

**Year 10**

	HT1 Topic/Unit: Theme A Living in the UK	HT2 Topic/Unit: Theme A Living in the UK	HT3 Topic/Unit: Theme B Democracy in the UK	HT4 Topic/Unit: Theme B Democracy in the UK	HT5 Topic/Unit: Theme C Law and Justice	HT6 Topic/Unit: Theme C Law and Justice
<b>Key Content:</b>	<p><b>How have communities developed in the UK?</b></p> <p>The changing UK population</p> <ul style="list-style-type: none"> <li>The changing composition of the UK population in terms of age, ethnicity, religion and disability.</li> </ul> <p>Migration and its impact</p> <ul style="list-style-type: none"> <li>The social, economic and other effects of immigration to the UK, including why it has been seen as a benefit and a challenge. Types of migrants coming to the UK (economic migrants, refugees, asylum seeker) and the reasons why people migrate.</li> <li>Sources of migration from 1945 to the present, including Commonwealth countries and Europe.</li> </ul> <p>Respect and understanding</p> <ul style="list-style-type: none"> <li>What mutual respect means in practice and why it is necessary in a diverse society: the effects of inequality and discrimination on individuals, groups and communities, and the role of the Equality Act 2010 in preventing discrimination.</li> <li>How mutual understanding is encouraged in schools and the wider community; the concepts of diversity, integration and community cohesion that underpin democratic society.</li> </ul> <p><b>What is identity?</b></p> <p>Identity</p> <ul style="list-style-type: none"> <li>That people's identities can be defined in various ways (e.g. ethnic, religious, gender, age, social, cultural, national, local, regional); the concept of multiple identities.</li> <li>The impact on identity debates of the UK being comprised of England, Northern Ireland, Wales and Scotland.</li> </ul> <p><b>What are democratic values and where do they come from?</b></p> <p>Rights, duties and values that underpin democracy</p> <ul style="list-style-type: none"> <li>Human, moral, legal and political rights and freedoms in the UK, including: to equality and association; to freedom of speech, opinion and privacy</li> <li>The duties of citizens to respect the rights and freedoms of others, and to obey the law.</li> <li>That rights of different people or groups (nationally and locally) can come into conflict and need to be balanced in different situations in life and work where there is inequality or unfairness.</li> <li>Why the rule of law is necessary in a democracy.</li> <li>The checks and balances needed in relation to rights and freedoms, including debates about freedom of speech, privacy and the threat from terrorism.</li> </ul> <p><b>Development of human rights</b></p> <ul style="list-style-type: none"> <li>Magna Carta as a first step against arbitrary rule and a guarantee of justice. The rights and freedoms protected by the:</li> </ul>		<p><b>Who runs the country?</b></p> <p>Parties and candidates</p> <ul style="list-style-type: none"> <li>The key philosophical differences between the major political parties standing in UK general elections.</li> <li>How candidates are selected to stand for a constituency.</li> </ul> <p>Elections and voting systems</p> <ul style="list-style-type: none"> <li>The concept of democracy; representative democracy (democracy via elections) and direct democracy (democracy via referendums) and the strengths and weaknesses of each.</li> <li>How the Westminster-first-past-the-post system operates; who can and cannot vote in general elections and why; debates about extending the franchise. The frequency of general elections.</li> <li>How the regional list system for European Parliament elections operates; the impact of this on which parties are represented compared with UK general elections.</li> <li>The strengths and weaknesses of the first-past-the-post voting system compared with proportional representation.</li> </ul> <p>Forming and organising the work of government</p> <ul style="list-style-type: none"> <li>The process of forming a government, including the role of the monarch in appointing a government. What happens when no single party can form a government and a coalition government is formed.