

Intent

The GCSE Citizenship course is delivered to KS4 students who opt in to take this GCSE. It is run over one year and covers both option blocks, in order to make sure students have enough teaching and learning time. This option is currently only available to main site students but off-site provisions have had access to this course, in previous years.

The principal aim of Citizenship education at The Oswaldtwistle School is to engage pupils in the local and global world; to consider their role as global citizens and to think critically but proactively about a politicised environment. The one-year course encourages students to play an active part in public and democratic life as informed and active citizens. The Citizenship Studies at GCSE allows for the group or individual to develop the ability to analyse and comment on four themes; Living together in the UK, Democracy at work in the UK, Law and Justice and Power and influence - The UK's relationship with the rest of the world.

The course focuses on the importance of active citizenship so students can engage with topics close to their hearts while they develop skills in research and investigation, problem solving, advocacy and campaigning. Citizenship Studies at GCSE reflects current issues, questions and debates; and therefore students develop knowledge and understanding of the role of citizenship in relation to the political and democratic issues and discourse that impacts on modern society.

The aims and objectives of Citizenship Studies are to enable students to:

- Know and understand what democracy is, how parliamentary democracy operates within the constituent parts of the UK, how government works and how democratic and nondemocratic 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 students formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and evaluate information and interpret sources of evidence.

The overarching theme of the AQA specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation. The skills, processes and methods underpin the specification.

The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

The third theme, Politics and participation, aims to give the student, through an understanding of the political process, 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.

The opening section of each theme outlines the 'key concepts'. This is followed by four questions with associated content. The final key question of each theme relates to how citizens can try to make a difference.

These key questions enable our students to study the content and frame their learning through the application of the citizenship skills, processes and methods.

Within each of the themes there is a requirement that students develop and apply citizenship skills and gain an understanding of the processes and methods related to issues arising from the subject content.

Life in Modern Britain

What are the principles and values that underpin British society?

What do we mean by identity?

What is the role of the media and the free press?

What is the UK's role in key international organisations?

How can citizens make their voice heard and make a difference in society?

Rights and Responsibilities

What laws does a society require and why?

What are a citizen's rights and responsibilities within the legal system?

How has the law developed over time, and how does the law protect the citizen and deal with criminals?

What are the universal human rights and how do we protect them?

How do citizens play a part to bring about change in the legal system?

Citizenship processes, skills and methods

Politics and Participation

Where does political power reside in the UK and how is it controlled?

What are the powers of local and devolved government and how can citizens participate?

Where does political power reside: with the citizen, parliament or government?

How do others govern themselves?

How can citizens try to bring about political change?

Active Citizenship

Citizenship action – the actions of others

The investigation: taking citizenship action

Stage 1: Deciding the question or issue

Stage 2: Carrying out the initial research

Stage 3: Planning the action

Stage 4: Taking the action

Stage 5: Assessing the impact of the action

Stage 6: Evaluating the whole process

End points are in line with the AQA Citizenship specification and broken down into the four themes; active citizenship, politics and participation, rights and responsibilities and life in modern Britain. End points are also used as a revision tool for students, as they can see what revision topics they need to revise and what sub –topic they need to access again.

The curriculum incorporates aspects of the British Values themes, the rule of law, respect and tolerance, individual liberty and democracy. It also helps to develop and nurture the social, moral, spiritual and cultural characteristics of our young people. We believe that the quality of our provision in these areas is reflected by, and in fact is, a cornerstone of our ethos and beliefs as a school.

The wider intent of the curriculum encompasses the need to develop writing, reading, oracy and numeracy skills, all of which are all combined into the curriculum. Topic related key words are highlighted through every taught topic and are shared via Topic Essentials, in order to build on a student's vocabulary bank.

At The Oswaldtwistle School, the GCSE Citizenship curriculum promotes the spiritual, moral, social and cultural development of our pupils, preparing them for life in the wider world.

Cultural Capital takes part through Drop Down Days and the assembly programme, which run in line with both the PSHE curriculum and GCSE curriculum, in order to extend learning and offer wider opportunities. Students are given the opportunity to attend a Crown Court and take part in a mock trial, in order to extend their understanding of the Criminal Justice System.

Implementation

A variety of teaching strategies are used to develop relevant skills and knowledge through:

1. Developing discussion
2. Thinking through debate
3. Working in groups
4. Investigation
5. Real life topical scenarios
6. Role play
7. Participation

8. Learning with simulations
9. Reflection

The time allocated to the GCSE Citizenship course is six 45 minute lessons.

Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

Citizenship studies, investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

The delivery of GCSE Citizenship fully embraces the pedagogy developed by Rosenshine, in line with the ten principles of instructions. This is not a checklist that is included in every lesson, but instead a framework that encourages the teacher's professional development and evidence indicates that Rosenshine's theory promotes a teaching practice that achieves the best results in the classroom, as it offers guidance on how students' learn complicated tasks.

End points are based on the AQA GCSE Citizenship specification. Students are given a breakdown of units with 'I can' statements explicitly highlighted. At the end of each learning outcome, students self-assess and peer-assess in order to assess their understanding. The teacher provides regular feedback to students and provides a 'working at' grade. The Citizenship teacher is familiar with the AQA mark scheme, as she is an AQA Citizenship examiner. It is also essential to note that students are given a target grade when they opt to do Citizenship. The given target grade is the same as their English GCSE because there is no prior data Citizenship data.

Base line assessments are used for every unit. Students are asked to complete past paper questions before and after learning. This is to compare and assess understanding and the teacher impact. Students take part in retrieval practice tasks as starter activities. These are completed in Retrieval Practice exercise books and revisited at the end of topics. This emphasises the Ebbinghaus Forgetting Curve, whereby the role of frequent quizzing and interleaving plays a major role in the entrenching of learning. (Roeder and Karpicke, 2006)

Students are assessed formatively and summatively against success criteria, through self-assessment, peer assessment and teacher judgement. Academic trackers are used to assess the degree of understanding gained by each individual student in relation to end points. Their progress is recorded by entering a red (novice), amber (developing) or green(secure) against each end point depending on their level of mastery.

Citizenship is led by a subject specialist who has is also a AQA Citizenship examiner and takes part in regular national standardisation. No other teachers teach this subject, however should this change in the future, there are many network meetings and CPD sessions that are readily available.

As already mentioned in the Intent, key words are highlighted through every taught topic and are shared via Topic Essentials, in order to build on a student's vocabulary bank. As Hart and Risley (1995) highlighted that disadvantaged students have a far smaller word bank and poorer reading abilities than the general student population and as a result, students are introduced to vocabulary banks which comprise of a maximum of twelve tier two and tier three words for each taught topic and these are embedded within their learning. Reading

and oracy is also promoted within Citizenship lessons through the Drop Everything And Read days, as well as the 'no pen days.'

Impact

The underlying impact of the GCSE Citizenship curriculum is in line with the whole school impact to prepare our students for the next stage of their lives and promote personal development, as well as resilience. We want our students to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. Students demonstrate a healthy outlook towards school and this is evident in the good behaviour seen across the school.

Through Citizenship, students at The Oswaldtwistle School will develop the vocabulary and confidence needed to articulate their thoughts and feelings in a safe, trusting, respectful environment taking what they have learnt to their everyday interactions from the classroom to the wider community and their adult life.

Our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local community. In so doing, every pupil learns to recognise their own worth, work well with others and become increasingly responsible for their own learning and personal development. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood and the world of work.

Pupils also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and gender differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

As Ofsted have stated, "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. Progress means knowing more and remembering more. Citizenship adopts this approach and students are constantly reviewing lesson content to build on the working memory and the long-term memory. This is emphasised by the Cognitive Load Theory. Students are given homework, whereby they independently review lesson content and expand on their long-term memory.

Students are constantly pushed to achieve the best they can be and aspire to be the best. This 'Growth Mindset' culture allows students to enjoy their learning and challenges students to aim high. (Dweck, 1985) Rewarding students with Growth Mindset points and green points reinforces this and is part of our rewards system.

Impact is measured by analysing GCSE results. Target grades are initially set in line with their GCSE English target grade, however this is usually modified after the teacher has assessed student work and got an understanding of what grade they are working at. Data analysis has proven that GCSE Citizenship is one of the subjects at The Oswaldtwistle School to achieve highly. 100% students have achieved levels one to nine in the last three years.

Covid 19 Adendum

A review of learning in relation to the work set during lockdown has revealed big gaps in learning and as a result the following units need to be revisited;

Active Citizenship (independent research)

Politics and Participation

Once these units have been grasped, the curriculum will revert back to its natural order.