



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



Key concepts	Democracy, liberal democracy, direct democracy, representative democracy, values underpinning democracy, rights, responsibilities, freedoms, the rule of law, institutions of British constitution, the monarchy, Prime Minister, legislature, manifesto, civil service, impartiality, anonymity, permanence, relations hip between institutions, British Constitution, structure of a	Electoral systems and processes used in European parliamentary elections, closed party list system, transnational groups, democratic and non-democratic political systems, how citizens can contribute to parliamentary democracy, voter engagement, action to bring about political change, groups providing a voice for society, Equality and Human Rights Commission.	Choosing a question/ hypothesis/ theme from the specification to look at, local, national, global, primary and secondary research materials, validity, reliability, accuracy, currency and bias, analysing results, conclusions, taking action, proposals, policies, action groups, action plan, approval, permission, reviewing the plan.	Reviewing your action plan, planning for eventualities, self targets, identifying and understanding roles, action plans, opinions and views from others, the impact of your action, collating results, how successful was the action? Did you achieve what you set out to do? Did you achieve your aims? Did your action make a difference? Evaluating/ reflecting, how successful was the investigation? What conclusions did you reach? Did you make a		
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	local government, central government, 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			difference? How did you feel you could improve?		
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	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					
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	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					
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	Commons, Whips, Frontbenchers and backbenchers, legislative process, government formation, government administration, role of the civil service.					
Themes	<p>3.4.1 Where does political power reside in the UK and how is it controlled?</p> <p>3.4.2 What are the powers of local government and how can citizens participate?</p>	<p>3.4.4 How do others govern themselves?</p> <p>3.4.5 How can citizens try to bring about political change?</p>	<p>STAGE 1- THE INVESTIGATION</p> <p>STAGE 2- CARRYING OUT RESEARCH</p> <p>STAGE 3- TAKING ACTION</p>	<p>STAGE 4- TAKING THE ACTION</p> <p>STAGE 5- THE IMPACT OF THE ACTION</p> <p>STAGE 6- EVALUATING THE WHOLE PROCESS.</p>		



	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



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

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

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LINK TO RESOURCES: [..\..\Lesson resources\GCSE Citizenship](#)