



Citizenship Schedules & Long Medium Term Plan

PSHE and Social Science Faculty

Head of Faculty: Phil Jacobson

Date of last review: March 2021

Citizenship Schedule OTS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content.					
Year 5	Title: Rules, fairness, rights and responsibilities. Context: To recognise what they like and dislike, what is fair and unfair, and what is right and wrong; To share opinions. Banding: year 5 Progression Area: Worth of the individual	Title: Active role of a citizen Context: What improves and harms their local, natural and built environments and about some of the ways people look after them. To contribute to the school. Banding: year 5 Progression Area: Rules and regulations	Title: Laws and the justice system Context: To understand how the law and justice system operates and what can happen to people who break the law. Banding: year 5 Progression Area: To determine why	Title: Developing relationships with everyone Context: Recognise that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. Recognise that people are different. Banding: year 5 Progression Area: Global relationships	Title: Parliamentary democracy Context: To understand the role parliament plays in everyone's lives. And how citizens can bring about change. Banding: year 5 Progression Area: Role parliament plays	Title: British values Context: Recognise why British values are important and what make up the values. Banding: year 5 Progression Area: incorporation of
Year 6	Title: Confidence and responsibility Context: To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; Banding: Year 6 Progression Area: Identity	Title: Active role of a citizen Context: Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; Banding: Year 6 Progression Area: Volunteering	Title: Laws and the justice system Context: To determine why crime is committed and the consequences to society. Banding: Year 6 Progression Area: role of the police	Title: Developing global relationships Context: To think about the lives of people living in other places and times, and how Britain relates to other countries and their differences. Banding: Year 6 Progression Area: global movement	Title: Parliamentary democracy Context: To understand the role parliament plays in everyone's lives. And how citizens can bring about change. Banding: Year 6 Progression Area: voting systems	Title: British values Context: To investigate all of the values incorporated into British values and how they effect everyone living in Britain. Banding: Year 6 Progression Area:
Year 7	Title: Political systems Context: Explain the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch Banding: Year 7 Progression Area: what is democracy	Title: Operation of government Context: Explain the operation of Parliament, including voting and elections, and the role of political parties Banding: Year 7 Progression Area: freedom of speech	Title: British liberties Context: Appreciate the precious liberties enjoyed by the citizens of the United Kingdom Banding: Year 7 Progression Area: mass media	Title: Justice system Context: Explain the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals Banding: Year 7 Progression Area: Capital punishment	Title: Community and volunteering Context: Understand 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 Banding: Year 7 Progression Area: Global organisations	Title: Finances Context: Understand the functions and uses of money, the importance and practice of budgeting, and managing risk. Banding: Year 7 Progression Area:
ASDAN Schedule year 8	Title: Rights and responsibilities Context: What its like to be part of a community, country and the world. Consider people responsibilities in society. Banding: Year 8 Progression Area: Global Citizenship	Title: Rights and responsibilities Context: UNDHR, local councils and consumer rights. Banding: Year 8 Progression Area: Community/Global	Title: Community and volunteering Context: What is identity? How to get involved in your local community. What does diversity mean? Banding: Year 8 Progression Area: British values/Social	Title: Community and volunteering Context: What is identity? How to get involved in your local community. What does diversity mean? Banding: Year 8 Progression Area: British values/Social	Title: Government and democracy Catch Context: What is democracy? How does government operate in the UK. MP's. How is government made up. Banding: Year 8 Progression Area: Politics	Title: Government and democracy Context: Different Types of election. Different political parties and their structure. Banding: Year 8 Progression Area: Politics

