stages involved.</p>	
Westminster – does it need reforming?	<p>To form a view on whether Parliament needs reforming.</p> <p>To investigate a variety of different cases for and against Parliamentary reform.</p>	
Preparation for visit by Peers in Schools Programme or local MP	<p>To discuss topical issues with a Peer or MP.</p> <p>To learn about the role of a Peer or MP.</p>	
Q&A session led by Peers in Schools Programme or by local MP	<p>To discuss topical issues with a Peer or MP.</p> <p>To learn about the role of a Peer or MP.</p>	
Apart or together? The United Kingdom	<p>To consider how the history of the United Kingdom impacts the present day.</p> <p>To understand how devolution has impacted the UK.</p> <p>To look at the case for English City Region devolution.</p>	
How are we governed?	<p>To understand how governments function through departments and ministers.</p> <p>To consider what issues departments focus on.</p> <p>To discuss how civil servants help the work of ministers.</p>	
How are we governed?	To consider the different pressures facing decision-makers in allocating budgets.	

Theme C: Law and justice

Lesson Themes	Learning outcomes	
What is the point of law?	To investigate why laws are needed in society and how they impact on people's everyday lives.	
What is the law?	<p>To consider a basic definition of the law.</p> <p>To investigate how law-making and different parts of the justice system are interlinked.</p>	
Criminal and civil law: what's the difference?	<p>To investigate the key differences between civil and criminal law.</p> <p>To apply this knowledge to different situations and decide whether they are matters to be dealt with under civil or criminal law.</p>	
Who puts the law into practice?	To consider the various different roles involved in the criminal justice system.	
Criminal courts: how do they work and what are their functions?	To be able to explain the different roles in the criminal justice system.	
How are civil disputes solved?	<p>To consider what sort of civil disputes people and businesses might have.</p> <p>To investigate various options available to businesses and individuals in seeking to solve civil disputes.</p>	
What sort of sentence?	<p>To consider the role of judges in using guidance to set sentences.</p> <p>To discuss your views about the appropriateness of sentences, depending on the crimes committed by individuals.</p>	
Court role-play preparation	To further develop your understanding of how a court functions and see how the different roles in the justice system are carried out.	

Court role-play presentation	To further develop your understanding of how a court functions and see how the different roles in the justice system are carried out.	
Q&A with Magistrates in the Community	To be able to investigate the role of a magistrate.	
Young people and the justice system	To look at the age of criminal responsibility around the world and consider whether it should change in Britain. To investigate the murder of James Bulger by two ten-year-old boys.	
What's happening to crime?	To compare how your perception of crime compares to the reality. To use data to make comparisons of crime rates in different parts of your own town/city.	
Prepare group presentations ahead of the PCC's visit on how best to reduce youth crime (Part 1)	To consider different solutions for reducing youth crime. To be able to outline the role of a Police and Crime Commissioner and explain why it has been a controversial position.	
Prepare group presentations ahead of the PCC's visit on how best to reduce youth crime (Part 2)	To consider different solutions for reducing youth crime.	
Q&A with local Police and Crime Commissioner (PCC) presenting ideas	To investigate the role of the PCC.	
The law: a citizen's rights and responsibilities		

Theme D: Power and influence

Lesson Themes	Learning Outcomes	
How to contribute and have influence in a democratic society?	To consider the different ways that people can contribute and engage in a democratic society.	
Having your say in other parts of the world: comparing democracies and dictatorships	To compare the key differences between dictatorships and democracies around the world.	
Group presentations: case studies of individual democracies and dictatorships	To work together to produce a presentation about a dictatorship or democracy of your choice.	
What is the media and its role in society?	To consider the role of the media and critically evaluate whether it is being met.	
Why should the press be free?	To consider why freedom of the press is important. To investigate scenarios and countries around the world the freedom of the press to report is under threat.	
Sampling media, telling fact from opinion exercise	To use newspapers to distinguish fact from opinion.	
Is the media honest and truthful and how is it regulated?	To develop critical awareness of the media. To consider whether the 'Hacked Off' campaign is right to demand tighter media regulation.	
Does the media just report or shape public opinion?	To examine case studies and consider whether the media shapes or simply follows public opinion.	

Lesson Themes	Learning Outcomes	
What does the EU do (and how is it different to the Council of Europe?)	To consider how the European Union works and how it impacts on the daily lives of people in the UK.	
Benefits of EU membership and what its critics say	To consider arguments both for and against Britain's membership of the European Union.	
EU simulation exercise part 1	Understand the work of the EU. Consider how the EU operates across its member states.	
EU simulation exercise part 2	Understand the work of the EU. Consider how the EU operates across its member states.	
Q&A with an MEP	To investigate the role of a member of the European Parliament.	
What is the United Nations?	To understand the role of the UN and why it was formed. To give examples of its work internationally.	
The UK's membership of the UN and is it an effective tool to end disagreements and conflicts?	To investigate the United Nations and to come to make a considered appraisal of its effectiveness. To consider international humanitarian law and its ramifications.	
Model UN role-play preparation	To understand what a model UN session is (MUN). To prepare to play a part in a model UN session.	
Model UN role-play	To learn about the function of the UN through a model UN simulation.	

Lesson Themes	Learning Outcomes	
Is there still a point to the Commonwealth?	To understand the role of the Commonwealth and start to form a view of whether the organisation is relevant today.	
NATO and other trans-national organisations investigated	To investigate NATO and the work of other trans-national organisations.	

Theme E: Taking Citizenship Action

Lesson themes and contents coverage	Learning outcomes	
Stage 1: Identify issue, form a team and carry out initial research	<p>To begin to identify which issue to concentrate on.</p> <p>To start to use initial research skills to guide your decision-making.</p>	
Stage 2: Carry out primary research (surveys, write letters, etc.)	<p>To understand what is meant by primary research.</p> <p>To conduct primary research to help shape your project.</p>	
Stage 3: Review research and analyse different viewpoints held	<p>To analyse your primary research.</p> <p>To explain their own viewpoint on their topic and compare and contrast that with the views of others.</p> <p>To investigate why people hold different viewpoints.</p>	
Stage 4: Plan action	<p>To identify the key decision-makers who could be influenced.</p> <p>To consider different methods and approaches for addressing the issue.</p> <p>To set success criteria and consider the goals of their action.</p>	
Stage 5: Carry out action	<p>To execute an action in order to bring about change.</p>	
Stage 6: Evaluate	<p>To critically analyse their own project.</p>	