

Year 10	Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Spring term	Summer term
Citizenship	FORM TIME	FORM TIME	TO BE	TO BE	one and two	one and two
scheme of work.			COMPLETED	COMPLETED	form time and	form time and
	Topic	Topic	DURING ONE	DURING ONE	lesson	lesson
	3.4.1 Where does	3.4.4 How do	LESSON A WEEK	LESSON A WEEK		
	political power	others govern			Revision and	Revision and
	reside in the UK	themselves?	Active citizenship	Active citizenship	exam practice.	exam practice.
	and how is it		STAGE 1- THE	STAGE 4- TAKING		
	controlled?	3.4.5 How can	INVESTIGATION	THE ACTION		
	controlled:	citizens try to	STAGE 2-	STAGE 5- THE		
	3.4.2 What are	bring about	CARRYING OUT	IMPACT OF THE		
	the powers of	political change?	RESEARCH	ACTION		
	local government	pontical change.	STAGE 3- TAKING	STAGE 6-		
	and how can		ACTION	EVALUATING THE		
				WHOLE PROCESS.		
	citizens					
	participate?					
	3.4.3 Where does					
	political power					
	reside: with the					
	citizen, parliament					
	or government?					

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Key concepts	Democracy,	Electoral systems	Choosing a	Reviewing your	
	liberal democracy,	and processes	question/	action plan,	
	direct democracy,	used in European	hypothesis/	planning for	
	representative	parliamentary	theme from the	eventualities, self	
	democracy, values	elections, closed	specification to	targets,	
	underpinning	party list system,	look at, local,	identifying and	
	democracy, rights,	transnational	national, global, primary and	understanding roles, action	
	responsibilities,	groups,	secondary	plans, opinions	
	freedoms, the rule	democratic and	research	and views from	
	of law, institutions	non-democratic	materials, validity,	others, the	
	of British	political systems,	reliability,	impact of your	
	constitution, the	how citizens can	accuracy,	action, collating	
	·	contribute to	currency and bias,	results, how	
	monarchy, Prime		analysing results,	successful was	
	Minister,	parliamentary	conclusions,	the action? Did	
	legislature,	democracy, voter	taking action, proposals,	you achieve what you set out to	
	manifesto, civil	engagement,	policies, action	do? Did you	
	service,	action to bring	groups, action	achieve your	
	impartiality,	about political	plan, approval,	aims? Did your	
	anonymity,	change, groups	permission,	action make a	
	permanence,	providing a voice	reviewing the	difference?	
	relations hip	for society,	plan.	Evaluating/	
	between	Equality and		reflecting, how	
	institutions,	Human Rights		successful was	
	British	Commission.		the investigation? What conclusions	
	Constitution,			did you reach?	
	structure of a			Did you make a	



local government,		difference? How	
central		did you feel you	
government,		could improve?	
devolution,			
county councils,			
district councils,			
unitary			
authorities,			
London boroughs,			
Metropolitan			
districts,			
combined			
authorities, full			
council,			
committees,			
cabinet, leader or			
elected mayor,			
accountability,			
devolved			
government,			
transfer of			
powers, devolved			
and reserved			
powers, General			
election, local			
election,			
candidate			



selection, voting			
age, issues			
relating to voting,			
The Electoral			
Commission, real			
government			
spending, budget,			
Autumn			
statement mixed			
economy,			
command			
economy, market			
economy,			
nationalised			
companies,			
provision for			
welfare, health,			
elderly and			
education,			
constituency, first			
past the post, by			
election,			
constituencies,			
legislature, core			
executive, special			
advisors, Supreme			
Court, House of			



Commons, House			
of Lords,			
bicameral			
parliament, Lords			
Spiritual, Salisbury			
convention, two			
party system,			
multi party			
system, socialism,			
conservatism,			
liberalism, PMQs,			
departmental			
select			
committees,			
Debates, the role			
of MPS, working			
in Parliament,			
working in their			
constituency,			
Private Members			
Bill, the speaker,			
Commons Deputy			
Speakers, Lord			
Speaker, Serjeant			
at Arms, Clerk of			
Parliaments, Clerk			
of the House of			



