

**Citizenship – Year 7 2023-2024**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Who am I?						What is my place in the community?						How can I keep my friendship healthy and positive?		

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	How can I keep my friendship healthy and positive?				How can I be a safe, healthy and responsible citizen?						

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	How can I be a safe, healthy and responsible citizen?					How is the UK run and what part will I play in this?						What financial choices will I need to make in the future?	

**Citizenship – Year 8 2023-2024**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	How can the media impact upon personal wellbeing?					How can I take care of my own mental health and wellbeing?									How can I stay safe in relationships?

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
	How can I stay safe in relationships?							How can stereotyping impact people?				

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	How can stereotyping impact people?		What is justice?							How can I make a difference in my future?			

**Citizenship – Year 9 2023-2024**

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	How can I help to develop positive relationships within my community?						What rights and responsibilities do I have?								

Term 2	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
	What rights and responsibilities do I have?	How can I stay safe in my personal relationship?									

Term 3	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
	How can I stay safe in my personal relationship?	How can I take care of myself and make healthy and safe life choices?					How can I prepare myself for the next stage of my education?					How can I prepare myself for my financial future?	

**Year 10 Overview 2023.2024**

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	<b>Theme C:</b> What are the principles that uphold our legal system?				<b>Theme C:</b> How do court's function?					<b>Theme C:</b> What impact does crime have on society?			<b>PSHE:</b> RSE		
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26				
	<b>Theme B:</b> How does voting work in the UK?						<b>Theme B:</b> What is Parliament?			<b>Theme B:</b> How does the British Constitution work?					
Summer	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	
	<b>Theme B:</b>	<b>Theme B:</b> How does the British economy work?			<b>PSHE:</b> Healthy lifestyle and money management			<b>Theme E:</b> Deciding on an issue				<b>Theme E:</b> Planning, carrying out and evaluating my action			

## Year 11 Overview 2023.2024

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
	<b>Theme E:</b> Planning, carrying out and evaluating my actions.					<b>PSHE:</b> What will I do when I leave school?				<b>Theme D:</b> Who has the power and influence to make change in our society?						
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26					
	<b>Theme D:</b> How much power and influence does the media have?			<b>Theme D:</b> What power do international organisations hold?												
Summer	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40		
	<b>Recall:</b> Paper 1			<b>Recall:</b> Paper 2			<b>PSHE:</b> How can I take care of my own and others' health?									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>CORE CONCEPTS</b>	<b>Core concept 1:</b> Who am I?						<b>Core concept 2:</b> What is my place in my community?						<b>Core concept 3:</b> How can I keep my friendships healthy and positive?		
<b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	<ol style="list-style-type: none"> <li>1. What is citizenship education? (LSQ)</li> <li>2. What makes me a unique individual?</li> <li>3. What might my identity be in the future? (WCF)</li> <li>4. How will I achieve my future career aspirations?</li> <li>5. What is diversity?</li> <li>6. What impact can hate crime have on individuals, families and communities? (MCQ)</li> </ol>						<ol style="list-style-type: none"> <li>1. What is a community? (LSQ)</li> <li>2. What issues impact people living in my community?</li> <li>3. How can I make a difference to my community?</li> <li>4. How can I make a difference to my community? (MCQ)</li> <li>5. What does it mean to be a British citizen?</li> <li>6. What are the British values?</li> <li>7. Term 1 synoptic and synoptic application (WCF)</li> </ol>						<ol style="list-style-type: none"> <li>1. Why do people bully others? (LSQ)</li> <li>2. How can we respond to bullies?</li> </ol>		
	<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>Your identity is ever changing and evolving.</li> <li>Different experiences can shape people's identities in different ways.</li> <li>In practice tolerance and respect mean different things.</li> <li>My future my decisions.</li> </ul>						<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>Cultural diversity can impact upon communities and therefore people's day to day experiences.</li> <li>Diversity is a reality and is more than just acknowledging and tolerating difference.</li> <li>There is no set definition of what it means to be British.</li> <li>My voice and my actions can make a difference in my community.</li> <li>Community is more than just location.</li> </ul>						<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>Bullying can happen for a wide range of reasons.</li> <li>There are multiple roles within the bullying dynamic.</li> </ul>		
<b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>Metacognitive tasks used to allow pupils to reflect on own strengths and weaknesses, used to plan targets for this academic year.</li> <li>Hinterland to communicate a range of real-life examples and stories relating to the topic, including the real life story of Sophie Lancaster.</li> <li>Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>Debate introduction.</li> <li>Paired and small group work.</li> <li>Use of knowledge organisers.</li> <li>Low stakes quizzes.</li> <li>Retrieval practice every lesson based on misconceptions, errors and gaps from previous lessons.</li> </ul>						<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>Hinterland to communicate a range of real-life examples and stories relating to the topic, including real life stories from the Failsworth community.</li> <li>Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through cold calling and then in subsequent lessons through retrieval practice.</li> <li>Analysis of a range of source material, used to encourage discussion. Including clips and headlines from and about Failsworth and Coop Academy Failsworth.</li> <li>Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>Class debate used to stimulate discussion and pupils challenged to question the views of others.</li> <li>Paired and small group work.</li> </ul>						<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>Hinterland to communicate a range of real-life examples and stories relating to the topic of social media, cyberbullying and homophobia, for example the story of Felix Alexander.</li> <li>Analysis of a range of source</li> </ul>		

	<ul style="list-style-type: none"> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through cold calling and then in subsequent lessons.</li> <li>● Think, Pair, Share following whole school format.</li> <li>● Cold calling</li> <li>● Say it again but say it better.</li> <li>● Independent practice.</li> <li>● Scaffolding and modelling of written tasks.</li> <li>● Whole class feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Use of knowledge organisers for retrieval and blank knowledge organisers for synoptic lessons.</li> <li>● Quizzing.</li> <li>● Retrieval practice every lesson based on misconceptions, errors and gaps from previous lessons.</li> <li>● Scaffolding of extended answers.</li> <li>● Modelling of how to produce an extended answer in citizenship.</li> <li>● Knowledge drops.</li> <li>● Think, Pair, Share following whole school format.</li> <li>● Cold calling</li> <li>● Say it again but say it better.</li> <li>● Whole class feedback.</li> </ul>	<p>material, used to encourage discussion.</p> <ul style="list-style-type: none"> <li>● Discussion</li> <li>● Paired and small group work.</li> <li>● Use of knowledge organisers.</li> <li>● Low stakes quizzes</li> <li>● Retrieval practice</li> </ul>
<p><b>Impact</b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice RTP quizzes Oracy Quality of classwork produced Whole class feedback</p> <p><b>Impact</b> Pupils to reflect on their own strengths and weaknesses and think about what it is that they want to achieve at the end of secondary school. Pupils to consider who they were at the end of primary school and consider their identity now and reflect on how and why identity changes over time. Pupils to use time to get to know their class mates and begin to understand their views. Pupils will start to consider what we learn about in citizenship and the distinct difference between PSHE and CZP.</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice RTP quizzes Oracy Whole class feedback Quality of classwork produced</p> <p><b>Impact</b> Pupils will understand that there are no set criteria of what makes someone British. Pupils to consider what values are important in being a British citizen and what values are important to them. Pupils to think about what part they play in their community and to consider the positive and negative roles young people can take. Pupils to begin to consider how their actions can impact their local community in both positive and negative ways.</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced</p> <p><b>Impact</b> Pupils to continue to think about a range of issues that can impact upon their physical and mental wellbeing. Pupils to look at how their actions now can impact upon their future wellbeing. Pupils will be able to identify a range of appropriate places both within and outside of school where they can access help, advice and support and a range of issues faced by young people today.</p>

	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
<b>CORE CONCEPTS</b>	<p><b>Core concept 3: Continued</b> How can I keep my friendships healthy and positive?</p>					<p><b>Core concept 4:</b> How can I be a healthy, safe and responsible citizen?</p>					
<p><b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?</p>	<ol style="list-style-type: none"> <li>How can I reduce the risk of my own online behaviours?</li> <li>What is homophobic bullying and what impact can it have on victims?</li> <li>What different forms can relationships take? (MCQ)</li> <li>What is my responsibility in preventing bullying? (WCF)</li> </ol>					<ol style="list-style-type: none"> <li>How will puberty affect me? (LSQ)</li> <li>How can you manage your emotions during puberty? (MCQ)</li> <li>What are the characteristics of a healthy lifestyle?</li> <li>What is the law on drugs in the UK?</li> <li>What are the effects of smoking on the body?</li> <li>Why has vaping increased in young people?</li> </ol>					
	<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>Bullying can happen for a wide range of reasons.</li> <li>There are multiple roles within the bullying dynamic.</li> <li>Online comments can affect people in different ways.</li> <li>Your future can be impacted by your actions online as a teenager.</li> <li>Victims of homophobic bullying are not always part of the LGBT community.</li> </ul>					<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>Puberty is a time when both body and emotions develop.</li> <li>The reasons behind crime and the impact of punishment is always considered when sentencing people for drugs offenses.</li> <li>Should those who do not take care of their own health have free healthcare denied?</li> <li>Some people suffer from behavioural addictions rather than substance addictions.</li> <li>Addiction can impact more than just the sufferer.</li> <li>How can you self-regulate your behaviour?</li> </ul>					
<p><b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?</p>	<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>Hinterland to communicate a range of real-life examples and stories relating to the topic of social media, cyberbullying and homophobia, for example the story of Felix Alexander.</li> <li>Analysis of a range of source material, used to encourage discussion.</li> <li>Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>Live modelling</li> <li>Paired and small group work.</li> <li>Use of knowledge organisers.</li> <li>Low stakes quizzes – examples include: show me boards, voting fans and random pupil generator on class charts.</li> <li>Retrieval practice every lesson based on misconceptions, errors and gaps from previous lesson.</li> </ul>					<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>Hinterland to communicate a range of real-life examples relating to a range of addictions, for example gaming addiction story.</li> <li>Analysis of a range of source material, used to encourage discussion. Including newspaper articles, news reports, images and adverts.</li> <li>Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>Paired and small group work.</li> <li>Use of knowledge organisers.</li> <li>Low stakes quizzes – examples include: show me boards boards, voting fans and random pupil generator on class charts.</li> <li>Retrieval practice every lesson based on misconceptions, errors and gaps from previous lesson.</li> <li>Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through cold calling and then in subsequent lessons through retrieval practice.</li> <li>Scaffolding – during extended writing in synoptic application.</li> <li>Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>					