</li> <li>The organisation of government administration into departments, ministries and agencies staffed by civil servants</li> </ul> <p><b>How does Parliament work?</b></p> <p>The Westminster Parliament</p> <ul style="list-style-type: none"> <li>The distinction between executive, legislature, judiciary and monarchy.</li> <li>The roles of the Houses of Commons and Lords and the relationship between them; the process of parliamentary debate and deliberation of public issues as part of the process of making and shaping policy and legislation.</li> <li>The roles of prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs and the ceremonial role of Black Rod; the role of an MP in representing constituents' interests</li> </ul> <p>Making and shaping law</p> <ul style="list-style-type: none"> <li>How a bill becomes law: debate in the House of Commons and the House of Lords; scrutiny by committees; royal assent</li> </ul> <p>The Constitution</p> <ul style="list-style-type: none"> <li>The institutions of the British constitution: the power of government, the prime minister and cabinet; the roles of the</li> </ul>		<p><b>What is the law for and how does it affect us?</b></p> <p>The role of law in everyday life in dealing with complex problems</p> <ul style="list-style-type: none"> <li>What law is and how the law affects our everyday lives.</li> <li>Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination), change behavior, and respond to new situations in society (including scientific and technological developments and changing values).</li> <li>The age we become legally responsible for our actions (drive, marry, vote, work, join the armed forces) and the age of criminal responsibility and how legal age limits are designed to protect young people</li> </ul> <p>Principles and sources of law.</p> <ul style="list-style-type: none"> <li>Fundamental principles of law to uphold rights and freedoms: the rule of law; the presumption of innocence; equality before the law; access to justice.</li> <li>That England and Wales have a different legal system from Northern Ireland and Scotland.</li> <li>The main sources of law: common law (case law or precedent), legislation and the EU.</li> </ul> <p><b>How does the justice system work?</b></p> <p>Civil and criminal law</p> <ul style="list-style-type: none"> <li>The purposes of criminal law: used to protect the public from harm such as in cases where crimes are committed against a person or property.</li> <li>The purposes of civil law: to settle civil disputes, such as debt, personal injury, and family matters.</li> </ul> <p>The justice system in England and Wales</p> <ul style="list-style-type: none"> <li>The roles and powers of the police, judges and magistrates, and legal representatives.</li> <li>The responsibilities and roles of citizens in the legal system including as jurors, magistrates, special constables, members of a tribunal hearing.</li> <li>Fundamental principles of the law in practice: the rights of citizens on arrest to know the reason for arrest, inform someone of their arrest and to see a solicitor.</li> </ul> <p>Courts and tribunals</p> <ul style="list-style-type: none"> <li>Types of criminal courts, key differences between how they operate and the types of case they are used for: <ul style="list-style-type: none"> <li>magistrates court</li> <li>crown court</li> </ul> </li> <li>Types of civil courts and what they are used for: <ul style="list-style-type: none"> <li>county court</li> <li>high court.</li> </ul> </li> <li>The use of tribunals and other means of civil dispute resolution, such as mediation, to settle disputes.</li> </ul> <p>Youth justice</p> <ul style="list-style-type: none"> <li>The operation of the youth justice system and how and why youth courts differ to other courts.</li> </ul> <p><b>Is crime increasing in society?</b></p> <p>Crime and society</p> <ul style="list-style-type: none"> <li>Factors affecting crime rates in society, including issues around the recording of crime and reasons for re-offending.</li> <li>Strategies to reduce crime, including through prevention, protection and punishment.</li> </ul>	

