Curriculum Rationale:

The Citizenship curriculum at WPSfG aims to provide our GCSE students with an outstanding and in-depth learning experience of local, national and global affairs. We want students to become informed and critical thinkers who understand the social, political and economic landscapes of the modern world. Through the study of Citizenship, students develop the knowledge and disciplinary skills needed to make informed decisions, evaluate evidence and participate actively and responsibly in society.

The curriculum goes beyond the GCSE specification to provide students with a more cohesive and analytical understanding of contemporary issues and debates. Students are encouraged to engage critically with a range of viewpoints and sources, enabling them to develop reasoned arguments, substantiated judgements and informed civic perspectives.

In lessons, students explore key concepts such as democracy, government, law, justice, rights and responsibilities, participation, community, equality, identity and diversity in order to make meaningful connections between local, national and global issues. Across KS4, students progressively develop their ability to analyse power, evaluate evidence, interpret differing viewpoints and communicate balanced arguments in response to real-world citizenship issues.

The curriculum is designed to build disciplinary thinking over time, moving students from description and explanation towards evaluation, analysis and judgement. This supports success within the Edexcel GCSE Citizenship Studies assessment objectives, particularly in relation to source analysis, evaluative thinking and extended written responses.

Students are also empowered to formulate their own citizenship ideas and take informed action through enquiry, debate, research and active participation. The curriculum ultimately aims to develop active citizens who are equipped to contribute thoughtfully and responsibly to democratic society.

Students of Citizenship would benefit from having the following knowledge and skills developed across KS3:

- Concept of democracy (k)
- Awareness of how the country is governed (k)
- Forming an argument (s)
- Analysing sources (s)
- Evaluating different viewpoints (s)

- Understanding rights and responsibilities (k)
- Communicating informed judgements using evidence (s)

Year 10			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**
Autumn 1	Theme A: Living together in the UK	• Unit outlined in the specification. • Introduction to the idea that the UK is a diverse society – this will be built throughout the course. • Establishes basic rights that humans have; this will be built throughout the course. • They need to understand democratic rights, freedoms and values which they will then build upon in later themes	**Substantive knowledge**: - The diverse nature of UK society (identity, multiculturalism, diversity of religion, ethnicity, and culture) - The concept of identity and how it is shaped (e.g. nationality, values, beliefs, culture) - The rights and responsibilities of citizens in the UK - Key human rights and how they are protected (e.g. Equality Act 2010, Human Rights Act 1998) - Fundamental British values (democracy, rule of law, respect, tolerance, individual liberty) - How communities can be strengthened through integration and cohesion - Challenges to living together (e.g. discrimination, inequality, extremism) - The role of government and organisations in promoting equality and diversity **Disciplinary knowledge**: - Identify the main message or viewpoint in a source (what it is saying overall) - Select relevant information from the source to support an answer

			- Recognise simple bias, opinion and fact in the source - Apply Citizenship knowledge (e.g. identity, diversity, rights, migration) to what the source shows - Explain what the source suggests, using evidence from it (not just describing it) - Begin to give a simple supported judgement or conclusion based on the source **Assessment Objectives:** **A01**: Demonstrate knowledge and understanding of citizenship concepts, terms and issues **A02**: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions. **A03**: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.
Autumn 2	Theme A: Living together in the UK Theme B: Democracy in the UK	*Theme A – See Above* Theme B: - Content of the unit is outlined in the specification - Students explore the idea of representative parliamentary democracy in the UK. This is vital to the course and will be revisited in theme D and E - Students will also consider the role of parliament in	***Substantive knowledge***: - *The different types of democracy (direct and representative democracy)* - *The structure of UK democracy (Parliament, government, monarch, voters)* - *How elections work in the UK (general elections, voting systems, turnout, fairness)* - *The role and functions of political parties in a democracy* - *The role of Parliament (House of Commons, House of Lords, law-making and scrutiny)* - *The role of government and the Prime Minister in decision-making*

		making and shaping laws. This will be looked at again in theme C	- *How citizens participate in democracy (voting, campaigns, petitions, pressure groups)* - *The role of local government and devolved administrations (Scotland, Wales, Northern Ireland)* - *The strengths and weaknesses of UK democracy (representation, participation, fairness, accountability)* ***Disciplinary knowledge***: - Identify relevant information from the source and use it to answer the question - Explain what the source shows, including implied meanings and viewpoints - Analyse the source by explaining why it presents certain ideas or arguments - Use your own citizenship knowledge to support or challenge points in the source - Evaluate the source by considering reliability, bias, purpose, and audience - Compare and cross-reference sources where more than one is given - Reach a supported judgement about how convincing or useful the source is overall - **Assessment Objectives:** - A01: Demonstrate knowledge and understanding of citizenship concepts, terms and issues - A02: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions. - A03: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent

