

**Secondary Key Stage 4 Schemes of Work**

Subject: Citizenship	Year group: 10	Date: November 2022	Length of enquiry: <b>Autumn Term</b>
<b>Domain:</b> <b>Community Action</b>		<b>Key Concepts:</b> <b>Being a Good citizen (inc. SMSC):</b> What is a citizen and what is citizenship? How can I be a good citizen? What does voluntary, service and charity mean? Who needs help in my community and why? How may others benefit from my community participation?  <b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b>  <b>Being active in the democratic process (inc. SMSC):</b> How can I be part of my community? How do I get support and how can I give it? How will I benefit from participation?  <b>Beyond school (inc. SMSC)</b> What groups and communities am I and can I be part of? Where are my community groups and what groups can I access? How can I get help from the community after I leave school?	<b>Topic end point</b> This is the first Citizenship module where students will be asked to produce coursework, which will be used to secure the pupils an Entry Level Qualification in Humanities. This unit aims to enable learners to participate in local community activities and understand the benefits of these activities for themselves and the community. The intent for students is to make them aware of the help they can access beyond school. It may also help students to think about different jobs which they may never knew were available.  Student's will have successfully completed their coursework for this WJEC module. Student's will know how participate in the local community. Student's will experience first hand what the local community can offer them and what they can offer the local community. Student's will reflect on how participation in the community can benefit themselves and others.
<b>← Prior Learning Links</b> This unit builds upon all KS3 Citizenship schemes of work – What makes a good citizen, The History of the UK political system and Law and Order.		<b>Future learning links →</b> The learning acquired in this unit will assist students in achieving their entry level qualification in Humanities. The learning covered in the unit, will directly assist students in their Year 11 Unit – Taking a Role in Society in the UK. Finally, this unit will also enable students to research their own communities and know how to access community groups and support for themselves, after they have left Bank View.	
Assessment Objectives	Possible misconceptions		Big Four

<p><b>Entry level 2</b> AC1.1 Identify a community group in their local area and what it does. AC2.1 Participate in a community activity that is relevant to them. AC2.2 Identify how this activity benefits others.</p> <p><b>Entry level 3</b> AC1.1 Identify community groups in their local area and what they do. AC2.1 Participate in activities within a local community group AC2.2 Identify how these activities benefit others AC2.3 Identify a benefit for themselves from participating in the activities.</p>	<p>Why do I need to go out in the community? I like to stay indoors. I don't need access to help, I have my parents</p>	<p>* To be completed by the class teacher when activities have been decided *</p>
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Subject: <b>Citizenship</b>	Year group: <b>10</b>	Date: <b>January 2023</b>	Length of enquiry: <b>Spring Term</b>
<p>Domain: <b>Working as part of a group</b> <b>WJEC Humanities Entry Level Pathway</b></p>	<p>Key Concepts:</p> <p><b>Being a Good citizen (inc. SMSC):</b> What do I have to offer others? How can groups help the community? How can working together be good for mental health?</p> <p><b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b></p> <p><b>Being active in the democratic process (inc. SMSC):</b> How can I be part of my community?</p>	<p>Topic end point</p> <p>This is the second Citizenship module where students will be asked to produce coursework, which will be used to secure the pupils an Entry Level Qualification in Humanities.</p> <p>This unit has two central themes: The first theme aims to enable learners to become an active contributor when working with others on group activities. The second encourages students to be able to review their own progress and skills development.</p>	

