



	<p>Autumn Term 1 3.2 Life in Modern Britain. 3.2.1 What are the principles and values that underpin British society? 3.2.2 What do we mean by identity?</p>	<p>Autumn Term 2 3.2.3 What is the role of the media and the free press? 3.2.4 What is the UK's role in key international organisations? 3.2.5 How can citizens make their voice heard and make a difference in society?</p>	<p>Spring Term 1 3.3.1 What laws does a society require and why? 3.3.2 What are a citizen's rights and responsibilities within the legal system?</p>	<p>Spring Term 2 3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p>	<p>Summer Term 1 3.3.4 What are the universal human rights and how do we protect them?</p>	<p>Summer Term 2 3.3.5 How do citizens play a part to bring about change in the legal system</p>
Key concepts	<p>Citizenship, values, principles, British values, democracy, the rule of law, individual liberty, tolerance, community life,</p>	<p>Rights, responsibilities, media, e media, traditional media, new media, social media, mass media, members of parliament, right of the</p>	<p>Justice fairness, Equality and Human Rights Commission, Universal Declaration of Human Rights, European Arrest Warrant,</p>	<p>Magna Carter, Human Rights Act, common law, legislation, trade unions, Trade Union Congress, strike, secondary action,</p>	<p>The Universal Declaration of Human Rights, European Court of Human Rights, Protocols, The United Nations Conventions on the Rights of the</p>	<p>jury service, tribunal, magistrates, special constable, police and crime commissioners, neighbourhood</p>

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	<p>equal rights, multicultural society, equality, The Equality Act 2010, the rule of law, identities, census, Office for National Statistics, the UKs changing population, culture, European Union, emigration, immigration, migration, net migration, benefits of migration, issues with migration, mutual respect, diverse society, democratic society, freedom of speech, freedom of worship, democracy, the rule of law, identity, nature v. nurture,</p>	<p>media, press regulation, censorship, Independent Press Standards Organisation, the UKS role in international organisations, UN, NATO, EU, Council of Europe, Commonwealth, WTO, referendum, international conflicts and disputes, mediation, sanctions, humanitarian aid, use of force, NGOS, opportunities and barriers, councillors, voter turnout, pressure groups, trade unions, methods of engaging with the political</p>	<p>discrimination, role and powers of the police, stop and search, entry search and seizure, power to arrest, judiciary, role of legal representatives, Citizens Advice Office, legal executives, barristers, solicitors, Queens Counsel, Civil Law, Criminal Law, tribunals, Ombudsmen, negotiation, mediation, conciliation, arbitration, justices of the peace, sheriff summary, sheriff and jury, the high court, Magna Carter</p>	<p>employers associations, recorder crime, violent crime, hate crime, sexual offences and intimate personal violence, robbery, theft offences, criminal damage and arson, fraud, anti social behaviour, environmental damage, other crimes, profile of criminality, factors affecting crime rates, punishing, deterrence, rehabilitation, protection, reparations, custodial and non custodial sentence,. Imprisonment, life sentences,</p>	<p>Child, The Human Rights Act, Hague Convention and Geneva Conventions, International Criminal Court, role of the citizen,</p>	<p>watch, witnesses and victims, roles played by different groups, different forms of democratic and citizenship actions,</p>
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	multiple identity, group identity, national identity, personal identity, human, moral, legal and political rights and duties, equality and freedoms of citizens, rights, morals, duties/responsibilities, freedoms, equality, individual, group, national and global identities, identity debates, changes and movement of population over time,	process, role of organisations, single cause groups, multi cause groups, protective, promotional, insider status, outsider status, citizens working together, using the media to bring about change.		parole board, extended sentences, determinate sentences, suspended sentences, fines, community sentences, ancillary orders, discharge, the youth justice system.		
Themes	3.2 Life in modern Britain. 3.2.1 What are the principles and values that underpin British society today?	3.2.3 What is the role of the media and the free press? 3.2.4 What is the UK's role in key international organisations?	3.3.1 What laws does a society require and why? 3.3.2 What are a citizen's rights and responsibilities within the legal system?	3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?	3.3.4 What are the universal human rights and how do we protect them?	3.3.5 How do citizens play a part to bring about change in the legal system?



	3.2.2 What do we mean by identity?	3.2.5 How can citizens make their voice heard and make a difference in society?				
Challenge	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.
Support	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.	Differentiated tasks in the lesson.
Literacy focus	Key terms and exam practice question.	Key terms and exam practice questions.	Key terms and exam practice questions.	Key terms and exam practice questions.	Key terms and exam practice questions.	Key terms and exam practice questions.
Numeracy focus	Data analysis.	Interpreting graphs.	Interpreting graphs.	Interpreting graphs.	Data analysis.	Interpreting graphs.
Cross-curricular links	History, PSHE, English, RE	History, PSHE,	History, PSHE,	History, PSHE,	History, PSHE, RE	History, PSHE,
SMSC & MBV	Social-acceptance and engagement with the fundamental <u>British values</u> of democracy, the rule of law, individual liberty and mutual respect and	Social-acceptance and engagement with the fundamental <u>British values</u> of democracy, the rule of law, individual liberty and mutual respect and	-Cultural-understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Cultural-understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Moral- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and,	Moral- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise



	<p>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.</p> <p>-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</p>	<p>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.</p>	<p>-understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>-knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Moral- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal</p>	<p>-understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>-knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Moral- ability to recognise the difference between right and wrong and to readily apply this understanding in</p>	<p>in so doing, respect the civil and criminal law of England</p>	<p>legal boundaries and, in so doing, respect the civil and criminal law of England</p>
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	-interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		boundaries and, in so doing, respect the civil and criminal law of England	their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England		
ASSESSMENTS		Assessment at the end of the topic.		Assessment at the end of the topic.		Assessment at the end of the topic.
Out of school learning	Media, watching the news, reading news online.	Media, watching the news, reading news online.	Media, watching the news, reading news online.	Media, watching the news, reading news online.	Media, watching the news, reading news online.	Media, watching the news, reading news online.

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