

Whalley Range High School – Curriculum Map – Citizenship

		Term 1		Term 2		Term 3	
	No. of Weeks	7	7	7	5	6	7
	Topic Title and NC link	Freedom and Social Justice Roles of citizens UK citizens' liberties Responsible action	Digital Literacy UK citizens' liberties Citizens' participation in democracy	Diversity, equality and responsibility UK citizens' liberties	Justice, power and control Rules, laws and justice system Role of police Operation of courts	Democracy: Change in Action Roles played by public institutions Working together to improve society	Political literacy Political system of democratic government; operation of Parliament
Year 9	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Prejudice and discrimination: Equality Act Social stratification Responsible Citizenship Human rights	Fake news Media bias Journalism Artificial intelligence	Diversity and diversity quotas Challenging racism Injustice	The justice system Court sentencing powers The role of prisons Police powers	Protests Boycotts Trade Unions Protest Poetry: change through poetry	Levels of government Political representation The House of Lords Creating a manifesto
	<i>Pupils should be able to do... (Skills being developed)</i>	Consider their place in society Engage in debate Develop reading skills Apply their understanding of discrimination to different scenarios Apply their understanding of the above in a letter to argue for better standards	Consider the role of the media in how they view the world Engage in debate Develop reading skills Apply understanding of media bias to respond to statement	Consider diversity and representations of diversity in society Understand different forms of presentation Engage in debate Apply knowledge/ understanding of diversity and responsibility to an article to advise Develop reading skills	Develop skills of explanation Apply knowledge of justice system to different scenarios Develop reading skills Engage in debate and develop writing for a speech Apply understanding of justice system in writing for purpose and audience	Consider ways in which they can have their voice heard Develop reading skills Engage in debate Evaluate understanding of protest and poetry	Consider whether issues affect local or national politics Develop reading skills Engage in debate Prepare questions for local politician/Councillor Create own manifesto
	<i>Why are we doing this now? How does it build on</i>	Scheme introduces them to what it means to be a good citizen.	This unit builds on the previous unit in its development of how citizens can	This unit deliberately draws on the learning from the previous term to support	Students are able to apply their previous learning in considering the role that the judicial system plays in	Using their knowledge of society and social hierarchies, students learn	Students are able to draw on all learning from year in order to prepare and research questions

	<i>prior learning and prepare for knowledge and learning still to come?</i>	The unit introduces the skills being developed over the year and encourages students to consider societal perceptions.	engage with the world around them. Students are able to draw on learning from previous two terms in the summative assessment.	students in challenging injustices. It lays the groundwork for the following scheme which considers the judicial system (including potential injustices).	maintaining law and order. In preparation for final term, students begin marrying the differences between social injustice and judicial system, considering the role that politicians play in society.	more about how their voice can be heard: effective/ ineffective forms of protest. Scheme prepares students for interaction with local politicians in final half term.	to ask local politician/ councillor. Students are able to consider the role that politics plays in all issues, systems and perceptions discussed throughout year.
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