			arguments and make substantiated judgements.
Spring 1	Theme B: Democracy in the UK	See Above	See Above
Spring 2 and Summer 1	Theme C: Law and Order	- Content of the course is outlined in the specification - Students explore why we need laws and how law affects us in our everyday lives. This will link to Theme B and D	- **Substantive knowledge**: - The purpose of law in society (maintaining order, protecting rights, resolving disputes) - Different types of law (criminal law, civil law) - The criminal justice system (police, courts, CPS, prisons, probation service) - The role of the police and how they maintain law and order - The court system and how justice is delivered (magistrates' courts, Crown Court, appeals system) - The role of judges, juries, and legal professionals - How laws are made and changed (Parliament, legislation process) - Rights within the justice system (fair trial, legal representation, presumption of innocence) - The concept of justice and different approaches (punishment, rehabilitation, deterrence) - The effectiveness and fairness of the justice system in the UK **Disciplinary knowledge**: - Demonstrate accurate knowledge and understanding of the topic being assessed - Explain key ideas clearly, showing how and why they are relevant to the question

			- Apply knowledge appropriately to the context of the question using relevant examples or evidence - Develop analytical arguments by linking causes, consequences, and relationships between ideas - Present a balanced answer by considering different viewpoints or perspectives - Evaluate arguments by weighing up strengths and weaknesses using evidence or reasoning - Reach a clear, justified conclusion that directly answers the question and is supported by the argument throughout - **Assessment Objectives:** - A01: Demonstrate knowledge and understanding of citizenship concepts, terms and issues - A02: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions. - A03: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. -
Summer 2	Theme E: Active Citizenship	- Outlined in the specification - Students must carry out an in-depth, critical investigation leading to citizenship action.	**Substantive knowledge**: - What active citizenship is and the difference between active and passive participation - Different ways citizens can participate (e.g. voting, campaigning, petitions, protests, volunteering)

		- The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally.	- How pressure groups and campaigns influence change in society and politics - How citizens can plan and carry out a campaign or citizenship action - How different organisations (government, charities, media) can support or resist change - How citizenship actions are evaluated in terms of success and impact - How citizenship connects to wider issues like rights, democracy, and justice **Disciplinary knowledge**: - Identify and investigate real citizenship issues using relevant evidence - Explain causes, consequences, and different viewpoints on an issue - Analyse how and why different methods of participation are effective - Evaluate the success and limitations of citizenship actions or campaigns - Use evidence to support decisions and justify choices in an argument - Work collaboratively to plan, carry out, and reflect on citizenship action - Communicate clear, reasoned conclusions about political or social issues

Year 11			
Term	**Unit Title**	**Unit Purpose**	**Knowledge and Skills**

Autumn 1 and 2	Theme D: Power and Influence	*See above for theme E* *Theme D:* • *Content of the course is outlined in the specification* • *Students revisit key ideas about democracy, rights and responsibilities in Themes A–C as they explore ideas about power.* • *Students will consider power in relation to the ways in which citizens, governments, and the media exercise power and influence.*	*See above for theme E* *Theme D* ***substantive knowledge****:* - *Main sources of power in UK society (government, Parliament, media, pressure groups, citizens, courts)* - *How political power is distributed and why it is not always equal* - *The role of pressure groups and how they try to influence decision-making* - *Methods used by pressure groups (e.g. lobbying, protests, campaigns, media use)* - *The influence of the media on public opinion and political agendas* - *The role of political parties in gaining power and shaping policy* - *Ways citizens can influence decision-making (e.g. voting, petitions, campaigns, activism)* - *How influence operates at different levels (local, national, global)* - *How different groups compete or cooperate to gain power and influence outcomesDisciplinary knowledge:* ***Disciplinary knowledge****:*

			- *Explain how different individuals and groups gain and use power in society* - *Analyse the methods used by different actors to influence decisions* - *Apply knowledge to real-world examples of power and influence* - *Evaluate the effectiveness of different methods of influence* - *Assess how balanced or unequal power is in UK democracy* - *Compare the influence of different groups (e.g. media vs pressure groups vs government)* - *Use evidence to support judgements about who holds the most influence* - *Develop reasoned arguments about how effectively democracy works in practice* - *Reach supported conclusions about how power operates in modern society* - *Develop 10-mark exam skills: constructing a balanced argument with explained points, supported examples, and a justified conclusion* **Assessment Objectives:** **A01**: Demonstrate knowledge and understanding of citizenship concepts, terms and issues **A02**: Apply knowledge and understanding of citizenship concepts,

			terms and issues to contexts and actions. **A03**: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.
Spring 1	Revision	Preparation for GCSE Exam	- Interleaving content from theme A-E in response to student needs. - Source Analysis skills - Extended writing skills
Spring 2	Revision	Preparation for GCSE Exam	- Interleaving content from theme A-E in response to student needs. - Source Analysis skills - Extended writing skills
Summer 1	Revision	Preparation for GCSE Exam	- Interleaving content from theme A-E in response to student needs. - Source Analysis skills - Extended writing skills
Summer 2	N/A	N/A	N/A