



## Intent

The GCSE Citizenship course is delivered to KS4 students who opt in to take this GCSE.

The principal aim of Citizenship education at Future Academies Watford is to engage pupils in the local and global world; to consider their role as global citizens and to think critically but proactively about a politicised environment. The GCSE course encourages students to play an active part in public and democratic life as informed and active citizens.

The course focuses on the importance of active citizenship so students can engage with topics close to their hearts while they develop skills in research and investigation, problem solving, advocacy and campaigning. Citizenship Studies at GCSE reflects current issues, questions and debates; and as a result students develop knowledge and understanding of the role of citizenship in relation to the political and democratic issues and discourse that impacts on modern society.

The aims and objectives of Citizenship Studies are to enable students to:

*Know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and nondemocratic systems of government are different beyond the UK*

*Know and understand the relationship between the state and citizens, the rights, responsibilities and duties of citizens living and working in the UK and how people participate in democracy*

*Know and understand the role of the law in society, how laws are shaped and enforced and how the justice system works in England and Wales*

*Know and understand how taxes are raised and spent by governments, and how national economic and financial policies and decisions relate to individuals*

*Use and apply knowledge and understanding of key citizenship ideas and concepts, including democracy, government, justice, equality, rights, responsibilities, participation, community, identity and diversity, to think deeply and critically about a wide range of political, social, economic and ethical issues and questions facing society in local to global contexts*

*Use and apply knowledge and understanding as students formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence.*

The overarching theme of the AQA specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification. The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society. The opening section of each theme outlines the 'key concepts'. This is followed by four questions with associated content. The final key question of each theme relates to how citizens can try to make a difference. These key questions enable our students to study the content and frame their learning through the application of the citizenship skills, processes and methods. Within each of the themes there is a requirement that students develop and apply citizenship skills and gain an understanding of the processes and methods related to issues arising from the subject content.

## Implementation

The curriculum incorporates aspects of the British Values themes, the rule of law, respect and tolerance, individual liberty and democracy. It also helps to develop and nurture the social, moral, spiritual and cultural characteristics of our young people. Students are taught by experienced subject specialists.

The wider intent of the curriculum includes the need to develop writing, reading, oracy and numeracy skills, all of which are all combined into the curriculum.

A variety of teaching strategies are used to develop relevant skills and knowledge through:

1. *Developing discussion*
2. *Thinking through debate*
3. *Working in groups*
4. *Investigation*

### 5. Real life topical scenarios

### 6. Role play

### 7. Participation

### 8. Learning with simulations

### 9. Reflection

Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully. Citizenship studies, investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

Students are given a breakdown of units with 'I can' statements explicitly highlighted. At the end of each learning outcome, students self-assess and peer-assess in order to assess their understanding. The teacher provides regular feedback to students. The Citizenship teacher is familiar with the AQA mark scheme, as she is an AQA Citizenship examiner. Students take part in retrieval practice tasks as starter activities. Key words are highlighted through every taught topic in order to build on a student's vocabulary bank.

### Impact

The underlying impact of the GCSE Citizenship curriculum is in line with the whole school impact to prepare our students for the next stage of their lives and promote personal development. We want our students to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. Pupils find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and gender differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

### Curriculum Content

	Autumn	Spring	Summer
Year 10	<b>Life in Modern Britain</b>  <i>What are the key principle and values that underpin British society? What do we mean by identity? What is the role of the media and the free press? What is the UK's role in key international organisations? How can citizens make their voice heard and make a difference in society?</i>	<b>Rights and Responsibilities</b>  <i>What laws does a society require and why? What are a citizens rights and responsibilities within the legal system? How has the law developed over time and how does the law protect the citizen and deal with criminals? What are the universal human rights and how do we protect them? How do citizens play a part to bring about change in the legal system?</i>	
Year 11	<b>Power and Politics</b>  <i>Where does political power reside in the UK and how is it controlled? What are the powers of local and devolved government and how can citizens participate? Where does political power reside: with the citizen, parliament or government? How do others govern themselves?</i>	<b>Active Citizenship</b>  <i>Citizenship action – the actions of others  The investigation: taking citizenship action</i>	<b>Revision</b>