Citizenship Schedule OTS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately XX Lessons (45 minutes each) over 6-7 weeks. Add any other information relevant to the subject content.					
GCSE Schedule years 10—11	Title: Life in Modern Britain Context: Principles of British Society. What do we mean by identity? Banding: Years 10—11 Progression Area: British Values	Title: Life in Modern Britain Context: The media and the free press. The UK's role in key international organisations. How can people make a difference in society. Banding: Years 10—11 Progression Area: British Values	Title: Rights and responsibilities. Context: What laws do society require and why? What are a citizen's right and responsibilities within the legal system. Banding: Years 10—11 Progression Area: Crime	Title: Rights and responsibilities. Context: How has the law developed over time and how does the law protect the citizen and deal with criminals. Banding: Years 10—11 Progression Area: Crime	Title: rights and responsibilities Context: What are Universal human rights? Banding: Years 10—11 Progression Area: UN	Title: Politics and participation Context: Where is political power within the UK and how is it controlled? Banding: Years 10—11 Progression Area:
	Title: Politics and participation Context: What are the powers of devolved government and how can citizens participate. Banding: Years 10—11 Progression Area: Local government and devolvement of power	Title: Politics and participation Context: Does political power reside with the people or parliament? Banding: Years 10—11 Progression Area: Pressure groups/voting	Title: Politics and participation Context: How do other countries govern themselves and what systems of election do they use. Banding: Years 10—11 Progression Area: Global citizenship	Title: Taking Citizenship action Context: Students are to research an issue they are interested in and get involved locally. Banding: Years 10—11 Progression Area: Research	Title: Taking Citizenship action/revision Context: Students are to research an issue they are interested in and get involved locally. Banding: Years 10—11 Progression Area:	Title: Revision and Exams Context: Students to revise past papers and prepare for exams Banding: Years 10—11 Progression Area:
ASDAN Schedule Years 10—11	Title: Rights and responsibilities Context: What its like to be part of a community, country and the world. Consider people responsibilities in society. Banding: Years 10—11 Progression Area: Global citizenship	Title: Rights and responsibilities Context: UNDHR, local councils and consumer rights. Banding: Years 10—11 Progression Area: Community/Global	Title: Community and volunteering Context: What is identity? How to get involved in your local community. What does diversity mean? Banding: Years 10—11 Progression Area: British values/Social issues	Title: Community and volunteering Context: Identify volunteering organisations. Banding: Years 10—11 Progression Area: Volunteering	Title: Government and democracy Context: What is democracy? How does government operate in the UK. MP's. How is government made up. Banding: Years 10—11 Progression Area: Politics	Title: Government and democracy Context: Different Types of election. Different political parties and their structure. Banding: Years 10—11 Progression Area: Politics
	Title: Law and order Context: Why people need laws and how society deals with criminals.. How government makes legislation. Banding: Years 10—11 Progression Area: Crime	Title: Law and order Context: Capital punishment. Prison system. Civil unrest. Banding: Years 10—11 Progression Area: Crime	Title: Finance Context: Identify different financial services and ways of paying for things. Banding: Years 10—11 Progression Area: Finance	Title: Finance Context: Investigate banking, types of debt and how government help people in need. Banding: Years 10—11 Progression Area: Finance	Title: Global Citizenship Context: Global movement such as immigration, migration, asylum seekers Banding: Years 10—11 Progression Area: Immigration	Title: Global Citizenship Context: Look at the roles of other countries and compare them to the UK. Banding: Years 10—11 Progression Area: Global perspectives

Citizenship Options Medium Term Plan

Title: Citizenship	Qualification Outcomes: GCSE
Progression Areas:	Number of Lessons: 38
OTS Step Banding: 9 –11	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	Life in Modern Britain	12	<p>The key principles and values underpinning British society today.</p> <p>The human, moral, legal and political rights and the duties, equalities and freedoms of citizens.</p> <p>Key factors that create individual, group, national and global identities.</p>	<p>What are the principles and values that underpin British society?</p>	<p>English</p> <p>History</p> <p>Sociology</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>
7-12	Life in Modern Britain	12	<p>The United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales. The impact of this on identity debates.</p> <p>Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK.</p> <p>The need for mutual respect and understanding in a diverse society and the values that underpin democratic society.</p> <p>Identity and multiple identities; the diverse nature of the UK population.</p> <p>The role of the UK within the United Nations (UN), NATO, the European Union (EU), the Council of Europe, the Commonwealth and the World Trade Organisation (WTO).</p> <p>The UK's membership of the EU and its impact upon the UK.</p> <p>How the UK has assisted in resolving international disputes and conflicts, and the range of methods used.</p> <p>How non-governmental organisations (NGOs) respond to humanitarian crises.</p> <p>The role of the UK within the United Nations (UN), NATO, the European Union (EU), the Council of Europe, the Commonwealth and the World Trade Organisation (WTO).</p> <p>The UK's membership of the EU and its impact upon the UK.</p> <p>How the UK has assisted in resolving international disputes and conflicts, and the range of methods used.</p>	<p>What do we mean by identity?</p> <p>What is the UK's role in key international organisations?</p>	<p>English</p> <p>History</p> <p>Geography</p> <p>Sociology</p> <p>PSHE</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>
13-18	Rights and responsibilities.	12	<p>How citizens' rights have changed and developed over time, from the importance of Magna Carta(1215) to today and the Human Rights Act (1998).</p>	<p>How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p>	<p>English</p> <p>Maths</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-</p>