	<p>How do I get support and how can I give it? How will I benefit from participation?</p> <p><b>Beyond school (inc. SMSC)</b> How can I join in? What skills do I have to help others and myself?</p>	<p>Unit end point will be: Student's will have successfully completed their coursework for this WJEC module. Student's will know how to be active in group situations. Student's will begin to understand the benefits of working as part of a team for themselves, and for others, Student's will reflect their own progress.</p>
<p>← Prior Learning Links</p> <p>This unit builds upon all KS3 Citizenship schemes of work. It will also promote KS3 themes from PSHEe and Life Skills.</p>	<p>Future learning links →</p> <p>The learning acquired in this unit will assist students in achieving their entry level qualification in Humanities. The learning covered in the unit, will directly assist students in their Year 11 Unit – Taking a Role in Society in the UK. Finally, this unit will also enable students to research their own communities and know how to access community groups and support for themselves, after they have left Bank View.</p>	
<p><b>Assessment Objectives</b></p> <p><b>Entry Level 2</b> AC1.1 Participate in setting ground rules for working with others. AC1.2 Relate basic information about the work to be carried out. AC1.3 Identify their role in the group. AC2.1 Carry out given tasks when working with others. AC2.2 Ask for or offer help when required. AC2.3 Identify what went well and what went less well.</p> <p><b>Entry Level 3</b> AC1.1 Contribute to setting ground rules for working with others. AC1.2 Make suggestions about the role they should play in the group. AC2.1 Carry out agreed activities when working with others on a group task. AC2.2 Make suggestions and receive feedback appropriately.</p>	<p><b>Possible misconceptions</b></p> <p>I don't need to work together with others, I have myself and my parents. I'm autistic, I can't work with others.</p>	<p><b>Big Four</b></p> <p>* To be completed by the class teacher when activities have been decided *</p>

AC2.3 Ask for or offer help when required. AC3.1 Review their work with others. AC3.2 Identify how they contributed to the group. AC3.3 Identify what went well and areas they could improve in working with others.		
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Subject: <b>Citizenship</b>	Year group: <b>10</b>	Date: <b>April 2023</b>	Length of enquiry: <b>Summer Term</b>
Domain: <b>Environmental Awareness</b>  <b>WJEC credit value: 2</b>		Key Concepts: <b>Being a Good citizen (inc. SMSC):</b> Knowing how to protect the environment Knowing how you can harm the environment Having an understanding on how a positive environment can benefit mental health.  <b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b> Knowing briefly how has UK governments have sought to protect the environment?  <b>Being active in the democratic process (inc. SMSC):</b> Knowledge of how they can help, campaign for and promote positive environmental change. Protecting their environment. Knowing which political party's campaign for green issues.  <b>Beyond school (inc. SMSC)</b> The knowledge that nature can have a positive impact on mental health. Having some understanding of local, national and global environmental issues.	Topic end point  This unit aims to enable learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.  For learners working at level 2, to complete this WJEC coursework module students will need to have successfully demonstrated they have met the three following objectives: LO1 Demonstrate an awareness of how the actions of humans affect the environment. LO2 Demonstrate an awareness of environmental issues which affects their life. LO3 Be able to demonstrate a way in which they can help the environment  For learners working at level 3, to complete this WJEC coursework module students will need to have successfully demonstrated they have met the three following objectives: LO1 Demonstrate an awareness of how the actions of humans affect the environment. LO2 Demonstrate an understanding of environmental issues which affects their life. LO3 Be able to demonstrate ways in which they can help the environment.
← Prior Learning Links		Future learning links →	



<p>This unit builds upon schemes of work from many different areas around school, including science, geography and World Views (creation unit).</p>	<p>The learning acquired in this unit will assist students in achieving their entry level qualification in Humanities. The learning covered in the unit, will directly assist students in their Year 11 Unit – Changing Populations in the UK. Finally, this unit will also enable students to better protect and live peacefully in their environment, after they have left Bank View.</p>	
<p><b>Assessment Objectives</b></p> <p><b>Entry level 2</b>  AC1.1 Identify a human behaviour which harms the environment.  AC1.2 Identify a human behaviour which helps the environment.  AC2.1 Identify an environmental issue which is relevant to their life.  AC2.2 Say how this issue affects their life.  AC3.1 Agree with an appropriate person an activity that they can participate in to help the environment.  AC3.2 Participate in a given activity to help the environment.</p> <p><b>Entry level 3</b>  AC1.1 Give examples of human behaviours which harm the environment.  AC1.2 Give examples of human behaviours which help the environment.  AC2.1 Identify two different types of environmental issue which are relevant to their life.  AC2.2 Identify the effects that these issues have on their life.  AC3.1 Identify an activity that they can carry out to improve the environment in their local area.  AC3.2 Take part in an activity to improve the environment in their local area.</p>	<p><b>Possible misconceptions</b></p> <p>* To be completed by my class teacher as the term progresses *</p>	<p><b>Big Four</b></p> <p>* To be completed by the class teacher when activities have been decided *</p>