**Citizenship at Compass School Southwark  
2022-2023**

	<p>UN Universal Declaration on Human Rights European Convention on Human Rights United Nations Convention on the Rights of the Child Human Rights Act 1998</p> <p><b>How does local democracy work?</b></p> <p>Citizens and local government</p> <ul style="list-style-type: none"> <li>The distinction between councilors and officers. The role of local councils in representing the community and the services that they typically provide</li> </ul> <p><b>Paying for local services</b></p> <p>How councils are funded through council tax, business rates, government grants and income from charges</p>	<p>legislature, the Opposition, political parties, the monarch, citizens, the judiciary, the police and the civil service.</p> <ul style="list-style-type: none"> <li>That the UK has an uncodified constitution and examples of how this is changing, including because of devolution and membership of the EU.</li> <li>The concept of parliamentary sovereignty; checks and balances, including the role of judicial review; how Parliament holds government to account through oversight and scrutiny.</li> </ul> <p><b>How is power shared between Westminster and the devolved administrations?</b></p> <p>Government in constituent parts of the UK</p> <ul style="list-style-type: none"> <li>The powers of devolved bodies in Scotland, Wales and Northern Ireland.</li> <li>How relations are changing between England, Scotland, Wales and Northern Ireland, including views on devolution and independence</li> </ul> <p><b>How does government manage public money?</b></p> <p>Taxation and government spending</p> <ul style="list-style-type: none"> <li>How direct and indirect taxes are raised by central government.</li> <li>The role of the Chancellor of the Exchequer in budgeting for income, expenditure and debts, managing risks and making decisions about the allocation of public funding.</li> </ul> <p>Different views and debates about how governments and other service providers make provision for welfare, health, the care of the elderly and education.</p>	<p>Sentences and punishment</p> <ul style="list-style-type: none"> <li>Types of sentence and punishment, including prison, community payback and restorative justice; how these are determined for different offences; debates about the purpose and impact of different types of punishment.</li> </ul>

Year 11

	HT1 Topic/Unit: Theme E Active Citizenship	HT2 Topic/Unit: Theme E Active Citizenship	HT3 Topic/Unit: Theme D Power and Influence	HT4 Topic/Unit: Theme D Power and Influence	HT5 Topic/Unit: Revision	HT6 Topic/Unit: Students have left
<b>Key Content:</b>	<p>Students will follow the below stages to complete their citizenship action:</p> <p>Stage 1 - Identify an issue, form a team and carry out initial research</p> <ul style="list-style-type: none"> <li>Identify an issue, problem, cause of social need that relates to citizenship concepts and issues studied as part of the course.</li> <li>Understand the range of methods and approaches relevant to citizenship actions that can be used by governments, organisations, groups and individuals to address citizenship issues in society.</li> <li>Form a team[1] and start to research possible elements of the activity.</li> <li>Carry out secondary research[2] to investigate a citizenship issue and prepare for carrying out primary research.</li> </ul> <p>Stage 2 - Undertake primary research</p> <ul style="list-style-type: none"> <li>Identify and sequence research questions relating to the issue, problem, cause or social need.</li> <li>Carry out primary research[1] to answer research questions.</li> <li>Analyse answers to research questions to identify evidence which assists the team in deciding the activity they wish to undertake. 3 Represent their own and different points of view</li> </ul> <p>Stage 3 - Represent their own and different points of view</p> <ul style="list-style-type: none"> <li>Show understanding of the issue including their own opinions and the views and perspectives of different people.</li> <li>Review the evidence and research undertaken and the different viewpoints expressed, and consider why some evidence or viewpoints may be more compelling or persuasive than others.</li> </ul>		<p><b>What power and influence can citizens have?</b></p> <p>Citizen participation in politics and society</p> <ul style="list-style-type: none"> <li>The opportunities, and barriers to citizen participation in democracy and politics in the UK.</li> <li>Ways in which citizens can contribute through direct and indirect action to democracy and hold those in power to account and contribute to wider public life, including by voting, joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.</li> <li>How digital democracy, social media and other measures are being developed as a means to improve voter engagement and political participation.</li> <li>Key differences in how citizens can and cannot participate in politics in political systems outside the UK: one democratic and one non-democratic.</li> </ul> <p>The role of groups and organisations in democratic society</p> <ul style="list-style-type: none"> <li>The role different organisations play in providing a voice and support for different groups in society including public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups.</li> <li>Two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to address public policy, challenge injustice or resolve a local community issue.</li> <li>The role, and origins of, trade unions as associations of workers with the aim of maintaining or improving the conditions of employment through collective action.</li> <li>Rights of people in the workplace and ways people at work are protected and supported, including trade unions, staff associations and tribunals.</li> </ul> <p><b>What role and influence should the media have?</b></p> <p>The role of the media and a free press</p> <ul style="list-style-type: none"> <li>Why a free press is important in a democracy and the role of the media in: influencing and informing the public; reporting news accurately; investigating issues and exposing problems in the public interest; and scrutinising the government and others in power and holding them to account for their actions.</li> </ul> <p>Rights and responsibilities of the media</p> <ul style="list-style-type: none"> <li>The right of the media to investigate and report on issues of public interest, subject to the need for accuracy and respect for people's privacy and dignity.</li> <li>The role of the press regulator in the UK; reasons why press censorship may occur.</li> </ul>		<p><b>Revision for GCSE exams.</b></p>	