Citizenship Options Medium Term Plan

Title: Citizenship	Qualification Outcomes: GCSE
Progression Areas:	Number of Lessons: 24
OTS Step Banding: 9—11	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
37-42	Politics and participation	12	<p>The role and structure of elected local government; the services provided by local government for citizens in local communities; roles and accountability of councillors.</p> <p>The nature and organisation of regional and devolved government: Scotland, Wales, Northern Ireland and England.</p>	<p>What are the powers of devolved government and how can citizens participate?</p>	<p>English History Geography Sociology PSHE</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20\SECOND-ARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>
43-48	Politics and participation	12	<p>How citizens can contribute to parliamentary democracy and hold those in power to account.</p> <p>How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens.</p> <p>The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.</p> <p>The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society. The nature of the 'First Past the Post; the frequency of Westminster elections.</p> <p>Other voting systems used in UK elections, inc' proportional systems and the advantages and disadvantages</p>	<p>How can citizens try to bring about political change?</p> <p>Does political power reside with the people or parliament?</p>	<p>English Geography Sociology</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20\SECOND-ARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>
49-54	Politics and participation	12	<p>How citizens can contribute to parliamentary democracy and hold those in power to account.</p> <p>How digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens.</p> <p>The different forms of action citizens can take to hold those in power to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering.</p> <p>The roles played by public institutions, public services, interest and pressure groups, trade unions, charities and volun-</p>	<p>How do other countries govern themselves and what systems of election do they use?</p> <p>Where does political power reside: with the citizen, parliament or government?</p>	<p>English History Geography Sociology PSHE</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20\SECOND-ARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>

Citizenship Foundation Medium Term Plan

Title: Citizenship	Qualification Outcomes: ASDAN
Progression Areas:	Number of Lessons: 72
OTS Step Banding: 7— 8	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	Rights and responsibilities	12	<p>Complete at least FOUR challenges over 10 hours (1 credit)</p> <ol style="list-style-type: none"> In pairs discuss what it means to belong to a community, a country and the world. Find out what rights a child in the UK has and how these rights change as the child becomes an adult. Consider the responsibilities you have and compare them to the responsibilities of other people in your school/centre or at home. As a group, make a list of the times you have seen or heard something that is disrespectful to others (e.g. bullying, racist language, vandalism). Find out about local, national and international organisations that help people when their rights are violated. What responsibilities do individuals have to themselves and other people when communicating online? Interview someone who has responsibilities in your local community (e.g. the chair of a local residents' group or Neighbourhood Watch committee, or a parish councillor). Other agreed challenge. <p>Complete ONE or TWO challenges over 10 hours (1 credit)</p> <ol style="list-style-type: none"> Research the United Nations Universal Declaration of Human Rights and your country's laws on citizens' rights. Produce an information leaflet, poster or webpage for other students on rights and responsibilities, which makes clear the similarities and differences between the two sources. Use a variety of sources to find out about the responsibilities of your local council. Using your findings, promote in a creative way the importance of voting in local elections. 	<p>What is community?</p> <p>What responsibilities do the UK have within the world?</p> <p>How can we prevent racism and bullying?</p> <p>What are consumer rights?</p>	<p>English</p> <p>Maths</p> <p>Sociology</p> <p>PSHE</p> <p>History</p> <p>Geography</p> <p>British values</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>

Citizenship Foundation Medium Term Plan

Title: Citizenship	Qualification Outcomes: ASDAN
Progression Areas:	Number of Lessons: 72
OTS Step Banding: 7— 8	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
37-42	Law and order	12	<p>Complete at least FOUR challenges over 10 hours (1 credit)</p> <ol style="list-style-type: none"> 1) Explain why countries need laws. Discuss five different laws and identify which you think are the most important in our society. Explain why you think they are important. Look at a list of your centre's 'laws' (e.g. school rules). Show which you agree with and which you don't, giving reasons. 2) Look into the differences between civil, criminal and appeal courts. Annotate a diagram of the courts system in your country, providing a summary of each court's function. 3) Find out about the different types of sentences or punishments used in your country's legal system and list these in order of severity. Find out what the punishment for the same offences would be in a different country. Comment on any similarities or differences. 4) Find out about the different types of sentences or punishments used in your country's legal system and list these in order of severity. Find out what the punishment for the same offences would be in a different country. Comment on any similarities or differences. 5) Find out about the process of making legislation in your country. Describe the stages of debate, consultation and drafting of legislation. Suggest a law you would like to see introduced and the main points you would make to gain support for your proposal. 6) Visit a court and report back on your experience, summarising the cases you observed, the roles of three people in the court and the rules of behaviour that must be followed. OR Summarise the prosecution and defence positions for a case currently in the media. Show that you understand the crime that is being alleged and the possible sentences if the defendant is found guilty. 	<p>Why do we need laws and what are the consequences of breaking them?</p> <p>What is the difference between civil and criminal law?</p> <p>What are the powers of the police?</p>	<p>English</p> <p>Maths</p> <p>Sociology</p> <p>PSHE</p> <p>History</p> <p>Geography</p> <p>British values</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>	<p>\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLANNING\PLANNING 2019-20\SECONDARY\Citizenship</p>

