GCSE Citizenship Curriculum Map

Year 9

Term	Unit Title
Term 1.1	Introduction to Citizenship
Term 1.2	Identities and Communities
Term 2.1	Exploring British Values
Term 2.2	World Issues
Term 3.1	Impact of Media
Term 3.2	UK Governance

Year 10

Term	Unit Title
Term 1.1	Theme 1: Identity
Term 1.2	Theme 1: Media and Active Citizen Project
Term 2.1	Theme 1: UK's Role Internationally
Term 2.2	Theme 2: Rights and Responsibilities
Term 3.1	Theme 3: Democracy (Mock PREP)
Term 3.2	Theme 4: Active Citizen Project

Year 11

Term	Unit Title
Term 1.1	Theme 3: The British Constitution
Term 1.2	Theme 3: How Do Others Govern?
Term 2.1	Theme 3: Where Does Power Reside in the UK?
Term 2.2	Revision Based on QLA
Term 3.1	Final Revision and Exam Preparation

AQA Citizenship Curriculum Vision and Intent

In Citizenship, we aim to develop informed, thoughtful, and active young citizens who understand their rights and responsibilities and are equipped to participate confidently in democratic life. Our curriculum empowers students to explore complex social, political, and global issues with curiosity and critical thinking, particularly within the context of our school's demographic - predominantly White British students in an area of high deprivation.

We believe that Citizenship education should not only prepare students for exams but also for life beyond school. Our curriculum is designed to build foundational understanding, foster civic engagement, and provide opportunities for students to make meaningful contributions to their communities.

Key Concepts That Underpin the Curriculum

- Identity and Community
- British Values and Principles
- Politics and Democracy
- Rights and Responsibilities
- Media Literacy and Influence
- Law, Justice and Governance
- Active Citizenship and Social Change

These concepts are revisited and deepened across the three-year curriculum, allowing students to build cumulative knowledge and apply it to real-world contexts.

The Learning Journey: End Points for Each Academic Year

Year 9 – Foundations of Citizenship

By the end of Year 9, students will have explored the foundations of citizenship through units such as *Introduction to Citizenship*, *Identities and Communities*, *Exploring British Values*, *World Issues*, *Impact of Media*, and *UK Governance*. They will understand the values and institutions that underpin UK society and begin to engage critically with the roles of government, media, and global organisations. Students will develop media literacy and apply their understanding to current events and political movements, laying the groundwork for deeper study in Years 10 and 11.

Year 10 – Deepening Understanding and Taking Action

In Year 10, students study *Identity*, *Media*, *The UK's Role Internationally*, *Rights and Responsibilities*, *Democracy*, and complete their *Active Citizenship Project*. They will critically examine the role of traditional and new media, explore the UK's place in global organisations, and understand how to engage responsibly with digital platforms. Students will learn to debate and write evaluatively about citizenship issues and will plan and

deliver a campaign or project aimed at creating positive change in their community or wider society.

Year 11 – Power, Politics and Participation

By the end of Year 11, students will have studied *The British Constitution*, *How Others Govern*, *Where Power Resides in the UK*, and completed targeted *Revision Based on QLA*. They will understand the structure and function of Parliament, government, and the justice system, and explore how political power operates both in the UK and internationally. Students will be able to engage critically with citizenship issues, consider diverse perspectives, and apply their knowledge to ethical, political, and social questions. They will leave school equipped to participate responsibly and positively in their communities as active citizens.

Vocabulary and Literacy Development

Citizenship lessons explicitly teach both **tier 2 vocabulary** (e.g. influence, justice, responsibility) and **tier 3 subject-specific terminology** (e.g. constitution, legislature, referendum). Vocabulary is introduced through knowledge organisers, modelled responses, and structured talk activities. Students are supported to use this language in both spoken and written form, with sentence stems, word banks, and guided discussion embedded into lessons.

Reading materials include news articles, case studies, and legal texts, chosen to challenge students and broaden their understanding of the world. Students are taught to analyse sources critically and to express their ideas clearly and confidently in writing.

We believe that if students can talk about an issue, they can write about it - and so oracy is embedded throughout the curriculum. Opportunities for group discussion, presentations, and role-play are built into every unit, helping students to develop the confidence and fluency needed to express themselves effectively.

SEND and Inclusion

All students, regardless of starting point, receive the same ambitious curriculum. Teachers are expected to teach to the top, using adaptive teaching to ensure that students with SEND or from disadvantaged backgrounds are supported to succeed.

Quality First Teaching is at the heart of our approach. Teachers use information from the SENDCo to personalise support, including scaffolding, visual aids, chunked instructions, and differentiated questioning. The curriculum is designed to be accessible without diluting challenge, ensuring equity and excellence for all learners.

Enrichment and Cultural Capital

Citizenship education extends beyond the classroom. We offer a range of in-house and locally accessible enrichment activities that bring learning to life and build cultural capital:

- **Mock elections and voting simulations** held in school to give students hands-on experience of democratic processes.
- **Student-led debates and assemblies** exploring current affairs, human rights, and ethical dilemmas.
- **Community engagement projects** such as litter picks, food bank collections, and charity drives.
- **Visits from local councillors, PCSOs, and community leaders** to provide insight into governance and civic responsibility.
- **Partnerships with local organisations** in Darwen, such as libraries, community centres, and voluntary groups.
- **Courtroom role-play and mock trials** conducted in school to explore justice and legal processes.
- **Use of local case studies and news stories** to connect national and global issues to students' immediate environment.

These experiences are integral to our curriculum and help students connect classroom learning to real-world contexts, fostering a sense of agency and belonging.