	<ul style="list-style-type: none"> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through cold calling and then in subsequent lessons through retrieval practice.</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> <li>● Whole class feedback.</li> <li>● Quizzing</li> <li>● Think, Pair, Share following whole school format.</li> <li>● Cold calling</li> <li>● Say it again but say it better.</li> <li>● Whole class feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Live modelling used to demonstrate how to complete extended questions and how to complete drugs treasure hunt sheet.</li> <li>● Drilling – smoking lessons pupils to use ‘verbal tennis’ activity to drill recall.</li> <li>● Knowledge drops</li> <li>● Quizzing</li> <li>● Think, Pair, Share following whole school format.</li> <li>● Cold calling</li> <li>● Say it again but say it better.</li> <li>● Whole class feedback.</li> </ul>
<p><b>Impact</b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced RTP quizzes Oracy Whole class feedback</p> <p><b>Impact:</b> Pupils to continue to think about a range of issues that can impact upon their physical and mental wellbeing. Pupils to look at how their actions now can impact upon their future wellbeing. Pupils will be able to identify a range of appropriate places both within and outside of school where they can access help, advice and support and a range of issues faced by young people today. Pupils to begin their work on relationships education by thinking about their relationships.</p>	<p><b>Formative assessment</b> Low stakes quizzes Retrieval practice Quality of classwork produced RTP quizzes Oracy Knowledge drop Whole class feedback</p> <p><b>Impact</b> Pupils to continue to think about a range of issues that can impact upon their physical and mental wellbeing. Pupils to look at how their actions now can impact upon their future wellbeing, both mentally and physically. Pupils will be able to identify a range of appropriate places both within and outside of school where they can access help, advice and support and a range of issues faced by young people today. Pupils to focus on real life examples and continue to think about how they can advocate on issues they care about.</p>

	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	
<b>CORE CONCEPTS</b>	<b>Core concept 4: Continued</b> How can I be a healthy, safe and responsible citizen?					<b>Core concept 5:</b> How is the UK run and what part will I play in this?					<b>Core concept 6:</b> What financial choices will I need to make in the future?				
<b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	7. What are the risks of alcohol consumption? 8. What effects do drugs have on users? 9. What is peer pressure and what strategies can I use to overcome it? (MCQ) 10. What are the different forms of addictions? 11. Can young people become addicted to gaming? 12. Term 2 Synoptic and synoptic application (WCF)					1. What does it mean to live in a democracy? (LSQ) 2. What is the role of the monarchy? (MCQ) 3. What happens at Parliament? 4. Why are general elections important? (MCQ) 5. What is a political party? 6. What political issues are important to me? (WCF)					1. How can I achieve a safe and secure financial future? (LSQ) 2. How can I prepare for my financial future? 3. Term 3 Synoptic and synoptic application (WCF)				
	<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>• Puberty is a time when both body and emotions develop.</li> <li>• The reasons behind crime and the impact of punishment is always considered when sentencing people for drugs offenses.</li> <li>• Should those who do not take care of their own health have free healthcare denied?</li> <li>• Some people suffer from behavioural addictions rather than substance addictions.</li> <li>• Addiction can impact more than just the sufferer.</li> <li>• How can you self-regulate your behaviour?</li> </ul>					<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>• There are a number of democratic theories and models, some of these contradict each other.</li> <li>• Democracy is more than just the ability to vote.</li> <li>• Politics impact every aspect of a person's life, including young people.</li> </ul>					<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>• Your financial future is in your hands.</li> <li>• It is never too early to learn about money.</li> </ul>				
<b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>• Hinterland to communicate a range of real-life examples relating to a range of addictions, for example gaming addiction story.</li> <li>• Analysis of a range of source material, used to encourage discussion. Including newspaper articles, news reports, images and adverts.</li> <li>• Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>• Paired and small group work.</li> <li>• Use of knowledge organisers.</li> </ul>					<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>• Hinterland to communicate a range of real-life examples and stories relating to the topic of democracy, e.g. stories from democratic and none democratic nations.</li> <li>• Analysis of a range of source material, used to encourage discussion. Including newspaper articles, news reports, images and adverts.</li> <li>• Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>• Paired and small group work – including creating your own political party.</li> <li>• Use of knowledge organisers.</li> <li>• Low stakes quizzes – examples include: show me boards, voting fans and random pupil generator on class charts.</li> </ul>					<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>• Analysis of a range of source material.</li> <li>• Discussion.</li> <li>• Paired and small group work – including creating your own political party.</li> <li>• Use of knowledge organisers.</li> <li>• Low stakes quizzes – examples include: show me boards, voting fans and random pupil generator on class charts.</li> </ul>				




- Low stakes quizzes – examples include: show me boards boards, voting fans and random pupil generator on class charts.
- Retrieval practice every lesson based on misconceptions, errors and gaps from previous lesson
- Direct instruction – teacher explaining key concepts and examples. Teacher assessing knowledge through cold calling and then in subsequent lessons through retrieval practice.
- Scaffolding – during extended writing in synoptic application.
- Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.
- Live modelling used to demonstrate how to complete extended questions and how to complete drugs treasure hunt sheet.
- Drilling – smoking lessons pupils to use ‘verbal tennis’ activity to drill recall.
- Knowledge drops
- Quizzing
- Think, Pair, Share following whole school format.
- Cold calling
- Say it again but say it better.
- Whole class feedback.

- Retrieval practice every lesson based on misconceptions, errors and gaps from previous lessons.
- Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct cold calling and then in subsequent lessons through retrieval practice.
- Live modelling used to demonstrate how to complete extended answers.
- Scaffolding – during extended writing opportunities.
- Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.
- Think, Pair, Share following whole school format.
- Cold calling
- Say it again but say it better.
- Multiple choice quizzing.
- Knowledge drops.
- Whole class feedback.

- Retrieval practice
- Direct instruction
- Live modelling used to demonstrate how to complete extended answers.
- Scaffolding – during extended writing opportunities.
- Questioning
- Think, Pair, Share following whole school format.
- Cold calling
- Say it again but say it better.
- Multiple choice quizzing.
- Whole class feedback.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>CORE CONCEPTS</b>	<p><b>Core concept 1:</b> How can the media impact upon personal wellbeing?</p>					<p><b>Core concept 2:</b> How can I take care of my own mental health and wellbeing?</p>									<p><b>Core concept 3:</b> How can I stay safe in relationships?</p>
<p><b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?</p>	<ol style="list-style-type: none"> <li>1. What is body image? (LSQ)</li> <li>2. What impact can the media have on body image?</li> <li>3. How have our attitudes towards attractiveness been impacted by our social media? (WCF)</li> <li>4. How far do celebrities influence our behaviour?</li> <li>5. What impact can negative comments online have on our self-confidence? (MCQ)</li> </ol>					<ol style="list-style-type: none"> <li>1. What are the most common forms of mental health issues today in the UK? (LSQ)</li> <li>2. What is an eating disorder?</li> <li>3. What effects can eating disorders have on the mind and body? (KD)</li> <li>4. What is stress?</li> <li>5. How can I deal with my stress?</li> <li>6. What is depression? (MCQ)</li> <li>7. How can I deal with my anxiety?</li> <li>8. How can a healthy lifestyle contribute to our wellbeing?</li> <li>9. Term 1 synoptic and synoptic application (WCF)</li> </ol>									<ol style="list-style-type: none"> <li>1. How can I have healthy relationships with others? (LSQ)</li> </ol>
	<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>● Not all that we see in the newspapers is true.</li> <li>● Bias reporting can take many forms.</li> <li>● Our body image can be impacted by many factors.</li> <li>● Resilience can help us to develop our body image.</li> </ul>					<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>● Our mind can distort how we see ourselves.</li> <li>● There are a wide range of stress management techniques, working out what works for you can help your mental wellbeing.</li> <li>● Mental illness can be as serious as physical illness.</li> <li>● Mental health can impact young people as well as adults.</li> </ul>									<p><b>See spring term</b></p>
<p><b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?</p>	<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Picture analysis</li> <li>● Analysis of source material to form judgements</li> <li>● Use of knowledge organisers</li> <li>● Low stakes quizzes</li> <li>● Retrieval practice</li> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topic</li> <li>● Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions</li> <li>● Debate, groups and whole class</li> <li>● Paired and small group work</li> <li>● Creation of presentations</li> </ul>					<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Interleaving practice used, to further embed knowledge from core concept on the impact of the media</li> <li>● Analysis of source material to form judgements</li> <li>● Use of knowledge organisers</li> <li>● Low stakes quizzes</li> <li>● Retrieval practice</li> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topic</li> <li>● Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions</li> <li>● Debate, groups and whole class</li> <li>● Paired and small group work</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons</li> <li>● Think, Pair, Share following whole school format</li> <li>● Cold calling</li> <li>● Say it again but say it better</li> </ul>									<p><b>See spring term</b></p>

	<ul style="list-style-type: none"> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons.</li> <li>● Think, Pair, Share following whole school format</li> <li>● Cold calling</li> <li>● Say it again but say it better</li> <li>● Whole class feedback</li> <li>● Independent practice</li> </ul>	<ul style="list-style-type: none"> <li>● Whole class feedback</li> <li>● Independent practice</li> </ul>	
<p><b>Impact</b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced RTP quizzes Oracy Whole class feedback Multiple choice quiz</p> <p><b>Impact:</b> Pupils will be able to understand that not all that they see in the media is true. Pupils will understand the need to question stories that see in the press, they will have begun to understand how bias is used in reporting and question the integrity of sources. Pupils will understand that influencers are paid for their services.</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced RTP quizzes Oracy Knowledge drop Blank knowledge organiser Multiple choice quiz Whole class feedback</p> <p><b>Impact:</b> Pupils to understand that we need to take care of our mental health just like physical health. Pupils to have tested a range of stress management techniques and know what works for them at this moment. Pupils to understand how to seek help for mental health issues both within school and within the local community.</p>	<p><b>See spring term</b></p>

