



Citizenship Year 10 Curriculum Plan

Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Rights and responsibilities	<p>What should we expect from society and what should others expect from us? What laws and ideas exist to help protect our rights and identities?</p> <ul style="list-style-type: none"> • Human Rights and all the different variations of them (e.g. the Rights of the Child) • The difference between legal rights and moral rights • The role of trade unions and other forms of representation in our society • The role of pressure groups that represent the interests of particular groups • The development of our system of rights in the UK, including the Magna Carta • Exploring international examples of how human rights are attacked and come into 	<p>The unit will be assessed as part of all 3 GCSE papers and will be assessed in class using GCSE-style papers created by the department.</p> <p>Questions can be multiple choice, short-answer or essay-style and may be based on a range of visual or written sources</p>	<p>Literacy: students develop the ability to express themselves in both long and short written answers and learn how to word answers to maximise their marks</p> <p>Numeracy: students are required to interpret graphs and tables</p> <p>Written source interpretation: links to English, History and Geography with the students developing the ability to analyse texts and pick out relevant points</p>	<p>OCR website will provide the specification and example exam materials. The old specification and exam papers can also be accessed and some of these may provide useful practice</p> <p>Keeping track of current affairs will also help develop the depth of your analysis and answers</p>



	<p>conflict (e.g. the Israel-Palestine conflict)</p>			
<p>The law</p>	<p>Why do we have laws and what systems exist to keep them fair and just?</p> <ul style="list-style-type: none"> • The concepts of fairness and justice • Exploring the different types of court (e.g. crown and magistrates') • Understanding the process of law creation and the systems used by the police to create the crime statistics we use in our research • The presumption of innocence and the role of the media in influencing this • How citizens can be involved in the justice system through 	<p>The unit will be assessed as part of all 3 GCSE papers and will be assessed in class using GCSE-style papers created by the department.</p> <p>Questions can be multiple choice, short-answer or essay-style and may be based on a range of visual or written sources</p>	<p>Literacy: students develop the ability to express themselves in both long and short written answers and learn how to word answers to maximise their marks</p> <p>Written source interpretation: links to English, History and Geography with the students developing the ability to analyse texts and pick out relevant points</p> <p>Numeracy: students are required to interpret graphs and tables</p>	<p>OCR website will provide the specification and example exam materials. The old specification and exam papers can also be accessed and some of these may provide useful practice</p> <p>Keeping track of current affairs will also help develop the</p>

	<p>magistrates and juries</p> <ul style="list-style-type: none"> Different punishments/sanctions for crime and analysing how effective these are at reducing crime 			depth of your analysis and answers
Citizenship participation in democracy and society	<p>Citizen participation in democracy and society. Students will learn:</p> <ul style="list-style-type: none"> Different ways of campaigning and raising awareness for particular causes Examples of successful and unsuccessful campaigns <p>Students will also create and carry out their own Citizenship Action project, then evaluate the effectiveness of this project</p>	<p>The unit will be assessed as part of all 3 GCSE papers and will be assessed in class using GCSE-style papers created by the department.</p> <p>Students will need to be able to describe their project and compare it to other projects from the world around them/ their classmates</p>	<p>Literacy: students develop the ability to express themselves in both long and short written answers and learn how to word answers to maximise their marks</p> <p>Written source interpretation: links to English, History and Geography with the students developing the ability to analyse texts and pick out relevant points</p> <p>Wider awareness of campaigning and campaign groups that will link to history and understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society</p>	<p>OCR website will provide the specification and example exam materials. The old specification and exam papers can also be accessed and some of these may provide useful practice</p> <p>Keeping track of current affairs will also help develop the</p>



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