

# Citizenship Key Stage 3

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



**KS3 Citizenship is formed of 18 units and this is the recommended sequence:**

<b>Unit Title</b>	<b>Recommended year group</b>	<b>Number of lessons</b>
<b>1</b> Citizenship - What's it all about?	Year 7	6
<b>2</b> What are our identities and communities?	Year 7	6
<b>3</b> What rights should all children have?	Year 7	6
<b>4</b> How does local democracy work?	Year 7	6
<b>5</b> What is crime?	Year 7	6
<b>6</b> How can we make a difference in our communities?	Year 7	6
<b>7</b> How does the political system work in the UK?	Year 8	6
<b>8</b> How does the media affect us?	Year 8	6
<b>9</b> What is the law and how is it changed?	Year 8	6



<b>10</b> How can citizens bring about change?	Year 8	6
<b>11</b> Why was the struggle for the vote important today?	Year 8	6
<b>12</b> What can we do about global problems?	Year 8	6
<b>13</b> How is the UK governed?	Year 9	6
<b>14</b> Are people treated equally in UK society?	Year 9	6
<b>15</b> Why do people move around the world?	Year 9	6
<b>16</b> How can we manage money well?	Year 9	6
<b>17</b> Can digital democracy increase political participation?	Year 9	6
<b>18</b> How can young people play an active role in democracy?	Year 9	6



# 3. Lessons

## Unit 1 Citizenship - What's it all about?

6 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What is Citizenship?	<ul style="list-style-type: none"><li>In this lesson, we will introduce the subject of citizenship including the idea of how to be an informed and active citizen. We will explore the importance of looking at different sorts of information critically as we read the news and learn more about the world.</li></ul>
2.	What is an active citizen?	<ul style="list-style-type: none"><li>In this lesson, we will look at what we mean by active citizenship and the skills and attributes of an active citizen.</li></ul>
3.	Why do we need rules?	<ul style="list-style-type: none"><li>In this lesson, we will look at what rules and laws are and why they are needed to help us live together.</li></ul>



#### **4. What does fairness mean?**

- In this lesson, we will explore the concept of fairness, focusing on examples of school rules and whether school uniforms are fair.
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#### **5. What is a democratic community?**

- In this lesson, we will learn about the concept of democracy and how communities can be democratic. We will think about whether it is important to take part in an democratic community and consider an alternative. We will also explore the concept of equity.
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#### **6. How can we get involved in our school community?**

- In this lesson, we will explore the actions of some well known active citizens. We consider how to ensure your voice is heard on issues that matter to you and how to become involved in the school community and how to help others understand what being an active citizen means.
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Lesson number	Lesson question	Pupils will learn
1.	What does identity mean?	<ul style="list-style-type: none"><li>In this lesson, we will look at the concept of identity. We will explore what we understand by our own identity and how our identities might be shared with others.</li></ul>
2.	How do identities change?	<ul style="list-style-type: none"><li>In this lesson, we will explore how identity can change over time. We will look at our own identities and how they change, thinking about what it is that makes them change.</li></ul>
3.	What are communities like?	<ul style="list-style-type: none"><li>In this lesson, we will look at what a community is. We will consider what you might find in a community and how they are made up. We will also consider the key features that are important in communities.</li></ul>
4.	How are communities changing?	<ul style="list-style-type: none"><li>In this lesson, we will explore how different communities are changing. We will look at early communities and how they have developed into the communities we live in today. We will consider what has influenced changes in communities and begin to think about future change.</li></ul>

## 5. How are we all connected? (UK)

- In this lesson, we will consider how we are connected to one another across the United Kingdom. We will investigate the connections we have with others through a range of examples, including school and the British Youth Parliament.



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## 6. How are we all connected? (international, global)

- In this lesson, we will consider how we are connected to people across the globe. We consider how technological advancements have made this possible and look at a case study of Live Aid and the Olympics to demonstrate these developments and the importance and value of working with others.
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Lesson number	Lesson question	Pupils will learn
1.	What rights are we entitled to?	<ul style="list-style-type: none"><li>In this lesson, we will define the concept of rights. We will also seek to understand the development of rights over time and learn what rights children possess.</li></ul>
2.	What does a right to education really mean?	<ul style="list-style-type: none"><li>In this lesson, we will be learning about the right to education. We will be investigating how children in Nigeria experience barriers to their right to education, and how the Covid-19 pandemic has created challenges to children in the UK to access their right to education.</li></ul>
3.	What can I do as a citizen to protect the rights of others?	<ul style="list-style-type: none"><li>In this lesson, we will explore what individuals can do to protect the rights of others. During the lesson we will have the opportunity to take part in active citizenship and campaign for our right to education.</li></ul>