	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	
<b>CORE CONCEPTS</b>	<p align="center"><b>Core concept 3: Continued</b> How can I stay safe in relationships?</p>							 <p align="center"><b>Core concept 4:</b> How can stereotyping impact upon people?</p>				
<p><b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?</p>	<ol style="list-style-type: none"> <li>1. How can I have healthy relationships with others? (LSQ)</li> <li>2. What is a frenemy?</li> <li>3. How can I resolve conflict in my relationships?</li> <li>4. How can I maintain my self-respect and confidence in relationships? (MCQ)</li> <li>5. How can the media influence our views on relationships?</li> <li>6. Why do young people send sexually explicit messages?</li> <li>7. What is child sexual exploitation?</li> <li>8. What impact can child sexual exploitation have on victims? (KD)</li> </ol>							<ol style="list-style-type: none"> <li>1. Why do we stereotype others? (LSQ)</li> <li>2. Why does stereotyping based on sexuality occur? (MCQ)</li> <li>3. What impact can gender stereotyping have?</li> <li>4. What religious stereotypes exist?</li> <li>5. What racial stereotypes exist? (KD)</li> <li>6. Term 2 synoptic and synoptic application (WCF)</li> </ol>				
	<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>● The laws on consent are there for the protection of young people.</li> <li>● Relationships are different for every person.</li> <li>● The effects of child sexual exploitation can be long term and varied on victims.</li> <li>● Sex offenders can be all races, ages and genders.</li> </ul>							<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>● Gender and sex are two different concepts.</li> <li>● Stereotypes can arise and be transmitted through a range of means.</li> <li>● All types of stereotyping needs to be challenged in order to promote equality.</li> <li>● We all have a responsibility to challenge stereotypes.</li> </ul>				
<p><b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?</p>	<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topics of sexting and child sexual exploitation</li> <li>● Analysis of a range of source material, used to encourage discussion. Including newspaper articles, news reports, images and adverts</li> <li>● Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions</li> <li>● Paired and small group work</li> <li>● Use of knowledge organisers</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning</li> <li>● Retrieval practice</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice</li> <li>● Live modelling</li> <li>● Scaffolding – during extended writing opportunities. Used with 1-1 support for learners</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions</li> <li>● Think, Pair, Share following whole school format</li> <li>● Cold calling</li> </ul>							<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topic of stereotyping</li> <li>● Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions</li> <li>● Paired work</li> <li>● Use of knowledge organisers in retrieval practice and reference for written work</li> <li>● Retrieval practice</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate.</li> <li>● Think, Pair, Share following whole school format</li> <li>● Cold calling</li> <li>● Say it again but say it better</li> <li>● Whole class feedback</li> <li>● Independent practice</li> </ul>				

	<ul style="list-style-type: none"> <li>● Say it again but say it better</li> <li>● Whole class feedback</li> <li>● Independent practice</li> </ul>	
<p><b><u>Impact</u></b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced Oracy Whole class feedback Multiple choice quiz Knowledge drop</p> <p><b>Impact:</b> Pupils to build on the knowledge from yr7 on relationship education. Pupils to understand how to seek help and advice on relationship issues both within school and within the local community.</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced Oracy Multiple choice quiz Blank knowledge organiser</p> <p><b>Impact:</b> Pupils to build upon the work from Yr7 as part of LGBT history month and to begin to question some of the common stereotypes associated with sexuality and gender identity.</p>



	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
<b>CORE CONCEPTS</b>	<b>Core concept 4: Continued</b> How can stereotyping impact upon people?		<b>Core concept 5:</b> What is justice?						<b>Core concept 6:</b> How can I make a difference to my future?					
<b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	5. What racial stereotypes exist? (MCQ) 6. Term 2 synoptic and synoptic application (WCF)		1. What is criminal responsibility? (LSQ) 2. What is justice? 3. Is capital punishment justice? 4. What role do the police in the UK play? (MCQ) 5. Why do young people join gangs? 6. What is child criminal exploitation? 7. Why do young people carry knives? (WCF)						1. How can I develop upon my skills and qualities? (LSQ) 2. How can labour market information be used? 3. How is enterprise used in the world of work? (MCQ) 4. What is entrepreneurship? 5. Term 3 synoptic and synoptic application (WCF)					
	<b>See spring term</b>		<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>Ideas of justice can be built on personal experience.</li> <li>There cannot be a set definition of the term justice.</li> <li>Justice must consider the situation in which a crime has been committed.</li> <li>Sentencing methods vary country to country.</li> <li>Young people and adults are treated differently by the CJS.</li> <li>Gangs can be a way of life for members.</li> <li>There are similarities between child sexual exploitation and criminal exploitation.</li> </ul>						<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>What skills and qualities are and how these can be developed</li> <li>The changing labour market and how young people's skills and qualities fit into that</li> <li>Enterprising and growth mind-set are seen as attributes in the workplace</li> </ul>					
<b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	<b>See spring term</b>		<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>Hinterland to communicate a range of real-life examples and stories relating to the topics of crime and punishment</li> <li>Analysis of a range of source material, used to encourage discussion. Including newspaper articles, news reports, images and adverts</li> <li>Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions</li> <li>Paired and small group work</li> <li>Use of knowledge organisers</li> <li>Low stakes quizzes – examples include: mini white boards, voting fans, random pupil generator on class charts and targeted teacher questioning.</li> <li>Retrieval practice</li> <li>Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice</li> <li>Live modelling used when possible</li> </ul>						<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>Hinterland to communicate a range of real-life examples and stories relating to the topics of crime and punishment</li> <li>Analysis of a range of source material, used to encourage discussion. Including newspaper articles, news reports, images and adverts</li> <li>Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions</li> <li>Paired and small group work</li> <li>Use of knowledge organisers</li> <li>Low stakes quizzes</li> <li>Retrieval practice</li> <li>Direct instruction</li> <li>Live modelling used when possible</li> </ul>					

		<ul style="list-style-type: none"> <li>● Scaffolding – during extended writing opportunities. Used with 1-1 support for learners</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions</li> <li>● Cold calling.</li> <li>● Think, pair, share</li> <li>● Say it again but say it better</li> <li>● Whole class feedback</li> <li>● Independent practice</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolding – during extended writing opportunities. Used with 1-1 support for learners</li> <li>● Questioning</li> <li>● Cold calling</li> <li>● Think, pair, share</li> <li>● Say it again but say it better</li> <li>● Whole class feedback</li> <li>● Independent practice</li> <li>● Metacognitive talk</li> </ul>
<p><b>Impact</b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>See spring term</b></p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced RTP quizzes Oracy Multiple choice quiz Whole class feedback</p> <p><b>Impact:</b> This topic will form the foundation for the GCSE theme C: Law and justice. Pupils to begin to understand how the CJS in the UK works. Pupil to question why young people become involved in knife crime and gang violence. Pupils to draw similarities between gangs and grooming. Pupils to understand where they can get help advice and support from if they are impacted by these issues.</p>	<p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced RTP quizzes Oracy Multiple choice quiz Whole class feedback</p> <p><b>Impact:</b> Topic debveloping on the work completed in year 7 on careers and financial decisions. Pupils to know who and how to get CIAEG.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>CORE CONCEPTS</b>	<p align="center"><b>Core concept 1:</b> How can I help to develop positive relationships in my community?</p>						<p align="center"><b>Core concept 2:</b> What rights and responsibilities do I have?</p>								
<p><b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?</p>	<ol style="list-style-type: none"> <li>1. What is cultural stereotyping? (LSQ)</li> <li>2. How can we work to prevent prejudice and discrimination?</li> <li>3. What impact can misogyny have on society?</li> <li>4. How does the equality act protect me? (MCQ)</li> <li>5. Is advocacy an effective way of promoting equality?</li> <li>6. What are the British values? (WCF)</li> </ol>						<ol style="list-style-type: none"> <li>1. What are human rights? (LSQ)</li> <li>2. How did our human rights develop over time?</li> <li>3. Should privacy be an absolute right? (MCQ)</li> <li>4. Should free speech be an absolute right? (WCF)</li> <li>5. What is Guantanamo Bay?</li> <li>6. What is happening to the Uighur people?</li> <li>7. What is the relationship between rights and responsibilities? (MCQ)</li> <li>8. Should the right to seek asylum be an absolute right?</li> <li>9. Does the Rwanda plan violate human rights?</li> <li>10. Term 1 synoptic and synoptic application (WCF)</li> </ol>								
	<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>● Stereotyping can be both positive and negative.</li> <li>● Culture is not a single identifiable trait.</li> <li>● It is everyones role to challenge prejudice and discrimination.</li> <li>● Misogyny can impact everyone regardless of sex.</li> <li>● Is it enough to tolerate?</li> <li>● Not all countries enjoy the same freedoms as the UK.</li> </ul>						<p><b>Threshold Concept:</b></p> <ul style="list-style-type: none"> <li>● Not all human rights are absolute.</li> <li>● Rights and responsibilities can conflict.</li> <li>● Privacy levels can be dependent on situation.</li> <li>● Citizens of different countries have different expectations of their own rights.</li> </ul>								
<p><b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?</p>	<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topics.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Discussion, group and paired, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Paired and small group work – prejudice and discrimination challenge.</li> <li>● Use of knowledge organisers</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Retrieval practice every lesson through whole school retrieval practice.</li> </ul>						<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topics. Including real stories of individuals whose human rights have been impacted, such as Shaker Ahmer.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Discussion, used every lesson to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Paired and small group work.</li> <li>● Debate tasks – whole class debate and small group debate tasks.</li> <li>● Use of knowledge organisers.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Retrieval practice every lesson through whole school retrieval.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice.</li> <li>● Live modelling used when possible.</li> </ul>								

- Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice.
- Live modelling used when possible and needed.
- Scaffolding – during extended writing opportunities and as needed.
- Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.
- Cold calling.
- Think pair share.
- Say it again but say it better.
- Deliberate vocabulary development.

- Scaffolding – during extended writing opportunities. Used with 1-1 support for learners. A3 laminates for exam structure introduced.
- Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.
- Cold calling.
- Think pair share.
- Say it again but say it better.
- Deliberate vocabulary development

**Impact**

(Assessment links, attainment and progress, destinations).  
What is the potential impact of your curriculum objectives on pupils?

**Impact:**

Pupils to consider what inequalities still exist in the UK, what is being done to challenge these and what more needs to be done to challenge these. Pupils to be able to describe the meaning of each of the British values and consider how well these values are upheld in UK society.

**Formative assessment:**

Low stakes quizzes  
Retrieval practice  
Quality of classwork produced  
Multiple choice quiz  
Whole class feedback

**Impact:**

Pupils to gain a full understanding of the concepts and expertise needed to take an active part in society. Pupils to understand how their rights are protected in the UK but also, they are able to compare these to other countries and governments across the world.