	<ul style="list-style-type: none"> <li>Consider the different viewpoints and make the case for what the team think should happen.</li> </ul> <p>Stage 4 – Plan the action:</p> <ul style="list-style-type: none"> <li>Identify who the action will target, setting goals for the proposed activity and identify criteria for judging success.</li> <li>Consider possible methods and approaches to use during the activity to form a clear plan of action (including key steps, sequence and priorities), taking account of the time and resources available.</li> <li>Allocate roles and tasks to each team member, anticipating any possible difficulties and how to overcome them; establish a simple system for recording decision-making and progress.</li> </ul> <p>Stage 5 - Apply skills of collaboration, negotiation and influence as they deliver the activity</p> <ul style="list-style-type: none"> <li>Demonstrate team work and role-awareness in delivering their activity, showing the importance of collaboration, negotiation and influence in carrying out the action.</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>Organise and deliver an event, meeting or campaign to advocate for the selected issue, problem, cause or social need and that aims to argue the case, raising awareness and commitment by informing, influencing and persuading the target audience.</li> </ul> <p>Stage 6 - Critically evaluate their learning and the impact of the action</p> <ul style="list-style-type: none"> <li>Consider how and why their action did, or didn't, achieve its intended effect, assessing the success of the activity in relation to their goals.</li> <li>Assess how well the method they selected worked in practice and what they might do differently in a future course of citizenship action.</li> <li>Consider the impact the action had on their own citizenship learning, including learning from any mistakes.</li> </ul>	<p>The use of the media for influence</p> <ul style="list-style-type: none"> <li>How groups or individuals and those in power use the media try to influence public opinion.</li> </ul> <p><b>Does the UK have power and influence in the wider world?</b></p> <p>The UK's role and relations with the rest of Europe</p> <ul style="list-style-type: none"> <li>The difference between the European Union and the Council of Europe.</li> <li>Benefits (including free trade, financial support for infrastructure, being part of a large market), and obligations (including to comply with legislation and policies) of the UK's membership of the EU.</li> <li>Examples of EU decisions that impact on the UK such as setting standards for consumer rights, protecting the environment, the free movement of citizens to live and work in the EU.</li> </ul> <p>The UK's role in the rest of the world</p> <ul style="list-style-type: none"> <li>The role of the United Nations and its agencies, NATO, the Commonwealth, and the World Trade Organisation; the UK's relations with these organisations in terms of the benefits and commitments arising from membership.</li> </ul> <p>Rights and responsibilities in challenging global situations</p> <ul style="list-style-type: none"> <li>Global issues and human rights: balancing rights and responsibilities in conflict situations.</li> <li>The role of international law in conflict situations to limit the effects of armed conflict on civilians and how international humanitarian law establishes the rules of war.</li> <li>The role of non-governmental organisations (NGOs) in different situations, including examples of NGOs providing relief to protect people at risk and in supporting development.</li> <li>An example where the UK has played a role in an international disagreement or conflict and the methods used: mediation, sanctions or force.</li> </ul>		
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