

Rationale

At Youth Challenge our Citizenship curriculum in key stage 4 provides our pupils with a deeper knowledge of how they, as citizens, are enabled by society to play a full and active part in their own and the wider global community, including the opportunity to effect change and to make a positive contribution. Pupils will also learn how a society operates and functions by gaining a deeper understanding of democracy, government and law.



Knowledge

We ensure that through the Citizenship curriculum pupils will:

- know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and non-democratic 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 they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence
- use and apply citizenship knowledge and understanding to contribute to debates, show understanding of different viewpoints, make persuasive and reasoned arguments, and justify and substantiate their conclusions
- use and apply citizenship knowledge, understanding and skills in order to participate in responsible actions to address citizenship issues aimed at improving society and positively contributing to democracy and public life, as individuals and in collaboration with others.



Character

We ensure that pupils develop their own character attributes by:

- Understanding the impact that human beings can have on the lives of others and the community and to develop a sense of responsibility for the impact that they have on the world
- Developing an appreciation and respect for the views of others, and learning to accept and respect views and opinions that are different to their own.

- Developing an understanding of what it means to be a responsible citizen and how they are able to make a positive contribution to public life and democracy.



Creativity

We ensure that pupils can respond to their learning and express their thoughts and feelings in creative ways. We encourage them to find their voice and to be confident to express their views.



Innovative Thinking

We teach pupils to be discerning consumers of information. We encourage pupils to question, challenge and investigate evidence and data that is presented to them and to become aware that information and data can be biased, incomplete or misleading.

We inspire pupils to think about their own personal beliefs and to challenge them as they learn more about the world. Pupils will be encouraged to come up with innovative ideas and solutions to address some of the problems we face in modern society.



Transform

Pupils will transform the essential knowledge and skills that they are taught in the Citizenship curriculum into long-lasting success in the world of further study and work. They will develop skills which prepare them for the world of work such as empathy, understanding and tolerance.

Their knowledge and understanding of democracy, government and law in today's modern society will help to inform their thinking and decision making. They will understand what it means to be a citizen of the world and the responsibility that they have to make a positive impact.

Curriculum Design

Pupils in key stage 4 have the opportunity to gain a GCSE qualification in Citizenship. Citizenship is delivered to all KS4 pupils via one 50 minute lesson per week.

The key stage 4 curriculum is organised into the three key themes of the Whole School curriculum –

- **Identity** – Pupils look at Life in modern Britain, the make-up and dynamics of contemporary society and what it means to be British, as well as the role of the media and the UK's role on the world stage.
- **The Wider World** – In this theme pupils look at rights and responsibilities, and how the nature of laws, rights and responsibilities within the UK has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.
- **Making an Impact** - In this theme, pupils develop their understanding of the political process and 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.

Reading, especially the acquisition of tier three vocabulary, is prioritised within Citizenship with the inclusion of high quality texts and the explicit identification of when unfamiliar vocabulary will be introduced within our curriculum planning documents. All staff are trained in SEND and adept at ensuring their teaching and resources meet the needs of all pupils. Staff have a secure understanding of how to cater for pupils with specific learning difficulties, such as dyslexia, and liaise closely with our SENDCo where they feel additional support is needed. Throughout the Citizenship curriculum pupils explore the many careers which are linked to democracy, law and the government. Youth Challenge Citizenship staff belong to trust Citizenship hubs in which they share good practice and can access relevant CPD either internally or externally.

Assessment and Progress in Citizenship

Every term teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system. At the end of the term teachers are asked to use this assessment data to attribute an overall BIT level taken from the BIT level descriptors that we have created for Citizenship and which links both to the national curriculum for Citizenship and the GCSE qualification.

Progress Measures in Citizenship – Progress is mapped out for Citizenship using the English Flight Path and entered onto the Insight system by a member of SLT. Pupils who progress according to the flight path are judged as ‘On track’. Those who do better are judged as working at ‘Greater depth’. Those who are one sub-level behind on the flight path are judged as ‘just below’ and those who are further behind are judged as ‘below’

Some pupils veer off the course of the flight path during their time with us for many different reasons. For those pupils who are not making expected flight path progress, we report on how many sub-levels of progress they have made in a term.