**Formative assessment:**

Low stakes quizzes  
Retrieval practice  
Quality of classwork produced  
Multiple choice quiz  
Knowledge drop  
Whole class feedback

	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
<b>CORE CONCEPTS</b>	<b>Core concept 2:</b> Continued	<b>Core concept 3:</b> How can I stay safe in my personal relationship?									
<b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	<b>See autumn term</b>	<ol style="list-style-type: none"> <li>1. What is the law on consent in the UK? (LSQ)</li> <li>2. What is FGM?</li> <li>3. What is honour based violence?</li> <li>4. What makes a healthy relationship? (WCF)</li> <li>5. Do healthy breakups exist?</li> <li>6. What different forms can abuse take? (MCQ)</li> <li>7. What is child sexual exploitation?</li> <li>8. What is image based sexual abuse?</li> <li>9. What are the health implications of STI's?</li> <li>10. What different methods of contraception exist?</li> <li>11. Pregnancy: What are the choices? (MCQ)</li> </ol>									
	<b>See autumn term</b>	<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>● Consent is more complex than just agreeing to something.</li> <li>● In some cultures, sex for women is only about reproduction.</li> <li>● All relationships are different.</li> <li>● Abuse comes in many forms.</li> <li>● Anyone can become a victim of abuse.</li> </ul>									
<b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	<b>See autumn term</b>	<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topics. Including real stories of individuals who have been impacted by these issues. CEOP resources used.</li> <li>● Guess speaker from Brook to be arranged if possible.</li> <li>● Discussion, used every lesson to lead to the formation of own opinion.</li> <li>● Paired and small group work.</li> <li>● Use of knowledge organisers in preparation for assessments and for homework.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Retrieval practice every lesson through whole school retrieval.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice.</li> <li>● Live modelling used when possible.</li> <li>● Scaffolding of written work and expectations of written answers. Used with 1-1 support for learners. A3 laminates for exam structure introduced.</li> <li>● Questioning – a range of questioning types used in all lessons.</li> <li>● Cold calling.</li> <li>● Think pair share.</li> <li>● Say it again but say it better.</li> <li>● Deliberate vocabulary development.</li> </ul>									

<p><b>Impact</b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>See autumn term</b></p>	<p><b>Impact:</b> Pupils will build upon their RSE work in year 7 and 8, they will revisit the concept of consent, but look at consent in a range of situations, they will also consider what factors such as alcohol can impact upon consent. Pupils will build on this and also link to human rights by looking at the issue of FGM. If possible, pupils will have a visit from the Brook team to introduce the range of contraceptives available to them and also what the Brook service offers to young people. Pupils will consider what a healthy relationship looks like to them and also what forms abuse can take. The ongoing theme of RSE lessons is for pupils to understand how they can get support and help, from both in and out of school with RSE issues.</p> <p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced Multiple choice quiz Knowledge drop Whole class feedback</p>
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Year 9 SUMMER

	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
<b>CORE CONCEPTS</b>	<b>Core concept 3:</b> Continued	<b>Core concept 4:</b> How can I take care of myself and make healthy and safe life choices?					<b>Core concept 5:</b> How can I prepare myself for the next stage of my education?					<b>Core concept 6:</b> How can I prepare myself for my financial future?		
<b>Intent</b> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	<b>See spring term</b>	<ol style="list-style-type: none"> <li>1. What would you do: It's party time? (LSQ)</li> <li>2. The consequences: The morning after the night before.</li> <li>3. How can I take care of my physical and mental wellbeing?</li> <li>4. How can I take care of myself online?</li> <li>5. Term 2 synoptic and synoptic application (WCF)</li> </ol>					<ol style="list-style-type: none"> <li>1. What post 16 options are available to me? (LSQ)</li> <li>2. What post 18 options are available to me?</li> <li>3. What are the different career sectors in the UK?</li> <li>4. What qualifications and skills are needed for different jobs? (MCQ)</li> <li>5. How do I apply for a part time job?</li> <li>6. What employment rights do workers have? (WCF)</li> </ol>					<ol style="list-style-type: none"> <li>1. What will my future finances look like?</li> <li>2. Term 3 synoptic and synoptic application (WCF)</li> </ol>		
	<b>See spring term</b>	<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>● Peer pressures can come from many places.</li> <li>● Peer pressure can be real or imagined pressure.</li> <li>● You have the responsibility to think about your health.</li> </ul>					<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>● Small changes now can help my future.</li> <li>● Skills are as important as qualifications.</li> </ul>					<b>Threshold Concept:</b> <ul style="list-style-type: none"> <li>● My financial future starts here.</li> </ul>		
<b>Implementation</b> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	<b>See spring term</b>	<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topics. Including real stories of different career paths.</li> <li>● Guess speaker from colleges / careers advisor to be arranged if possible.</li> <li>● Discussion, used every lesson to lead to the formation of own opinion.</li> <li>● Paired and small group work.</li> <li>● Use of knowledge organisers in preparation for assessments and for homework.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Retrieval practice every lesson through whole school retrieval.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice.</li> <li>● Live modelling used when possible.</li> </ul>					<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples and stories relating to the topics. Including real stories of different career paths.</li> <li>● Guess speaker from colleges / careers advisor to be arranged if possible.</li> <li>● Discussion, used every lesson to lead to the formation of own opinion.</li> <li>● Paired and small group work.</li> <li>● Use of knowledge organisers in preparation for assessments and for homework.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Retrieval practice every lesson through whole school retrieval.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions and then in subsequent lessons through retrieval practice.</li> <li>● Live modelling used when possible.</li> </ul>					<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>● Hinterland to communicate a range of real-life examples.</li> <li>● Discussion to lead to the formation of own opinion.</li> <li>● Paired and small group work.</li> <li>● Use of knowledge organisers in preparation for assessments and for homework.</li> <li>● Retrieval practice.</li> <li>● Direct instruction – Questioning</li> <li>● Cold calling.</li> </ul>		

		<ul style="list-style-type: none"> <li>● Scaffolding of written work and expectations of written answers. Used with 1-1 support for learners. A3 laminates for exam structure introduced.</li> <li>● Questioning – a range of questioning types used in all lessons.</li> <li>● Cold calling.</li> <li>● Think pair share.</li> <li>● Say it again but say it better.</li> <li>● Deliberate vocabulary development.</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolding of written work and expectations of written answers. Used with 1-1 support for learners. A3 laminates for exam structure introduced.</li> <li>● Questioning – a range of questioning types used in all lessons.</li> <li>● Cold calling.</li> <li>● Think pair share.</li> <li>● Say it again but say it better.</li> <li>● Deliberate vocabulary development.</li> </ul>	
<p><b>Impact</b> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?</p>	<p><b>See spring term</b></p>	<p><b>Impact:</b> This unit will develop upon pupils knowledge on living a healthy and safe life. This unit will recap key topics on peer pressure and the consequences of alcohol and drugs.</p> <p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced Multiple choice quiz Knowledge drop Whole class feedback</p>	<p><b>Impact:</b> This unit is to develop on the careers topics studied in year 7 and 8. Pupils will begin to reflect on their future plans. Pupils to be given the opportunity to research post 16 and consider how they can achieve their goals.</p> <p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced Multiple choice quiz Knowledge drop Whole class feedback</p>	<p><b>Impact:</b> This unit develops upon the careers work completed and continues pupils knowledge on financial literacy.</p> <p><b>Formative assessment:</b> Low stakes quizzes Retrieval practice Quality of classwork produced</p>



**KS4 Schema**  
**Year 10 Citizenship**

**Year 10 Overview 2023.2024**

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	<b>Theme C:</b> What are the principles that uphold our legal system?				<b>Theme C:</b> How do court's function?				<b>Theme C:</b> What impact does crime have on society?			<b>PSHE:</b> RSE			
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26				
	<b>Theme B:</b> How does voting work in the UK?						<b>Theme B:</b> What is Parliament?		<b>Theme B:</b> How does the British Constitution work?						
Summer	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40	
	<b>Theme B:</b>	<b>Theme B:</b> How does the British economy work?			<b>PSHE:</b> Healthy lifestyle and money management			<b>Theme E:</b> Deciding on an issue				<b>Theme E:</b> Planning, carrying out and evaluating my action			

## Year 10 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<p>Learning Chunk 1 (8 lessons) <b>Theme C:</b> <b>What are the Principles that uphold our legal system?</b></p>				<p>Learning Chunk 2 (9 lessons) <b>Theme C:</b> <b>How do courts function?</b></p>					<p>Learning Chunk 3 (7 lessons) <b>Theme C:</b> <b>What impact does crime have on society?</b></p>			<p>Learning Chunk 4 (6 lessons) <b>PSHE</b></p>		
<p><b>Learning intentions:</b></p> <ol style="list-style-type: none"> <li>1. Law introduction</li> <li>2. Moral dilemmas</li> <li>3. Principles of law</li> <li>4. Sources of law</li> <li>5. Checkpoint (KD)</li> <li>6. Law across the UK (WCF)</li> <li>7. Criminal and civil law</li> <li>8. Synoptic lesson (MCQ)</li> </ol>				<p><b>Learning intentions:</b></p> <ol style="list-style-type: none"> <li>1. Dealing with civil disputes</li> <li>2. The small claims court</li> <li>3. Roles in the criminal justice system</li> <li>4. Checkpoint (KD)</li> <li>5. Magistrates court</li> <li>6. Crown court</li> <li>7. The jury service (WCF)</li> <li>8. Youth justice</li> <li>9. Synoptic lesson (MCQ)</li> </ol>					<p><b>Learning intentions:</b></p> <ol style="list-style-type: none"> <li>1. Crime and society</li> <li>2. Sentencing</li> <li>3. Checkpoint (KD)</li> <li>4. How can we reduce crime</li> <li>5. Rights in the law</li> <li>6. Synoptic lesson (Mini assessment)</li> <li>7. Synoptic lesson</li> </ol>			<p><b>Learning intentions:</b></p> <ol style="list-style-type: none"> <li>1. Healthy relationships</li> <li>2. Abusive relationships</li> <li>3. Contraception</li> <li>4. Sexually transmitted infections</li> <li>5. Effects of pornography (WCF)</li> <li>6. Effects of revenge porn</li> </ol>		
<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>				<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>					<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>			<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>		
<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The principles of law</li> <li>• The rule of law</li> <li>• The sources of UK law</li> <li>• How the law differs in the nations of the UK</li> <li>• The key differences between civil and criminal law</li> </ul>				<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How civil disputes are dealt with in the small claims court and methods of settling them out of court</li> <li>• What the different roles in the criminal justice system involve</li> <li>• Key differences between the magistrates and crown court</li> <li>• The role of the jury</li> <li>• Key differences between the treatment of adult and youth offenders.</li> </ul>					<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>• What do statistics show us is happening to crime</li> <li>• The different range of sentences available in UK courts</li> <li>• How mitigation and aggravating factors are taken in account</li> <li>• Methods of crime reduction</li> <li>• The rights we have in the law</li> </ul>			<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The features of a healthy and unhealthy relationship.</li> <li>• Different forms of abusive relationships and domestic violence.</li> <li>• A range of methods of contraception</li> <li>• How a condom is used</li> <li>• The law on revenge porn</li> <li>• Impact of porn</li> <li>• How and where to get help, advice and support on relationship matters.</li> </ul>		

