

SUBJECT:	Citizenship	YEAR GROUP:	7
PURPOSE OF STUDY			
A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, Citizenship education should foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.			
THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
The national curriculum for citizenship aims to ensure that all pupils: <ul style="list-style-type: none">• acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government• develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced• develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood• are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.		Cross Curricular links: <ul style="list-style-type: none">• History – link to where Democracy comes from• Links to Maths: voting, budgeting, functions and uses of money• Maths links – to create a bar chart identifying youth crime across different cities in the UK.• Literacy- new key words and vocabulary such as community, society etc.• IT- using technology to research	
TOPICS COVERED:			
Citizenship - what’s it all about? What are our identities and communities? What rights should all children have? How does local democracy work? What is crime? How can we make a difference in our communities?			
INTENT OF SUBJECT:			

Throughout the year, teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate, and evaluate viewpoints, present reasoned arguments and take informed action.

Spring Term will be focussing on developing the knowledge, skills and understanding of the pupils on the development of:

- The political system of democratic government in the United Kingdom, including the roles of citizens, Parliament, and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties.
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

As children move through Spring, they will continue to explore the different levels of Government, how local democracy works and why it is important to vote.

Summer term will enable children to focus on crime and the reasons behind ASBO in our society. We will be looking at youth crime and social media and comparing to news articles to discuss is crime really as bad as what we are told. We will then end the term looking at crime prevention and what we can do to help our society and the youth of society.

Pupils will explore theirs and the school's part in the community and how we can make a difference. They will also look at how different organisations and citizens can have an impact on communities.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> Exploring what we mean by citizenship and the important of roles. To link roles to our school environment. Recognising what fairness means within a context. Researching and discussing what a democratic community is. Introducing parliaments and councils within out school setting. 	<ul style="list-style-type: none"> Discussing what our identities and communities look like and mean to us. Using a dictionary to understand what identify really means. To explore how identities can change. To research and understand what our communities are like and how society can change them. Discussing how we are all connected? (UK / International, global)
SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> Understanding the rights we are entitled to. Knowing what we mean by the right to education. Recognising what one can do as a citizen to protect the rights of others. Debate how rights are protected. 	<ul style="list-style-type: none"> Research how local democracy work. Comparing between local government and national government. Identifying the role of local councils. Exploring how local elections work.

	<ul style="list-style-type: none"> • Discussing the important of voting and the impact it can have.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Recording what crim is and the behaviours associated with it. • Researching crime and the role of the police. • Exploring data and recognising if youth crime really as serious as the media suggests. • Discussing what communities can do to help. 	<ul style="list-style-type: none"> • Discussing how we can make a difference in our communities. • Researching what we mean by 'community'. • Discussing and recognising what role our school play's in our local community. • To be able to understand the meaning of a charity.