Subject: Citizenship	Year group: 11	Date: November 2022	Length of enquiry: <b>Autumn Term</b>
Domain:		Key Concepts:	Topic end point

<p><b>Taking a Role in Society in the UK</b></p>	<p><b>Being a Good citizen (inc. SMSC):</b>          What is a citizen and what is Citizenship?          How can I be a good citizen?          Why is voting important?          What groups may need help?          How can we help groups in society?          How can we help local groups?</p> <p><b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b>          What are the devolved regions?</p> <p><b>Being active in the democratic process (inc. SMSC):</b>          What is an election?          What is the electoral process in the UK?          What are main features of political parties in the UK?          What are the devolved regions?          Why do people vote?          What is apathy?</p> <p><b>Beyond school (inc. SMSC)</b>          Being aware that each and every person will be able to vote when they turn 18. For some students, they will be able to vote when they are still students at Bank View school.          Where can they go to get help from within their community.          What careers are available in the community?</p>	<p>This unit aims to enable learners to know ways in which people take political and social responsibility in the UK.</p> <p>The intent of this unit is building student's readiness for leaving school and entering the world of further education or work, as active citizens who know how to take part. Going further, the intent of this unit ultimately is to create student's who want to be part of their community – student's who want to use their democratic voice by using their political and social responsibility to better themselves and their communities.</p> <p>Student's will know the UK electoral process and have a good understanding on the different mandates offered by the UK political parties.          Student's may start to think about who they would vote for.          Student's will consider what motivate people to vote and why voter apathy in the UK remains high.          Student's will be able to assess which groups in society may need extra support. They will consider this locally and nationally and think what they could do to help.</p>
<p>← Prior Learning Links</p> <p>All prior Citizenship modules will assist students in doing well in the module. Especially, the Year 7 unit – What makes a good citizen. The Year 8 units – Elections and Political Parties and People Power and Different Opinions. The Year 9 unit – Democracy beyond the UK. Finally, the Year 10 Unit – Community Action.</p>		<p>Future learning links →</p> <p>This unit will give students the knowledge to access any future courses on Citizenship – such as the ASDAN and WJEC courses offered in Bank View 6<sup>th</sup> form. This unit will also facilitate students accessing the political system and being active citizens in the future.</p>
<p><b>Assessment Objectives</b></p> <p><b>For Entry Level 2</b>          AC1.1 State some terms associated with the election system in the UK.          AC1.2 List some of the main political parties in the UK          AC2.1 Identify ways that people can help in the election process.</p>	<p><b>Possible misconceptions</b></p> <p>I am not part of the political process          My parents are not political, therefore, so do I.          I should vote the same way as my parents.          I went to a special needs school; therefore, I cannot be part of the political process.          I cannot be of help to my community.</p>	<p><b>Big Four</b></p> <p>* To be completed by the class teacher when activities have been decided *</p>