Learning Chunk 1	What are the principles that uphold our legal system?	Number of lessons	8
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Law introduction	<ul style="list-style-type: none"> <li>● Knowledge dump activity</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk</li> <li>● Paired and small group work – to discuss the impact of law on citizens</li> <li>● Cold calling knowledge retrieval</li> </ul>
2	Content	Moral dilemmas (WCF)	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Think pair share activity</li> <li>● Hinterland to communicate a range stories relating to the topic of moral dilemmas</li> <li>● Discussion to lead to the formation of own opinion and challenging own and others opinions</li> <li>● Worked examples / modelling of written responses</li> <li>● Written responses to be used to inform whole class feedback</li> </ul>
3	Content	Principles of law	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Whole class feedback to be shared with group</li> <li>● Retrieval activities</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions</li> <li>● Hinterland to communicate a range stories relating to the topic of the principles of law</li> </ul>
4	Content	Sources of law	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Generative learning technique – learning by summarising</li> <li>● Quizzing</li> <li>● Paired and small group work – to discuss why people obey the law</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Hinterland to communicate a range stories relating to the topic of the precedent</li> </ul>
5	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
6	Content	Law across the UK	<ul style="list-style-type: none"> <li>● Retrieval grid</li> </ul>

			<ul style="list-style-type: none"> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Quizzing</li> <li>● Paired and small group work – to discuss controversial issues across the UK</li> </ul>
7	Content	Criminal and civil law	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Analysis of a range of source material, used to encourage discussion</li> <li>● Paired and small group tasks</li> <li>● Modelled answers to exam questions</li> </ul>
8	Synoptic	Synoptic lesson (MCQ)	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Multiple choice quiz</li> <li>● Blank knowledge organiser completion</li> <li>● Scaffolding – during extended writing opportunities</li> <li>● Modelling – of exam answers</li> </ul>

Learning Chunk 2	How do court's function?	Number of lessons	9
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Dealing with civil disputes	<ul style="list-style-type: none"> <li>● Recall graphic.</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>● Paired task discussing cases</li> <li>● Role play on real life mediating cases</li> <li>● Quizzing</li> </ul>
2	Content	Small claims court	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Generative learning technique – learning by summarising</li> <li>● Low stakes quiz.</li> <li>● Analysis of a range of source material, used to encourage discussion. Based on a range of past civil cases.</li> <li>● Paired and small group work – creating a small claims court case.</li> </ul>
3	Content	Roles in the criminal justice system (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and small group work discussion work.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Generative learning technique – knowledge drop.</li> <li>● Peer assessment.</li> </ul>
4	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
5	Content	Magistrates court	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work – card sorting tasks.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> </ul>
6	Content	Crown court	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>

			<ul style="list-style-type: none"> <li>• Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> </ul>
7	Content	Jury service (WCF)	<ul style="list-style-type: none"> <li>• Retrieval grid.</li> <li>• Analysis of a range of source material, used to encourage discussion. Based on a real life criminal case.</li> <li>• Debate tasks – whole class debate, small group debate and court case role play.</li> <li>• Written work set and whole class feedback to be produced from this written work.</li> </ul>
8	Content	Youth justice	<ul style="list-style-type: none"> <li>• Retrieval grid.</li> <li>• Generative learning technique – Connell note taking.</li> <li>• Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>• Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>• Live modelling to create worked example.</li> </ul>
9	Synoptic	Synoptic (MCQ)	<ul style="list-style-type: none"> <li>• Retrieval grid.</li> <li>• Multiple choice quiz.</li> <li>• Blank knowledge organiser completion.</li> <li>• Scaffolding – during extended writing opportunities.</li> <li>• Modelling – of exam answers.</li> </ul>

Learning Chunk 3	What impact does crime have on society?	Number of lessons	7
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Crime and society	<ul style="list-style-type: none"> <li>● Recall graphic.</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>● Analysis of a range of source material, used to encourage discussion. Including newspaper articles and crime statistics.</li> <li>● Paired and class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Live modelling to create worked example.</li> </ul>
2	Content	Sentencing	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Low stakes quizzes</li> </ul>
3	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
4	Content	How can we reduce crime	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Analysis of a range of source material, used to encourage discussion. Including real life case of restorative justice.</li> <li>● Low stakes quizzes</li> </ul>
5	Content	Rights and responsibilities in the law	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Generative learning technique – Connell note taking.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>
6	Synoptic	Synoptic (Mini assessment)	<ul style="list-style-type: none"> <li>● Completion of past exam questions</li> </ul>

			<ul style="list-style-type: none"><li>● Modelling</li><li>● Scaffolding</li></ul>
7	Synoptic	Synoptic (Mini assessment)	<ul style="list-style-type: none"><li>● Self-assessment of mini assessment</li><li>● Blank knowledge organiser completion.</li><li>● Scaffolding – during extended writing opportunities.</li><li>● Modelling – of exam answers.</li></ul>



Learning Chunk 4	PSHE	Number of lessons	6
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Healthy Relationships	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Teacher input</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Hinterland – consideration of real-life stories about relationships</li> <li>● Information given on where pupils can get help advice and support on RSE issues.</li> </ul>
2	Content	Abusive Relationships	<ul style="list-style-type: none"> <li>● Retrieval grid</li> <li>● Teacher input</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Hinterland – consideration of real-life stories about relationships</li> <li>● Information given on where pupils can get help advice and support on RSE issues.</li> </ul>
3	Content	Contraception	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Real examples of contraceptives available for pupils to look at.</li> <li>● Low stakes quizzes – MCQ</li> <li>● Information given on where pupils can get help advice and support on RSE issues.</li> </ul>
4	Content	Sexually transmitted infections	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Information on STI testing and protection from STIs.</li> <li>● Information given on where pupils can get help advice and support on RSE issues.</li> </ul>

5	Content	Effects of pornography (WCF)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work – sharing of ideas.</li> <li>● Information given on where pupils can get help advice and support on RSE issues.</li> <li>● WCF task set</li> </ul>
6	Content	Effects of revenge porn	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● WCF given to class.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Hinterland to communicate a range of real life examples relating to topic.</li> <li>● Information given on where pupils can get help advice and support on RSE issues.</li> </ul>

## Year 10 Spring Term

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Learning Chunk 5 (10 lessons) <b>How does voting work in the UK?</b>					Learning Chunk 6 (6 lessons) <b>What is Parliament?</b>			Learning Chunk 7 (8 lessons) <b>How does the British Constitution work?</b>		
<b>Learning intentions:</b> <ol style="list-style-type: none"> <li>1. Democracy</li> <li>2. Compulsory voting</li> <li>3. Political parties</li> <li>4. Political parties (WCF)</li> <li>5. Checkpoint (KD)</li> <li>6. General elections</li> <li>7. Voting systems</li> <li>8. Coalitions</li> <li>9. Forming a government</li> <li>10. Synoptic (MCQ)</li> </ol>					<b>Learning intentions:</b> <ol style="list-style-type: none"> <li>1. Becoming an MP</li> <li>2. Role of an MP</li> <li>3. Checkpoint (KD)</li> <li>4. What is parliament</li> <li>5. Role of a member of the House of Lords</li> <li>6. Synoptic (MCQ)</li> </ol>			<b>Learning intentions:</b> <ol style="list-style-type: none"> <li>1. Role of the monarch</li> <li>2. Constitution</li> <li>3. Checkpoint (KD)</li> <li>4. Changing the constitution: Lowering the voting age (WCF)</li> <li>5. Changing the constitution: Devolution of power</li> <li>6. How are laws made</li> <li>7. Synoptic (MCQ)</li> </ol>		
<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>					<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>			<b>Pedagogical Approaches:</b> <ul style="list-style-type: none"> <li>• Free Recall</li> <li>• Modelling</li> <li>• Quizzing</li> </ul>		
<b>Subject Specific Knowledge:</b> <ul style="list-style-type: none"> <li>• How democracy works in the UK.</li> <li>• What compulsory voting is and why it is used.</li> <li>• What a range of political parties stand for in the UK.</li> <li>• How general elections work in the UK.</li> <li>• What a coalition is and why a coalition might be formed.</li> <li>• How a government is formed in the UK.</li> <li>• Roles MPs can take within government.</li> </ul>					<b>Subject Specific Knowledge:</b> <ul style="list-style-type: none"> <li>• How candidates for MP are selected by political parties.</li> <li>• What the role of MP involves.</li> <li>• The role of the UK Parliament.</li> <li>• The role of a member of the House of Lords.</li> </ul>			<b>Subject Specific Knowledge:</b> <ul style="list-style-type: none"> <li>• What political role the UK monarch plays.</li> <li>• How monarchies differ in other countries.</li> <li>• What devolution is and how it has changed politics in the UK.</li> <li>• The process of law making.</li> </ul>		

Learning Chunk 5	How does voting work in the UK?	Number of lessons	10
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Democracy	<ul style="list-style-type: none"> <li>● Recall graphic.</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Debate tasks – whole class debate, small group debate and court case role play.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>
2	Content	Compulsory voting	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and small group work – walkabout bingo and who cannot and cannot vote.</li> <li>● Debate tasks – whole class debate, small group debate and court case role play.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>
3	Content	Political parties	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>
4	Content	Political parties (WCF)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Live modelling used when possible.</li> </ul>

			<ul style="list-style-type: none"> <li>● Written work set and whole class feedback to be produced from this written work.</li> </ul>
5	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Whole class feedback given – use of whole school template.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
6	Content	General elections	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Generative learning technique – Connell note taking.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Concept map created from source material</li> </ul>
7	Content	Voting systems	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and small group work.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>
8	Content	Coalitions	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Paired and small group work.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>
9	Content	Forming a government	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Paired and small group work –</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> </ul>

10	Synoptic	Synoptic (MCQ)	<ul style="list-style-type: none"><li>● Retrieval grid.</li><li>● Multiple choice quiz.</li><li>● Blank knowledge organiser completion.</li><li>● Scaffolding – during extended writing opportunities.</li><li>● Modelling – of exam answers</li></ul>
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Learning Chunk 6	What is Parliament?	Number of lessons	6
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Becoming an MP	<ul style="list-style-type: none"> <li>● Recall graphic.</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Paired and small group work.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>
2	Content	Role of an MP	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> </ul>
3	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
4	Content	What is Parliament	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Paired and small group work.</li> </ul>
5	Content	Role of a member of the house of lords	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> <li>● Concept map created from source material.</li> </ul>

6	Synoptic	Synoptic lesson (MCQ)	<ul style="list-style-type: none"><li>● Retrieval grid.</li><li>● Multiple choice quiz.</li><li>● Blank knowledge organiser completion.</li><li>● Scaffolding – during extended writing opportunities.</li><li>● Modelling – of exam answers.</li></ul>
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Learning Chunk 7	How does the British Constitution work?	Number of lessons	8 (8 in total, 2 lessons to be taught in term 3)
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Role of the monarch	<ul style="list-style-type: none"> <li>● Recall graphic.</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>● Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> </ul>
2	Content	The constitution	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Generative learning technique – Connell note taking.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Live modelling / worked example of written task.</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> </ul>
3	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
4	Content	Changing the constitution: Lowering the voting age (WCF)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and small group work.</li> <li>● Debate tasks – whole class debate or small group debates.</li> <li>● Scaffolding – during extended writing opportunities.</li> </ul>
5	Content	Changing the constitution: Devolution of power	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Generative learning technique – learning by summarising</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>