#### **4. How do we protect the right to health?**

- In this lesson, we will investigate Article 24 of the UNCRC: the right to healthcare. We will then look at what Article 24 of the UNCRC means for children living in the UK and elsewhere. We will go on to analyse the role that wealthy countries have in supporting poorer countries with healthcare.
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#### **5. Are you getting your right to reliable and accurate information?**

- In this lesson, we will learn about our right to reliable and accurate information and we will learn why this is so important to help us access our other rights. We will also explore what accurate and reliable information means and why it is important for young people to access news that is produced with them in mind.
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#### **6. Deliberative Debate: How well are children's rights protected and supported in the UK?**

- In this lesson, we will learn how to take part in a deliberative debate. We will explore whether Covid-19 as a pandemic has affected children's rights. We will do this by looking at the rights to education, health and information.
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Lesson number	Lesson question	Pupils will learn
1.	<b>How is local government different to national government?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will look to the definition of government. Then we will compare the roles and responsibilities of local and central government in the United Kingdom. We will use the Covid-19 pandemic as a case study to explore how local and central government operate.</li></ul>
2.	<b>What do local councils do?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will investigate what local councils do and what services they provide, as well as consider how those services are funded.</li></ul>
3.	<b>What is the role of the local councillor?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will define the role of the local councillor and consider what skills and qualities you would like to see in your ideal local representative.</li></ul>
4.	<b>How do local elections work?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will investigate the voting system used in local elections, learning about political parties and their role in elections and look at the process of local elections step-by-step.</li></ul>

**5. Why is registering to vote so important?**

- In this lesson, we will investigate running a voter registration drive and consider how people register to vote, as well as why it is so important. We will also consider why local elections matter and how this is linked to power to make decisions in our counties, towns, cities and villages.



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**6. How can young people be involved in local decision making?**

- In this lesson, we will learn techniques to identify and prioritise issues and problems in a local area. We will also learn about some tools and techniques which can be used to campaign effectively. Lastly, we will learn how to take part in an Active Citizenship Project, we will focus on the skills and knowledge needed to create a powerful petition.
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Lesson  
number

Lesson question

About the lesson

1.

**What is a crime?**

**Pupils will learn**

- In this lesson, we will consider what we understand by the word 'crime'. We will consider the difference between right and wrong and identify where our ideas of this come from. We will also differentiate between civil and criminal law to show what a crime really is.

2.

**What reasons are behind criminal behaviour?**

**Pupils will learn**

- In this lesson, we will investigate some reasons why people might commit a crime. We will consider stereotypes and how we perceive those who commit crime and look at how not all follow these stereotypes.

3.

**What is the role of the police in dealing with crime?**

**Pupils will learn**

- In this lesson, we will look at the role of the police. We consider their part in the justice system and the main powers they have to be able to tackle crime. We will also look back on our understanding of what a crime is in order to consider what types of issues the police become involved in.



**4. Is youth crime really as serious as the media suggest?**

**Pupils will learn**

- In this lesson, we will look at how the media portrays youth crime and compare this to some statistical data about youth crime. We will use a case study to identify how the media uses sensationalisation to dramatise youth crime and learn what a group of young people think the issues of this are, as well as how they feel this could be tackled.

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**5. What can communities do to help prevent crime?**

**Pupils will learn**

- In this lesson, we will consider a range of strategies that can be used to prevent crime. We consider which of these are enforceable within communities. We look at the role of Neighbourhood Watch and discuss with them the things communities can do to prevent crime. We also focus on how young people can be involved in preventing crime in their local areas.

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**6. What does a successful crime prevention strategy look like?**

**Pupils will learn**

- In this lesson, we will look at what a successful campaign could look like. We will use the Ben Kinsella Trust as an example of a successful crime prevention strategy. We will look at their aims, actions and impact considering active citizenship skills and evaluate how successful their crime prevention strategy has been.

**Guidance warnings**

- Contains conflict or violence.
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Lesson number	Lesson question	Pupils will learn
1.	<b>What is a community?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about our place in our communities, how we can be good neighbours and responsible citizens. We consider the different needs of a community and how these can be met.</li></ul>
2.	<b>What role does our school play in our local community?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will look at the school community, learn about the importance of community cohesion and explore how the school community links with our wider communities.</li></ul>
3.	<b>What do charities, NGO's and groups do in our local community?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will look at the important contribution of community groups in our society. We will look at case studies of charities, NGOs and community groups and explore what impact they have had on their local area.</li></ul>
4.	<b>How can citizens get involved in community change?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn how to get involved with community improvement. We will also learn about the UK Youth Parliament and its impact locally and nationally.</li></ul>

**5. What can we do as active citizens to improve our community? (Part 1)**

- In this lesson, we will be introduced to the ACTIVE Citizenship Award. We will then use the framework of the ACTIVE Citizenship Award to choose and plan our own citizenship action project.