<p>AC2.2 Identify ways that people can vote in elections. AC2.3 Identify reasons why some people choose to vote or not vote in an election.</p> <p>AC3.1 Identify groups in society that may need help. AC3.2 List ways in which people can help others in society. AC3.3 List ways in which they can help others in their local area.</p> <p><b>For Entry Level 3</b></p> <p>AC1.1 State a range of key terms associated with the election system in the UK.</p> <p>AC1.2 Identify some features of the main political parties in the UK.</p> <p>AC2.1 Outline how people help in the election process. AC2.2 State ways that people can vote in elections.</p> <p>AC2.3 Give reasons why some people choose to vote or not vote in an election.</p> <p>AC3.1 Outline groups in society that may need help. AC3.2 Outline ways in which people can help others in society. AC3.3 Outline ways in which they can help others in in their local area.</p>		
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Subject: <b>Citizenship</b>	Year group: <b>11</b>	Date: <b>January 2023</b>	Length of enquiry: <b>Spring &amp; Summer Term</b>
<p>Domain:</p> <p><b>Changing population in the UK</b>  <b>WJEC Humanities Entry Level Pathway</b></p>	<p>Key Concepts:</p> <p><b>Being a Good citizen (inc. SMSC):</b>          Acknowledging how migration has shaped the UK.          Celebrating the benefits of migration?</p> <p><b>Being aware of our nation's history and the impact on the present (inc. SMSC):</b>          How did the British Empire increase migration into the UK?</p>	<p>Topic end point</p> <p>This unit aims to enable learners to know how the population of the UK is changing and some of the consequences of this change for urban areas in the UK.</p> <p>The intent of this unit is building student's readiness for leaving school and entering the</p>	

	<p>How did the first and second world war have an impact on migration into the UK?          What was the Windrush?          How did membership of the European Union impact migration to the UK?</p> <p><b>Being active in the democratic process (inc. SMSC):</b>          How can I support refugees?          Having open discussions about refugees and migrants.</p> <p><b>Beyond school (inc. SMSC)</b>          Being aware of why there are different people in society.          Being aware that migrants and refugees add to the UK.</p>	<p>world of further education or work, as citizens who know why people in the UK look different and speak different languages. Going further, the intent of this unit ultimately is to create students who are accepting of others and who are curious or tolerant of otherness.</p> <p>The topic end point will be:          Student's will be aware of population trends in the UK.          Student's will have an understanding of how and why the UK population is changing.          Student's will be able to identify some advantages and disadvantages of a growing population.</p>
<p> <b>Prior Learning Links</b></p> <p>All prior Citizenship modules will assist students in doing well in the module. Especially, the Year 8 units – Human Rights and People Power and Different Opinions. The Year 9 unit – Democracy beyond the UK and The UK in World Affairs. Finally, the Year 10 Unit – Community Action.</p>	<p><b>Future learning links</b> </p> <p>This unit will give students the knowledge to access any future courses on Citizenship – such as the ASDAN and WJEC courses offered in Bank View 6<sup>th</sup> form. This unit will also facilitate students accessing the political system and being active citizens in the future.</p>	
<p><b>Assessment Objectives</b></p> <p><b>For Entry Level 2</b>          AC1.1 Recognise that populations change.          AC1.2 Identify UK population trends since 1900.          AC2.1 Recognise how population change is affected by birth rate and death rate. AC2.2 Identify the impact of migration on UK population.          AC2.3 Identify reasons why people migrate to the UK          AC3.1 State some consequences of a growing population for urban areas in the UK.          AC3.2 Identify some challenges of an ageing population for the UK.          AC3.3 List some advantages and disadvantages of immigrants coming in to UK cities.</p> <p><b>For Entry Level 3</b>          AC1.1 Outline how the population of the UK is changing.          AC1.2 Outline UK population trends since 1900.          AC2.1 Outline the effect of changing birth and death rates on the population of the UK.</p>	<p><b>Possible misconceptions</b></p> <p>My parents do not like migrants and/or refugees, therefore I don't.          People from other countries steal our jobs.          People from other countries only come to the UK to get benefits.</p>	<p><b>Big Four</b></p> <p>* To be completed by the class teacher when activities have been decided *</p>



<p>AC2.2 Outline the impact that migration has had on the population of the UK. AC2.3 Give reasons why people migrate to the UK.</p> <p>AC3.1 Give some consequences of a growing population for urban areas in the UK.</p> <p>AC3.2 Outline some challenges of an ageing population for the UK.</p> <p>AC3.3 Outline a range of advantages and disadvantages of immigrants coming in to UK cities.</p>		
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