			<ul style="list-style-type: none"> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> </ul>
6	Content	How are laws made	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and small group work.</li> <li>● Concept map created from source material</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> </ul>
7	Synoptic	Synoptic lesson (MCQ)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Multiple choice quiz.</li> <li>● Blank knowledge organiser completion.</li> <li>● Scaffolding – during extended writing opportunities.</li> <li>● Modelling – of exam answers.</li> </ul>

## Year 10 Summer Term

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
Completion of learning chunk 7	Learning Chunk 8 (5 lessons) <b>How does the British economy work?</b>			Learning Chunk 9 (6 lessons) <b>PSHE</b>			Learning Chunk 10 (11 lessons) <b>Deciding on an issue</b>				Learning Chunk 11 (5 lessons) <b>Planning, carrying out and evaluating my action</b>		
<b>Learning intentions:</b> 1. How are laws made 2. Synoptic (MCQ)	<b>Learning intentions:</b> 1. Tax 2. Public spending 3. Checkpoint (KD) 4. Synoptic (Mini assessment) 5. Synoptic 6. Synoptic			<b>Learning intentions:</b> 1. Personal finance - budgeting 2. Personal finance - debt 3. Alcohol and risky behaviour (WCF) 4. Drugs 5. Nitrous oxide, cannabis and spice 6. Cocaine and ecstasy			<b>Learning intentions:</b> 1. Introduction to theme E (WCF) 2. Deciding on a team and an issue 3. Deciding on a title and considering how your campaign links to citizenship 4. Primary and secondary data 5. Secondary data 6. Primary data 7. Checkpoint (KD) 8. Summarising my research 9. Letter writing 10. Why do people hold different views 11. Synoptic (MCQ)				<b>Learning intentions:</b> 1. Planning the action (WCF) 2. Carrying out the citizenship action 3. Carrying out the citizenship action 4. Carrying out the citizenship action 5. Synoptic (MCQ)		
Completion of learning chunk 7	<b>Pedagogical Approaches:</b> • Free Recall • Modelling • Quizzing			<b>Pedagogical Approaches:</b> • Free Recall • Modelling • Quizzing			<b>Pedagogical Approaches:</b> • Free Recall • Modelling • Quizzing				<b>Pedagogical Approaches:</b> • Free Recall • Modelling • Quizzing		
Completion of learning chunk 7	<b>Subject Specific Knowledge:</b> • What taxes UK citizens pay. • How public services are funded in the UK. • The role of the Chancellor or the Exchequer. • The UK economy. • How public funds are generated. • How public funds are spend. • How education, healthcare and the welfare state are financed.			<b>Subject Specific Knowledge:</b> • How young people can budget their money. • The importance of remaining free from debt. • This risks are associated with excessive alcohol usage. • The law, effects and risks of a range of drugs.			<b>Subject Specific Knowledge:</b> • What does it mean to advocate? • What makes advocacy effective? • How can young people make a change on issues they care about? • What different forms of research exist? • What different views exist on issues that I care about?				<b>Subject Specific Knowledge:</b> • Which methods will help me achieve my aims? • What skills do my team have? • How can we run an effective campaign?		

Learning Chunk 7	How does the British Constitution work?	Number of lessons	2 lessons remaining
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
7	Content	How are laws made	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Paired and small group work.</li> <li>● Concept map created from source material</li> <li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li> </ul>
8	Synoptic	Synoptic lesson (MCQ)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Multiple choice quiz.</li> <li>● Blank knowledge organiser completion.</li> <li>● Scaffolding – during extended writing opportunities.</li> <li>● Modelling – of exam answers.</li> </ul>

Learning Chunk 8	How the British economy works	Number of lessons	5
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Tax	<ul style="list-style-type: none"> <li>● Recall graphic.</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Generative learning technique – knowledge drop.</li> </ul>
2	Content	Public spending	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction</li> <li>● Paired and small group work.</li> <li>● Low stakes quizzes</li> <li>● Debate tasks – whole class debate or small group debates.</li> </ul>
3	Checkpoint	<b>Checkpoint (KD):</b> The provision for health, welfare and education	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Direct instruction</li> <li>● Paired and small group work.</li> <li>● Scaffolding – during extended writing opportunities.</li> </ul>
4	Synoptic	<b>Synoptic (mini assessment)</b>	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Independent practice</li> <li>● Modelling</li> <li>● Scaffolding</li> </ul>
5	Synoptic	<b>Synoptic lesson (mini assessment)</b>	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Independent practice</li> <li>● Modelling</li> <li>● Scaffolding</li> </ul>
6	Synoptic	<b>Synoptic lesson (mini assessment)</b>	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction</li> <li>● Worked examples</li> <li>● Modelling</li> </ul>

Learning Chunk 9	PSHE	Number of lessons	6
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Content	Personal finance - budgeting	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Hinterland to communicate a range of real life examples and stories relating to the topics.</li> <li>● Analysis of a range of source material, used to encourage discussion.</li> <li>● Live modelling for maths based tasks.</li> </ul>
2	Content	Personal finance – debt	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Hinterland to communicate a range of real life examples and stories relating to the topics.</li> <li>● Analysis of a range of source material, used to encourage discussion.</li> <li>● Live modelling for maths based tasks.</li> </ul>
3	Content	Alcohol and risky behaviour (WCF)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Hinterland to communicate a range of real life examples and stories relating to the topics.</li> <li>● Analysis of a range of source material, used to encourage discussion.</li> </ul>
4	Content	Drugs	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Group work.</li> <li>● Analysis of a range of source material, used to encourage discussion – drugs box.</li> </ul>
5	Content	Nitrous oxide, cannabis and spice	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Hinterland to communicate a range of real life examples and stories relating to the topics.</li> <li>● Analysis of a range of source material, used to encourage discussion.</li> </ul>

			<ul style="list-style-type: none"><li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li></ul>
6	Content	Cocaine and ecstasy	<ul style="list-style-type: none"><li>● Retrieval grid.</li><li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li><li>● Paired and small group work.</li><li>● Hinterland to communicate a range of real life examples and stories relating to the topics.</li><li>● Analysis of a range of source material, used to encourage discussion.</li><li>● Low stakes quizzes – examples include: mini white boards, voting fans random pupil generator on class charts and targeted teacher questioning.</li></ul>

Learning Chunk 10	Deciding on an issue	Number of lessons	11
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Introduction to theme E (WCF)	<ul style="list-style-type: none"> <li>• Knowledge dump activity</li> <li>• Links made from previous CZP topics to relevant knowledge for learning chunk.</li> <li>• Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>• Paired and small group work.</li> <li>• Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> <li>• Class discussion activities, used to lead to the formation of own opinion and challenging own and others opinions.</li> </ul>
2	Content	Deciding on a team and an issue	<ul style="list-style-type: none"> <li>• Retrieval practice every lesson through whole school retrieval practice.</li> <li>• Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>• Paired and small group work.</li> <li>• Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
3	Content	Deciding on a title and considering how your campaign links to citizenship	<ul style="list-style-type: none"> <li>• Retrieval practice every lesson through whole school retrieval practice.</li> <li>• Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>• Paired and small group work.</li> <li>• Live modelling used when possible.</li> <li>• Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
4	Content	Primary and secondary data	<ul style="list-style-type: none"> <li>• Retrieval practice every lesson through whole school retrieval practice.</li> <li>• Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>• Paired and small group work.</li> <li>• Live modelling used when possible.</li> <li>• Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>



5	Content	Secondary data	<ul style="list-style-type: none"> <li>● Retrieval practice every lesson through whole school retrieval practice.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Live modelling used when possible.</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>
6	Content	Primary data	<ul style="list-style-type: none"> <li>● Retrieval practice every lesson through whole school retrieval practice.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Live modelling used when possible.</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>
7	Checkpoint	Checkpoint (KD)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Knowledge drop task – retrieval mat.</li> <li>● Concept map created from source material.</li> <li>● Extended writing task / exam preparation task.</li> </ul>
8	Content	Summarising my research	<ul style="list-style-type: none"> <li>● Retrieval practice every lesson through whole school retrieval practice.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Live modelling used when possible.</li> <li>● Scaffolding – during extended writing opportunities.</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> <li>● Analysis of a range of source material, used to encourage discussion. Included newspaper articles, news reports, images and adverts.</li> </ul>
9	Content	Letter writing	<ul style="list-style-type: none"> <li>● Retrieval practice every lesson through whole school retrieval practice.</li> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> </ul>

			<ul style="list-style-type: none"> <li>● Scaffolding – during extended writing opportunities.</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
10	Content	Why do people hold different views	<ul style="list-style-type: none"> <li>● Direct instruction – teacher explaining key concepts and examples. Checking pupil knowledge through direct targeted questions.</li> <li>● Paired and small group work.</li> <li>● Live modelling used when possible.</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
11	Synoptic	Synoptic (MCQ)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Multiple choice quiz.</li> <li>● Blank knowledge organiser completion.</li> <li>● Scaffolding – during extended writing opportunities.</li> <li>● Modelling – of exam answers.</li> </ul>

Learning Chunk 11	Planning, carrying out and evaluating my action	Number of lessons	5
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Planning my citizenship issue (WCF)	<ul style="list-style-type: none"> <li>● Knowledge dump activity</li> <li>● Links made from previous CZP topics to relevant knowledge for learning chunk.</li> </ul>
2	Content	Carrying out my citizenship action	<ul style="list-style-type: none"> <li>● Group work</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
3	Content	Carrying out my citizenship action	<ul style="list-style-type: none"> <li>● Group work</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
4	Content	Carrying out my citizenship action	<ul style="list-style-type: none"> <li>● Group work</li> <li>● Questioning – a range of questioning types used in all lessons – open questions used to simulate class discussions and debate. Pupils encouraged to question each other and to ask their own open questions.</li> </ul>
5	Synoptic	Synoptic (MCQ)	<ul style="list-style-type: none"> <li>● Retrieval grid.</li> <li>● Multiple choice quiz.</li> <li>● Blank knowledge organiser completion.</li> <li>● Scaffolding – during extended writing opportunities.</li> <li>● Modelling – of exam answers.</li> </ul>

**KS4 Schema**  
**Year 11 Citizenship**

**Year 11 Overview 2023. 2024**

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
	<b>Theme E:</b> Planning, carrying out and evaluating my action.					<b>PSHE:</b> What will I do when I leave school?				<b>Theme D:</b> Who has the power and influence to make change in our society?						
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26					
	<b>Theme D:</b> How much power and influence does the media have?			<b>Theme D:</b> What power do international organisations hold?												
Summer	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40		
	<b>Recall:</b> Paper 1			<b>Recall:</b> Paper 2			<b>PSHE:</b> How can I take care of my own and others' health?									

