

Focus	Term 1	
	HT 1 – The Political System in the UK (Y10)	HT 1 – Crime and Punishment (Y11)
Powerful Knowledge	<p>The roles of different branches of government.</p> <p>How a General Election is ran in the UK.</p> <p>The advantages and disadvantages of different electoral systems.</p> <p>How British Values are upheld by the UK political system.</p>	<p>The operation of the UK legal system, including key components.</p> <p>Secular and non-secular arguments for and against Capital Punishment.</p> <p>How British Values are upheld by the UK legal system.</p>
What we are learning	<ul style="list-style-type: none"> • Introduction to Politics • What is democracy? • What does an MP do? • How are laws made in the UK? • What is a General Election? • Electoral Systems • Political Participation 	<ul style="list-style-type: none"> • Introduction to the UK Legal System • Types and Causes of Crime • What is Hate Crime? • Punishment • What is Capital Punishment? • What do Christians believe about Capital Punishment? • What do Muslims believe about Capital Punishment? • What do Humanists believe about Capital Punishment?
Key Knowledge	<ul style="list-style-type: none"> • The branches of government and chambers in Parliament. • Right and Freedoms citizens have in the UK. • How freedom of the press hold the government to account. • The role of an MP in Parliament and their constituency. • How Acts of Parliament are made in the UK. • How to vote in a General Election. • How the electoral system of First Past the Post operates. • Alternative electoral systems. • How citizens can participate in Politics. 	<ul style="list-style-type: none"> • Key components of the UK legal system • Reasons for crime • Types of Punishment in the UK • Secular and non-secular arguments for and against Capital Punishment • How British Values are upheld by the UK legal system.
Key Skills	<ul style="list-style-type: none"> • Critical thinking • Reading Comprehension • Analysis • Evaluation • Teamwork • Making connections • Conveying an argument through writing • Self-awareness/reflective thinking 	<ul style="list-style-type: none"> • Critical thinking • Reading Comprehension • Analysis • Evaluation • Teamwork • Making connections • Conveying an argument through writing • Self-awareness/reflective thinking
Inclusive teaching approaches including SEND	<ul style="list-style-type: none"> • Modelling • Sentence Starters • Key Words • Task Management Boards • Whiteboards • Pair Work • Chunking • Following PPs (handouts etc) • Live Marking 	<ul style="list-style-type: none"> • Modelling • Sentence Starters • Key Words • Task Management Boards • Whiteboards • Pair Work • Chunking • Following PPs (handouts etc) • Live Marking
How we will assess learning in this unit	<ul style="list-style-type: none"> • Baseline assessment (knowledge quiz) which is repeated at the end of the unit. • Knowledge checks (retrieval tasks) at the start of each lesson. • Series of short written tasks each lesson 	<ul style="list-style-type: none"> • Baseline assessment (knowledge quiz) which is repeated at the end of the unit. • Knowledge checks (retrieval tasks) at the start of each lesson.

		<ul style="list-style-type: none"> • Series of short written tasks each lesson
High Challenge Reading	<ul style="list-style-type: none"> • Quote analysis: Martha Gellhorn • Labour Manifesto • Conservative Manifesto • Diary of an MP • How are laws made in the UK? 	<ul style="list-style-type: none"> • Criminal Defences and associated cases • Hate Crime Statistics and Census Data • Aims of Punishment • Bible Quote Analysis • Qur'an Quote Analysis • Humanist Profile: AC Grayling
Homework	Knowledge Quiz?	Knowledge Quiz?
Key vocabulary for this unit	Democracy, Parliament, Executive, Legislature, Judiciary, House of Commons, House of Lords, PM, Cabinet, Constituency, MP, Lobby, Act of Parliament, Bill, Private Members Bill, Monarch, General Election, FPTP, Electoral Systems, Petition, Protest, Pressure Group.	Hierarchy of the courts, Criminal Law, Civil Law, Magistrates Court, Crown Court, Judge, Magistrates, Lawyer, Solicitor, Barrister, Prosecutor, Defence, Jury, Clerk, Usher, Automatism, Intoxication, Insanity, Duress, Self-defence, Hate Crime, British Values (Democracy, Rule of Law, Mutual Respect, Tolerance, Individual Liberty, Retribution, Reformation, Deterrence, Protection, Vindication, Reparation, Capital Punishment, Sanctity of life, Forgiveness, Justice, Shari'ah law, Humanism
Employability skills	<ul style="list-style-type: none"> • Communication and Interpersonal Skills • Ability to learn and adapt • Working to deadlines • Problem Solving • Valuing diversity • Teamwork • Negotiation Skills • Numeracy Skills <p>From September 2025 each lesson will have an employability skills slide at the end for staff and students to discuss as packing away, which employability skills have they used in today's lesson.</p>	<ul style="list-style-type: none"> • Being self-motivated • Organisation Skills • Working to deadlines • Ability to learn and adapt • Communication skills • Teamwork • Valuing diversity • Problem Solving Skills • Numeracy Skills <p>From September 2025 each lesson will have an employability skills slide at the end for staff and students to discuss as packing away, which employability skills have they used in today's lesson.</p>