BIT Level	Level Descriptor
9a	To achieve grade 9, pupils’ evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements
9b	
9c	
8a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 8b in all aspects of their work
8b	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of citizenship concepts, terms and issues • Construct perceptive and convincing arguments that consider a variety of viewpoints and reach well-substantiated conclusions • Develop ambitious research enquiries that lead to a strong, evidence-based analysis of citizenship issues • Critically evaluate the outcomes of effective participation in citizenship action
8c	To achieve this level students will demonstrate that they meet the criteria for level 7a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 8b

7a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 7b in all aspects of their work
7b	To achieve grade 7, pupils' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
7c	To achieve this level students will demonstrate that they meet the criteria for level 6a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 7b
6a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 6b in all aspects of their work
6b	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate and apply accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues • Construct developed arguments that consider differing viewpoints to draw evidence-based conclusions • Develop thorough research enquiries that lead to an evidence-based analysis of citizenship issues • Developed evaluation of the outcomes of participation in citizenship action
6c	To achieve this level students will demonstrate that they meet the criteria for level 5a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 6b
5a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 5b in all aspects of their work
5b	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate and apply mostly accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues • Construct reasoned arguments that consider some differing viewpoints to draw evidence-based conclusions • Develop credible research enquiries that lead to an evidence-based analysis of citizenship issues • Evaluate the outcomes of participation in citizenship action

5c	To achieve this level students will demonstrate that they meet the criteria for level 4a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 5b
4a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 4b in all aspects of their work
4b	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate and apply appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues • Construct arguments that consider some differing viewpoints to draw evidence-based conclusions • Develop research enquiries that lead to an evidence-based analysis of citizenship issues • Partial evaluation of the outcomes of participation in citizenship action
4c	To achieve this level students will demonstrate that they meet the criteria for level 3a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 4b
3a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 3b in all aspects of their work
3b	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> • Answers will show more limited knowledge and understanding of citizenship concepts, terms and issues • There will be more limited evidence and examples to support points made • Citizenship vocabulary will be described rather than explained, with limited development • Material presented will be partial and descriptive and applied to answering some points about the Citizenship Action. • Analysis/evaluation will be limited and descriptive with some focus on the outcomes of participation in the Citizenship Action
3c	To achieve this level students will demonstrate that they meet the criteria for level 2a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 3b

2a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 2b in all aspects of their work
2b	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate and apply knowledge and understanding of some aspects of citizenship concepts, terms and issues • Produce a basic line of reasoning that demonstrates some awareness of differing viewpoints to reach a judgement, with limited reference to evidence • Develop basic research enquiries that lead to a straightforward consideration of citizenship issues • Reflect on some of the outcomes of participation in citizenship action
2c	To achieve this level students will demonstrate that they meet the criteria for level 1a, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 2b
1a	To achieve this level pupils will be able to demonstrate all of the knowledge and skills listed in 1b in all aspects of their work
1b	To achieve a grade 1, pupils' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives.
1c	To achieve this level students will demonstrate that they meet the criteria for level Pre GCSE 5, but for some of their work they are beginning to be able to demonstrate some of the knowledge and skills in 1b

Curriculum Intent

	Autumn - Exploring My World Life in Modern Britain	Spring - The Wider World. Rights and Responsibilities	Summer - Impacting the World Politics and Participation
Year 10	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The principles and values that underpin British society • What we mean by identity • The role of the media and the free press • The UK's role in key international organisations • How citizens can make their voice heard and make a difference in society 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What laws a society requires and why • What are a citizen's rights and responsibilities within the legal system • How the law has developed over time and how it protects the citizen and deals with criminals • What the universal human rights are and how we protect them • How citizens play a part to bring about change in the legal system 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Where political power resides in the UK and how it is controlled • What the powers are of local and devolved government and how citizens can participate. • Where political powers reside • How others govern themselves • How citizens can bring about political change
Year 11	<p><i>-Pupils will use the first half term to complete the unit on Politics and Participation if necessary.</i></p> <p>Pupils will undertake an investigation into a citizenship issue of their own choice. They will demonstrate their knowledge and skills in:</p> <ul style="list-style-type: none"> • Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions. • Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates. • Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts. • Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society. • Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected. 		<p>Pupils will prepare for their examination.</p>