## Year 11 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<p>Learning Chunk 1 (9 lessons)</p> <p><b>Theme E:</b></p> <p><b>Planning, carrying out and evaluating my action.</b></p>					<p>Learning Chunk 2 (7 lessons)</p> <p><b>PSHE:</b></p> <p>What will I do when I leave school?</p>				<p>Learning Chunk 3 (13 lessons)</p> <p><b>Theme D:</b></p> <p><b>Who has the power to make change in our society?</b></p>					
<p><b>Learning Intentions:</b></p> <ol style="list-style-type: none"> <li>1. What are my objectives and how will these be achieved?</li> <li>2. Taking citizenship action. P1</li> <li>3. Taking citizenship action. P2</li> <li>4. Taking citizenship action. P3</li> <li>5. Taking citizenship action. P4</li> <li>6. Checkpoint (mini assessment)</li> <li>7. Outcomes from citizenship action (WCF)</li> <li>8. Evaluation of citizenship action</li> <li>9. Synoptic (Assessment)</li> </ol>					<p><b>Learning Intentions:</b></p> <ol style="list-style-type: none"> <li>1. What do I want for my future?</li> <li>2. What post 16 options are available to me?</li> <li>3. What employability skills do I need to develop?</li> <li>4. How do I write a CV?</li> <li>5. How do I write a personal statement?</li> <li>6. Which colleges am I applying for?</li> <li>7. What type of questions are asked at a college interview?</li> </ol>				<p><b>Learning Intentions:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to theme D</li> <li>2. How can citizens participate in democracy?</li> <li>3. How can we improve voter turnout in the UK?</li> <li>4. How does democracy in the UK compare to other countries?</li> <li>5. What is a pressure group</li> <li>6. Checkpoint (mini assessment)</li> <li>7. What is the role of amnesty international?</li> <li>8. What does extinction rebellion want? (WCF)</li> <li>9. Should we still need volunteers in society?</li> <li>10. Should British society need charities?</li> <li>11. What is a trade union?</li> <li>12. How powerful are trade unions?</li> <li>13. Synoptic (Assessment)</li> </ol>					
<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Free Recall</li> <li>● Modelling</li> <li>● Quizzing</li> <li>● Retrieval</li> <li>● Cold calling</li> <li>● Probing questions</li> <li>● Check for understanding</li> <li>● Worked examples</li> <li>● Big picture small picture</li> <li>● Scaffolding</li> <li>● Duel coding</li> <li>● Think pair share</li> <li>● Whole class feedback</li> <li>● Independent practice</li> </ul>					<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Modelling</li> <li>● Quizzing</li> <li>● Retrieval</li> <li>● Cold calling</li> <li>● Probing questions</li> <li>● Check for understanding</li> <li>● Worked examples</li> <li>● Big picture small picture</li> <li>● Scaffolding</li> <li>● Duel coding</li> <li>● Think pair share</li> <li>● Independent practice</li> <li>● Concrete examples</li> <li>● Deliberate vocabulary development</li> </ul>				<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Free Recall</li> <li>● Modelling</li> <li>● Quizzing</li> <li>● Retrieval</li> <li>● Cold calling</li> <li>● Probing questions</li> <li>● Check for understanding</li> <li>● Worked examples</li> <li>● Big picture small picture</li> <li>● Scaffolding</li> <li>● Duel coding</li> <li>● Think pair share</li> <li>● Whole class feedback</li> <li>● Independent practice</li> <li>● Use of knowledge organisers</li> <li>● Deliberate vocabulary development</li> </ul>					
<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● What advocacy is and how to advocate effectively.</li> </ul>					<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Consideration of what skills employers are looking for.</li> </ul>				<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Considering who has power and influence in society.</li> <li>● Understanding ways in which citizens can contribute to democracy.</li> </ul>					

- How to plan a citizenship action.
- What skills do team members have and how best to utilise these skills in order to bring about a successful campaign.
- Methods of campaigning, strengths and weaknesses of these.
- The difference between objectives and outcomes.

- To know the range of post 16 options available to them.
- To know how to write both a CV and a personal statement.
- To know a wide range of colleges and post 16 providers in our local area.
- To develop interview skills.
- To understand how higher education and finance works.

- Considering how voter apathy can be challenged.
- Comparing democracy in the UK to other nations.
- The role pressure groups play within a democracy.
- Real life examples of pressure groups.
- How society benefits from charities and volunteers.
- Considering how powerful trade unions are.

Learning Chunk 1	Planning, carrying out and evaluating my action	Number of lessons	9
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	What are my objectives and how will these be achieved? (WCF)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Free recall</li> <li>● Links made to prior learning</li> <li>● Independent practice</li> <li>● Group discussion</li> <li>● Whole class feedback</li> </ul>
2	Content	Taking citizenship action	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Group discussion</li> <li>● Group work</li> <li>● Independent reflection</li> <li>● Whole class feedback</li> </ul>
3	Content	Taking citizenship action	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Group discussion</li> <li>● Group work</li> <li>● Independent reflection</li> </ul>
4	Content	Taking citizenship action	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Group discussion</li> <li>● Group work</li> <li>● Independent reflection</li> </ul>
5	Content	Taking citizenship action	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Group discussion</li> <li>● Group work</li> <li>● Independent reflection</li> </ul>
6	Checkpoint	Checkpoint: Mini assessment	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> <li>● Scaffolding</li> </ul>

			<ul style="list-style-type: none"> <li>● Use of visualizer</li> <li>● Independent practice</li> </ul>
7	Content	Outcomes (WCF)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Group discussion</li> <li>● Group work</li> <li>● Independent reflection</li> <li>● Whole class feedback</li> </ul>
8	Content	Evaluation	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Group discussion</li> <li>● Group work</li> <li>● Independent reflection</li> <li>● Whole class feedback</li> </ul>
9	Synoptic	Synoptic: Assessment	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Use of visualizer</li> <li>● Independent practice</li> </ul>



Learning Chunk 2	What will I do when I leave school?	Number of lessons	7
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Content	What do I want for my future?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Group discussion</li> <li>● Independent reflection</li> </ul>
2	Content	What post 16 options are available to me?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Self-assessment</li> <li>● Independent reflection</li> </ul>
3	Content	What employability skills do I need to develop?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Group discussion</li> <li>● Teacher input</li> <li>● Independent reflection</li> <li>● Mini assessment</li> </ul>
4	Content	How do I write a CV?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Paired work</li> <li>● Modelling</li> <li>● Independent reflection</li> <li>● Group discussion</li> </ul>
5	Content	How do I write a personal statement?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Concrete examples</li> <li>● Group discussion</li> <li>● Independent practice</li> <li>● Independent reflection</li> </ul>
6	Content	Which colleges am I applying for?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Independent practice</li> <li>● Independent reflection</li> </ul>
7	Content	What type of questions are asked at a college interview?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Guided practice</li> <li>● Independent practice</li> </ul>

			<ul style="list-style-type: none"><li>• Independent reflection</li></ul>
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Learning Chunk 3	Who has the power to make change in our society?	Number of lessons	13
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Introduction to theme D	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Links made to previous themes</li> <li>● Group discussion</li> <li>● Think pair share</li> <li>● Independent practice</li> <li>● Debate task</li> </ul>
2	Content	How can citizens participate in democracy	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Think pair share</li> <li>● Teacher input</li> <li>● Group discussion</li> <li>● Concept map completion</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Independent practice</li> </ul>
3	Content	How can we improve voter turnout in the UK?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Image analysis</li> <li>● Quizzing</li> <li>● Independent practice</li> <li>● Group discussion</li> </ul>
4	Content	How does democracy in the UK compare to other countries?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Group discussion</li> <li>● Quizzing</li> </ul>
5	Content	What is a pressure group	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Group discussion</li> <li>● Generative learning: Cornell note taking</li> <li>● Learning by summarisation</li> </ul>

			<ul style="list-style-type: none"> <li>● Modelling</li> <li>● Scaffolding</li> </ul>
6	Checkpoint	Checkpoint: Mini-assessment	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Use of visualizer</li> </ul>
7	Content	What is the role of amnesty international?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Group discussion</li> <li>● Quizzing</li> <li>● Use of source material</li> <li>● Hinterland</li> </ul>
8	Content	What does extinction rebellion want? (WCF)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Group discussion</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Quizzing</li> <li>● Independent reflection</li> <li>● Whole class feedback</li> </ul>
9	Content	Should we still need volunteers in society?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Whole class feedback</li> <li>● Think pair share</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
10	Content	Why do we need charities?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Group discussion</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Independent practice</li> <li>● Modelling</li> <li>● Use of visualiser</li> </ul>

			<ul style="list-style-type: none"> <li>● Quizzing</li> </ul>
11	Content	What is a trade union?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Generative learning: Cornell note taking</li> <li>● Think pair share</li> <li>● Class discussion</li> <li>● Hinterland</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
11	Content	How powerful are trade unions?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Generative learning: Learning by teaching</li> <li>● Think pair share</li> <li>● Class discussion</li> <li>● Hinterland</li> <li>● Quizzing</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Independent practice</li> </ul>
12	Synoptic	Synoptic: Assessment	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Use of visualizer</li> <li>● Independent practice</li> </ul>