Commons, Whips, Frontbenchers and backbenchers, legislative process, government formation, government administration, role of the civil service.  Themes  3.4.1 Where does political power reside in the UK and how is it controlled?  3.4.2 What are the powers of local government and how can citizens participate?	3.4.4 How do others govern themselves?  3.4.5 How can citizens try to bring about political change?	STAGE 1- THE INVESTIGATION STAGE 2- CARRYING OUT RESEARCH STAGE 3- TAKING ACTION	STAGE 4- TAKING THE ACTION STAGE 5- THE IMPACT OF THE ACTION STAGE 6- EVALUATING THE WHOLE PROCESS.		
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	3.4.3 Where does political power reside: with the citizen, parliament or government?					
Challenge	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated questioning and revision strategies.	Differentiated questioning and revision strategies.
Support	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated questioning and revision strategies.	Differentiated questioning and revision strategies.
Literacy focus	Key terms and exam question practice	Key terms and exam question practice	Key terms and exam question practice	Key terms and exam question practice.	Exam strategy and technique. Exam past paper questions and question practice.	Exam strategy and technique. Exam past paper questions and question practice.
Numeracy focus	Interpreting data and graphs.	Interpreting data and graphs.	Collecting data Drawing and interpreting graphs	Collecting data Drawing and interpreting graphs	Interpreting data.	Interpreting data
Cross-curricular links	History, politics, PSHE	History, Politics, PSHE	History, Geography,	History, Geography,	PSHE, History, Politics	PSHE, History, Politics

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			English, PSHE,	English, PSHE,	
			Maths, Science	Maths, Science	
SMSC & MBV	Moral-	Moral-	Spiritual-	Spiritual-	
	ability to	ability to	-sense of	-sense of	
	recognise the	recognise the	enjoyment and	enjoyment and	
	difference	difference	fascination in	fascination in	
	between right and	between right	learning about	learning about	
	wrong and to	and wrong and to	themselves,	themselves,	
	readily apply this	readily apply this	others and the	others and the	
	understanding in	understanding in	world around	world around	
	their own lives,	their own lives,	them	them	
	recognise legal	recognise legal	-use of	-use of	
	boundaries and,	boundaries and,	imagination and	imagination and	
	in so doing,	in so doing,	creativity in their	creativity in their	
	respect the civil	respect the civil	learning	learning	
	and criminal law	and criminal law	willingness to	willingness to	
	of England	of England	reflect on their	reflect on their	
	understanding of	understanding of	experiences.	experiences.	
	the consequences	the consequences	Social- use of a	Social- use of a	
	of their behaviour	of their behaviour	range of social	range of social	
	and actions	and actions	skills in different	skills in different	
	interest in	interest in	contexts, for	contexts, for	
	investigating and	investigating and	example working	example working	
	offering reasoned	offering reasoned	and socialising	and socialising	
	views about moral	views about	with other pupils,	with other pupils,	
	and ethical issues	moral and ethical	including those	including those	
	and ability to	issues and ability	from different	from different	
	understand and	to understand	religious, ethnic	religious, ethnic	
	appreciate the	and appreciate	and socio-	and socio-	
	viewpoints of	the viewpoints of	economic	economic	
			backgrounds	backgrounds	

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	others on these	others on these	willingnoss to	willingnoss to		
			-willingness to	-willingness to		
	issues.	issues.	participate in a	participate in a		
	Social	Social	variety of	variety of		
	acceptance and	acceptance and	communities and	communities and		
	engagement with	engagement with	social settings,	social settings,		
	the fundamental	the fundamental	including by	including by		
	British values of	British values of	volunteering,	volunteering,		
	democracy, the	democracy, the	cooperating well	cooperating well		
	rule of law,	rule of law,	with others and	with others and		
	individual liberty	individual liberty	being able to	being able to		
	and mutual	and mutual	resolve conflicts	resolve conflicts		
	respect and	respect and	effectively	effectively		
	tolerance of those	tolerance of those				
	with different	with different				
	faiths and beliefs;	faiths and beliefs;				
	they develop and	they develop and				
	demonstrate skills	demonstrate skills				
	and attitudes that	and attitudes that				
	will allow them to	will allow them to				
	participate fully in	participate fully in				
	and contribute	and contribute				
	positively to life in	positively to life in				
	modern Britain.	modern Britain.				
ASSESSMENTS		Assessment at the		Assessment at	Exam practice	Exam practice
		end of the unit.		the end of the	questions.	questions.
				topic.		
Out of school	Media, watching	Media, watching	Researching and	Researching and	Media,	Media,
learning	the news, reading	the news, reading	carrying out the	carrying out the	watching the	watching the
-	news online.	news online.	campaign.	campaign.		



		news, reading	news, reading
		news online.	news online.

LINK TO RESOURCES: ..\..\Lesson resources\GCSE Citizenship