Citizenship Foundation Medium Term Plan

Title: Citizenship	Qualification Outcomes: AQA UAS
Progression Areas:	Number of Lessons: 36
OTS Step Banding: Year 5	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1—6	Rules, fairness, rights and responsibilities.	6	<ol style="list-style-type: none"> 1) What is Citizenship? Identify some of the topics you will learn about in Citizenship. 2) The excellent school community. 3) Rules 4) It's no fair, Applying the rules. 5) It's not fair, who gets what? 6) What rights should children have? 	What does citizenship mean to you?	English Maths PSHE History British values	\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=70839 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=71135 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=84352
7—12	Active role of a citizen	6	<ol style="list-style-type: none"> 1) Understand what it means to be an active citizen at a local level, a national level and an international level 2) To examine rules at home and in school. To understand the reasons for rules in society. 3) To understand the laws relating to children working and to examine the reasons why young people work. 4) Examine the laws relating to children. 5) Being a positive citizen. 6) Exploring support networks. 	What does it mean to be an active citizen?	English Maths PSHE History British values	\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=70839 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=70452 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=74054
13—18	Laws and the justice system.	6	<ol style="list-style-type: none"> 1) Laws and the justice system. 2) Youth crime. 3) Rights and the police 4) What happens to young offenders? 5) The youth court. 6) Inside a young offenders institution. 	To understand the justice system in the UK.	English Maths PSHE History British values	\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=LE4690 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=LE5671

Citizenship Foundation Medium Term Plan

Title: Citizenship Y 6	Qualification Outcomes: AQA UAS
Progression Areas:	Number of Lessons: 36
OTS Step Banding: Year 6	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1—6	Confidence and responsibility	6	<ol style="list-style-type: none"> 1) What do we need to be to be effective and responsible students? 2) Identify the needs, rights and responsibility of young people. 3) the law relating to youth rights and responsibilities on at least three relevant issues, e.g. sexual activity, drug use, police intervention, domestic violence, work. 4) What responsibilities do we have to one another? 5) Having a say. 6) Taking part in a debate. 	What responsibilities do young people have to their community and the wider world?	English Maths PSHE History British values	\\diony-sus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=71135
7—12	Active role of a citizen	6	<ol style="list-style-type: none"> 1) What is the difference between a good citizen and an active citizen? 2) Why is citizenship important in society? 3) Why is it important to protect our citizenship? 4) How does a good citizen behave? 5) Investigate how one can be active in School 6) Visit a local charity. 	Why is citizenship important to society?	English Maths PSHE History British values	\\diony-sus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=74911
13—18	Laws and the justice service.	6	<ol style="list-style-type: none"> 1) What are the different types of crime? 2) Investigate the profile of criminality in the UK. 3) What are the factors affecting crime rates in society . 4) What are the strategies to reduce crime? 5) What is capital punishment and what countries still use it and why? 6) What are the differences between civil, criminal and appeal courts. 	Why do people commit crimes and what effects this has on citizens and society?	English Maths PSHE History British values	\\diony-sus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=77042 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=97733
19—24	Developing global relationships	6	<ol style="list-style-type: none"> 1) What is global citizenship? 2) Understand how the world is a single community of humanity interdependent on each other for survival 	What is global citizenship and what do we understand of the world as a single community of humanity interdependent on	English Maths	\\diony-sus\Education\Oak Tree\Staff\CURRICULUM PLAN-NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=97733

Citizenship Foundation Medium Term Plan

Title: Citizenship Y 7	Qualification Outcomes: AQA UAS
Progression Areas:	Number of Lessons: 36
OTS Step Banding: Year 7	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1—6	Political systems	6	<ol style="list-style-type: none"> To understand the structure and role of the house of commons. To understand the nature and importance of general elections. To learn about the history, nature and function of the commonwealth of nations. To examine the formation and aims of the European Union. To find out about the aims and work of the UN. To find out about the aims and work of the World Health Organisation. 	How do the UK and other countries run their	English Maths PSHE History British values	\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN- NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=112482 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=84932
7—12	Operation of government	6	<ol style="list-style-type: none"> To learn how the government carries out its business of governing the country. To understand the nature of the local government and its responsibilities in the community. To gain a basic understanding of what means to be an MP. To consider the nature of regional differences and the implications of these. To examine the historical situation regarding voting and to understand why it is important to vote. To gain an understanding of the political party system in the United Kingdom. 	How does the government create laws and how devolution has effected the UK?	English Maths PSHE History British values	\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN- NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=110210 https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=84932
13—18	British liberties	6	<ol style="list-style-type: none"> Explain how British values are demonstrated in the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs and those without faith. Be able to identify the potential impact on society of extremism, radicalisation and terrorism. The freedom to protest 	How British values are demonstrated in the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs and those without faith?	English Maths PSHE History British values	\\dionysus\Education\Oak Tree\Staff\CURRICULUM PLAN- NING\PLANNING 2019-20 \SECOND-ARY\Citizenship	https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=112528