**Year 11 Spring Term**

Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
<p>Learning Chunk 4 (5 lessons)  <b>Theme D:</b>  <b>How much power and influence does the media have?</b></p>			<p>Learning Chunk 5 (15 lessons)  <b>Theme D:</b>  <b>What power do international organisations hold?</b></p>							
<p><b>Learning Intentions:</b>            1. What is the purpose of the UK media?            2. How bias is the British press?            3. What rules govern the UK media?            4. How free is the UK press?            5. <b>Synoptic (Assessment)</b></p>			<p><b>Learning Intentions:</b>            1. What is the role of the EU?            2. How has the UK's relationship with the EU changed post Brexit?            3. <b>What is the role of the council of Europe (WCF)</b>            4. What is the role of the United Nations?            5. What is the role of the Commonwealth?            6. <b>Checkpoint (Mini assessment)</b>            7. What is the role of NATO?            8. How does international trade work?            9. <b>What is the role of the WTO? (WCF)</b>            10. What is the role of the International Criminal Court?            11. <b>Checkpoint (Mini assessment)</b>            12. What is the role of the UK in conflict?            13. What is a non-governmental organisation?            14. Does the UK have a global responsibility to other countries?            15. <b>Synoptic (Assessment)</b>            16. <b>Synoptic (Assessment)</b>            17. How can I improve my GCSE grade?</p>							
<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Free Recall</li> <li>● Modelling</li> <li>● Quizzing</li> <li>● Retrieval</li> <li>● Cold calling</li> <li>● Probing questions</li> <li>● Check for understanding</li> <li>● Worked examples</li> <li>● Big picture small picture</li> <li>● Scaffolding</li> <li>● Duel coding</li> <li>● Think pair share</li> <li>● Independent practice</li> <li>● Use of knowledge organisers</li> </ul>			<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Free recall</li> <li>● Recall tasks</li> <li>● Modelling</li> <li>● Use of visualizer</li> <li>● Quizzing</li> <li>● Retrieval</li> <li>● Cold calling</li> <li>● Probing questions</li> <li>● Check for understanding</li> <li>● Worked examples</li> <li>● Big picture small picture</li> <li>● Scaffolding</li> <li>● Duel coding</li> <li>● Think pair share</li> </ul>							

<ul style="list-style-type: none"> <li>● Deliberate vocabulary development</li> </ul>	<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Independent practice</li> <li>● Use of knowledge organisers</li> <li>● Deliberate vocabulary development</li> <li>● Generative learning sheet: Learning by summarising</li> <li>● Generative learning sheet: Cornell note taking</li> <li>● Generative learning sheet: Learning by teaching</li> <li>● Use of source material</li> </ul>
<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● The difference between new media and traditional media.</li> <li>● The purposes of media in society.</li> <li>● How media is used by political parties.</li> <li>● The role of the media in holding politicians to account.</li> <li>● How the media is used by pressure groups.</li> <li>● How free press upholds democratic values.</li> <li>● How the freedom of the media differs in different countries.</li> <li>● To consider how bias the UK press is.</li> <li>● To consider the impact of bias press on society.</li> </ul>	<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Britain's membership to international organisations, including; the EU, the European Council, the UN, the Commonwealth, NATO, ICC and WTO.</li> <li>● The benefits and commitments of member for; the EU, the European Council, the UN, the Commonwealth, NATO, ICC and WTO.</li> <li>● How international trade works.</li> <li>● How trade benefits the UK.</li> <li>● What the Geneva Convention is.</li> <li>● What war crimes are and real-life examples of war crimes.</li> <li>● Examples of Non-governmental organisations and the work they do.</li> <li>● The cost of war.</li> <li>● How and why war should be avoided.</li> </ul>

Learning Chunk 4	How much power and influence does the media have?	Number of lessons	5
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	What is the purpose of the UK media?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Recall activity: List it task</li> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Group discussion</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Generative learning task: Learning by summarising</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
2	Content	How bias is the British press?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Group discussion</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Independent practice</li> </ul>
3	Content	What rules govern the UK media?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Group discussion</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Independent practice</li> <li>● Quizzing</li> </ul>
4	Content	How free is the UK press?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Debate task</li> <li>● Hinterland</li> <li>● Group discussion</li> <li>● Use of source material</li> </ul>



			<ul style="list-style-type: none"><li>● Generative learning task: Cornell note taking task</li><li>● Quizzing</li><li>● Independent practice</li></ul>
5	Synoptic	Synoptic: Assessment	<ul style="list-style-type: none"><li>● Retrieval practice</li><li>● Teacher input</li><li>● Mini assessment</li><li>● Self-assessment</li><li>● Modelling</li><li>● Scaffolding</li><li>● Use of visualizer</li><li>● Independent practice</li></ul>

Learning Chunk 5	What power do international organisations hold?	Number of lessons	15
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	What is the role of the EU?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Recall task: Cops and robber's activity</li> <li>● Deliberate vocabulary development</li> <li>● Teacher input</li> <li>● Generative learning sheet: Learning by summarising</li> <li>● Quizzing</li> </ul>
2	Content	How has the UK's relationship with the EU changed post Brexit?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Big picture, small picture</li> <li>● Quizzing</li> <li>● Group discussion</li> <li>● Use of source material</li> <li>● Hinterland</li> <li>● Independent practice</li> </ul>
3	Content	What is the role of the council of Europe? (WCF)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Recall task: Walkabout bingo</li> <li>● Generative learning task: Learning by teaching</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
4	Content	What is the role of the United Nations?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● WCF</li> <li>● Use of source material</li> <li>● Quizzing</li> <li>● Classroom reading routines</li> <li>● Paired discussion</li> </ul>
5	Content	What is the role of the Commonwealth?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> </ul>

			<ul style="list-style-type: none"> <li>● Teacher input</li> <li>● Think pair share</li> <li>● Cold calling</li> <li>● Quizzing</li> <li>● Class discussion</li> <li>● Paired discussion</li> </ul>
6	Checkpoint	Checkpoint (Mini assessment)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Use of visualizer</li> <li>● Independent practice</li> </ul>
7	Content	What is the role of NATO?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Generative learning: Cornell note taking</li> <li>● Use of source material</li> <li>● Quizzing</li> <li>● Class discussion</li> <li>● Independent practice</li> </ul>
8	Content	How does international trade work?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Generative learning: Cornell note taking</li> <li>● Use of source material</li> <li>● Class discussion</li> <li>● Deliberate vocabulary development</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
9	Content	What is the role of the WTO? (WCF)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Quizzing</li> <li>● Use of source material</li> <li>● Independent Practice</li> </ul>
10	Content	What is the role of the International Criminal Court?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> </ul>

			<ul style="list-style-type: none"> <li>● WCF</li> <li>● Quizzing</li> <li>● Class discussion</li> <li>● Independent practice</li> <li>● Whole class reading routines</li> </ul>
11	Checkpoint	Checkpoint (Mini assessment)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Use of visualizer</li> <li>● Independent practice</li> </ul>
12	Content	What is the role of the UK in conflict?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Paired discussion</li> <li>● Class discussion</li> <li>● Independent practice</li> <li>● Quizzing</li> </ul>
13	Content	What is a non-governmental organisation?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Deliberate vocabulary development</li> <li>● Class discussion</li> <li>● Paired discussion</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
14	Content	Does the UK have a global responsibility to other countries?	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Class discussion</li> <li>● Quizzing</li> <li>● Independent practice</li> </ul>
15	Synoptic	Synoptic: Assessment)	<ul style="list-style-type: none"> <li>● Retrieval practice</li> <li>● Teacher input</li> <li>● Mini assessment</li> <li>● Self-assessment</li> <li>● Modelling</li> </ul>

			<ul style="list-style-type: none"><li>● Scaffolding</li><li>● Use of visualizer</li><li>● Independent practice</li></ul>
16	Synoptic	Synoptic: Assessment	<ul style="list-style-type: none"><li>● Retrieval practice</li><li>● Teacher input</li><li>● Mini assessment</li><li>● Self-assessment</li><li>● Modelling</li><li>● Scaffolding</li><li>● Use of visualizer</li><li>● Independent practice</li></ul>
17	Content	How can I improve my GCSE grade?	<ul style="list-style-type: none"><li>● Retrieval practice</li><li>● Metacognitive talk</li></ul>

**Year 11 Summer Term**

Week 27	Week 28	Week 29	Week 30	Week31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
<p>Learning Chunk 6 (8 lessons)</p> <p><b>Recall:</b> <b>Paper 1</b></p>					<p>Learning Chunk 6 (8 lessons)</p> <p><b>Recall:</b> <b>Paper 2</b></p>								
<ol style="list-style-type: none"> <li>1. Recall theme A</li> <li>2. Recall theme A</li> <li>3. Recall theme B</li> <li>4. Recall theme B</li> <li>5. Recall theme C</li> <li>6. Recall theme C</li> <li>7. Recall paper 1 section D</li> <li>8. Recall paper 1 section D</li> </ol>					<ol style="list-style-type: none"> <li>1. Recall theme E</li> <li>2. Recall theme E</li> <li>3. Recall theme D</li> <li>4. Recall theme D</li> <li>5. Recall paper 2 section A</li> <li>6. Recall paper 2 section B</li> <li>7. Recall paper 2 section C</li> <li>8. Recall paper 2 section C</li> </ol>								
<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Free Recall</li> <li>● Modelling</li> <li>● Quizzing</li> <li>● Use of knowledge organisers</li> </ul>					<p><b>Pedagogical Approaches:</b></p> <ul style="list-style-type: none"> <li>● Free Recall</li> <li>● Modelling</li> <li>● Quizzing</li> <li>● Use of knowledge organisers</li> </ul>								
<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Theme A: Living together in the UK</li> <li>● Theme B: democracy at work in the UK</li> <li>● Theme C: law and justice</li> </ul>					<p><b>Subject Specific Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Theme D: Power and influence</li> <li>● Theme C: Taking citizenship action</li> </ul>								

Learning Chunk 6	Recall	Number of lessons	8
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Recall theme A	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
2	Recall	Recall theme A	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
3	Recall	Recall theme B	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
4	Recall	Recall theme B	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
5	Recall	Recall theme C	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
6	Recall	Recall theme C	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>

7	Recall	Recall paper 1 section D	<ul style="list-style-type: none"><li>● Revision activities</li><li>● Use of knowledge organisers</li><li>● Challenging MEG's</li><li>● Exam questions</li><li>● Modelling</li></ul>
8	Recall	Recall paper 1 section D	<ul style="list-style-type: none"><li>● Revision activities</li><li>● Use of knowledge organisers</li><li>● Challenging MEG's</li><li>● Exam questions</li><li>● Modelling</li></ul>



Learning Chunk 7	Recall	Number of lessons	8
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Lesson number	Type of Lesson (Recall, Content, Checkpoint, Synoptic)	Learning Intentions	Lesson Structure
1	Recall	Recall theme E	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
2	Recall	Recall theme E	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
3	Recall	Recall theme D	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
4	Recall	Recall theme D	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
5	Recall	Recall paper 2 section A	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>
6	Recall	Recall paper 2 section B	<ul style="list-style-type: none"> <li>● Revision activities</li> <li>● Use of knowledge organisers</li> <li>● Challenging MEG's</li> <li>● Exam questions</li> <li>● Modelling</li> </ul>

7	Recall	Recall paper 2 section C	<ul style="list-style-type: none"><li>● Revision activities</li><li>● Use of knowledge organisers</li><li>● Challenging MEG's</li><li>● Exam questions</li><li>● Modelling</li></ul>
8	Recall	Recall paper 2 section C	<ul style="list-style-type: none"><li>● Revision activities</li><li>● Use of knowledge organisers</li><li>● Challenging MEG's</li><li>● Exam questions</li><li>● Modelling</li></ul>