

SUBJECT:	Citizenship	YEAR GROUP:	9
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: IT: using appropriate research links using IPAD Literacy: identifying the meanings of unknown words using a dictionary. Creating presentations. Geography: Identifying where Syria is on the map. History: Links to migration in the past for women and children.	
TOPICS COVERED:			
<ul style="list-style-type: none">• How is the UK governed?• Are people treated equally in UK society?• Why do people move around the world?• How can we manage money well?• Can digital democracy increase political participation?• How can young people play an active role in democracy?			
INTENT OF SUBJECT:			

Throughout year 9, pupils will develop their knowledge and understanding of how the UK is governed, recognising the differences between local, regional, and national governance. Pupils will learn how the UK political system compare to other systems. Pupils will move on to looking at equality, what this means and how people in society are treated equally. Pupils will be given the opportunity for discussion to share their own views and opinions on whether they think people are treated equally. As pupils move into Spring, they will begin the term looking at why people move around the world looking at migration and immigration and the reasons for this. We will link this to managing money well as we go into Spring term 2 with pupils identifying ways they can save, budget and manage their money well. Pupils will recognise who we can turn to should we need help but the impact this has on our own lives. The final term of year 9 will focus on digital democracy and the impact this has on political participation and thoughts around digital participation will take place linking to social media. The final term will look at pupils recognising how they can play an active role in democracy and recognising what this looks like.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE

- Understanding how our country is run and governed.
- Recognising and identifying the different roles with parliament.
- Comparing the differences between local, regional, and national governance.
- Comparing the UK to other countries.

AUTUMN TWO

- Understanding the meaning of the Equality Act 2010.
- Using a dictionary to look up meanings of new words linked to topic.
- Understanding the effects, a decision can make on others in society.
- Discussion around why we need laws.
- Planning ways to create a fairer society.

SPRING ONE

- Understanding why people migrate.
- Using a dictionary to record the definition of new words.
- Identifying the relationship between climate change and migration?
- Discussion opportunities around rights in other countries.

SPRING TWO

- Discussion around the topic of money
- Researching ways to manage / keep track of our own money.
- Recording and understanding the implications of borrowing money.
- Understanding the importance of saving money.
- Identifying our rights

SUMMER ONE

- Understanding the meaning of digital citizenship.
- Discussion around digital participation linked to politics and governments.

SUMMER TWO

- Linking decision making to our everyday lives through discussion and contributing.
- Engaging in local democracy.
- Discussion and debating around voting and local elections.