Long Term Curriculum Map for school professionals

Year Group (10/11)

Focus	Term 2	
	HT 3 – Active Citizenship	HT 4
Powerful Knowledge	<p>The roles played by public institutions and voluntary groups in society.</p> <p>Different ways citizens can work together to improve their communities.</p>	
What we are learning	<ul style="list-style-type: none"> • What is Active Citizenship? 	
Key Knowledge	<ul style="list-style-type: none"> • How Greenpeace makes a difference globally. • How the Trussell Trust helps communities on a national scale. • How Fylde Coast Women’s Aid helps the local community. • How citizens can get involved with these organisations. 	
Key Skills	<ul style="list-style-type: none"> • Critical thinking • Analysis • Evaluation • Conveying an argument through writing • Self-awareness/reflective thinking 	
Inclusive teaching approaches including SEND	<ul style="list-style-type: none"> • Modelling • Sentence Starters • Key Words • Task Management Boards 	

	<ul style="list-style-type: none"> • Whiteboards • Pair Work • Chunking • Following PPs (handouts etc) • Live Marking 	
How we will assess learning in this unit	<ul style="list-style-type: none"> • Baseline assessment (knowledge quiz) which is repeated at the end of the unit. • Knowledge checks (retrieval tasks) at the start of each lesson. • Series of short written tasks each lesson 	
High Challenge Reading	<ul style="list-style-type: none"> • Greenpeace • Trussell Trust • Fylde Coast Women's Aid 	
Homework	Knowledge Quiz?	
Key vocabulary for this unit	Active Citizenship, Protest, Petition, Food Bank, MP, NGO, Greenpeace, Trussell Trust, Fylde Coast Women's Aid, British Values (Democracy, Rule of Law, Mutual Respect, Tolerance, Individual Liberty).	
Employability skills	<ul style="list-style-type: none"> • Communication and Interpersonal Skills • Ability to learn and adapt • Working to deadlines • Problem Solving • Valuing diversity • Teamwork • Negotiation Skills <p>From September 2025 each lesson will have an employability skills slide at the end for staff and students to discuss as packing away, which employability skills have they used in today's lesson.</p>	

Focus	Term 3	
	HT 5	HT 6
Powerful Knowledge		
What we are learning		
Key Knowledge		

Key Skills		
Inclusive teaching approaches including SEND		
How we will assess learning in this unit		
High Challenge Reading		
Homework		
Key vocabulary for this unit		
Employability skills		

Notes for support when completing:

- Powerful knowledge: This is knowledge that goes beyond everyday experiences that provides the ability to think in new ways.
- High challenge reading: Where are you planning for quality high challenge reading in your curriculum and the reading strategies to approach this?
- Employability skills: This relates to the 10 key employability skills. Where are you planning for students to use these skills in your curriculum and how are you signposting them and making this a key part of the learning so students see the wider impact of their developing skills?
- Inclusive teaching approaches including SEND: These are some strategies that aim to create a learning environment where every student feels valued, supported, and able to succeed: use of formative assessment strategies and feedback, checklists, visual supports, scaffolding and modelling strategies, use of talk and oracy tasks, flexible groupings, pre-teaching, overlearning, use of retrieval, low stakes quizzes, live marking.

Employability skills:

Employability Skills



BE
SELF-MOTIVATED



ORGANISATIONAL
SKILLS



WORK TO
DEADLINES



ABILITY TO
LEARN AND ADAPT



COMMUNICATION
SKILLS



TEAMWORK



NEGOTIATION
SKILLS



VALUING
DIVERSITY



PROBLEM SOLVING
SKILLS



NUMERACY AND
IT SKILLS