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**6. What can we do as active citizens to improve our community? (Part 2)**

- In this lesson, we will continue to develop our citizenship action project. We will put our ideas into action, we will reflect on the effectiveness of our project and we will measure the impact that our projects have had on our local community.
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Lesson number	Lesson question	Pupils will learn
1.	<b>What is the difference between government and parliament?</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore the differences between Government and Parliament and how they work to ensure the UK is governed. You will also explore different forms of government used around the world.</li></ul>
2.	<b>How do elections work?</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore the processes involved in electing a new government. We will create the timeline of a typical election campaign, and look at events such as constituencies, debates, dissolving parliament, vote counting and forming a new government.</li></ul>
3.	<b>What do political parties do?</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore the role of political parties within the UK political system. We will learn about the role of political parties and some of the key differences between political parties.</li></ul>
4.	<b>What do MPs do?</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore the role of an MP and how they undertake their work to ensure those who voted for them are represented.</li></ul>

## 5. How is the UK government organised?

- In this lesson, we will explore the organisation of the UK Government. It will look at the roles of the Monarch, the Prime Minister, the Cabinet and other ministers. It will introduce the different UK Government departments and focus on the work of the Treasury.



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## 6. How does devolved government work?

- In this lesson, we will explore the process of devolution, what devolved government means and the impact on politics in the UK.
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Lesson number	Lesson question	Pupils will learn
1.	What is news?	<ul style="list-style-type: none"><li>In this lesson, we will learn about the media. We will compare news to other types of information, and investigate the reasons that contribute to an issue or event being seen as newsworthy.</li></ul>
2.	What responsibilities does the media have?	<ul style="list-style-type: none"><li>In this lesson, we will learn about the rules that the media is required to follow, and what can happen if they do not. We will also consider what 'good journalism' looks like and why it is important.</li></ul>
3.	What is the role of the media in a democracy?	<ul style="list-style-type: none"><li>In this lesson, we will examine what a democracy is, and the vital role that the media plays within our democracy. We will explore the political affiliations of newspapers, consider how the media 'sets the agenda' and learn about how the media has a duty to educate and inform.</li></ul>



**4. How does the media hold those in power to account?**

- In this lesson, we will discuss specific examples of how the media hold people in powerful positions to account for their actions. We also consider examples of when the work of journalists has made a real difference to society.
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**5. Should we believe everything we read?**

- In this lesson, we will explore the idea of 'fake news' and why we need to understand it as misinformation, disinformation and malinformation. We consider the impact of sharing information that is false, misleading or harmful, and what steps we can take to verify the information we consume.
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**6. Does the media create more harm than good?**

- In this lesson, we will reflect on the role of the media in society and reflect on some of the issues raised in previous lessons. We will then evaluate whether or not the actions of the media can always be justified.
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## Unit 9 What is the law and how is it changed?

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	What are laws?	<ul style="list-style-type: none"><li>In this lesson, we will explore what a law is and how it affects us. We will also learn about the application of minimum age restrictions in the UK and at what age a person can do age restricted activities.</li></ul>
2.	How are laws made? Criminal vs Civil law	<ul style="list-style-type: none"><li>In this lesson, we will learn how laws are made in the UK, and the difference between criminal and civil law. We will also focus on the role of Parliament in the law making process.</li></ul>
3.	Can citizens change laws?	<ul style="list-style-type: none"><li>In this lesson, we will explore the role of the youth court and how young people are treated within the Criminal Justice System. You will find out about a range of people who work within the Criminal Justice System and how they support young people.</li></ul>



**4. Should the age of criminal responsibility be changed?**

- In this lesson, we will explore the concepts of right and wrong and we will think about how they apply to criminal action. We will go on to compare the minimum age of criminal responsibility across different countries and discuss the effects of being held responsible for a crime as a child.
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**5. How is the criminal justice system applied to young people?**

- In this lesson, we will explore the role of the youth court and how young people are treated within the Criminal Justice System. We will find out about a range of people who work within the Criminal Justice System and how they support young people.
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**6. Deliberative debate: should we review the age of criminal responsibility?**

- In this lesson, we will look at a clip of a speech from UK MYP Isaac Codjoe in the Houses of Parliament. We will then critically analyse source materials to help us write our own speech to answer the question, 'should we review the age of criminal responsibility?'
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Lesson number	Lesson question	Pupils will learn
1.	<b>How do citizens take action?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about the role of a citizen within a democracy. We will explore what being part of the democratic process means and what actions can be taken to improve the world around us.</li></ul>
2.	<b>What is the role of pressure groups, protest groups and social movements?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore different groups that aim to create positive change in society. We will consider the role of pressure groups and how they influence change. We will then go on to look at examples of protest groups and social movements and the methods they use in campaigning for change.</li></ul>
3.	<b>How can we campaign and influence change?</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore a particular political tool: the campaign. We will learn about different types of campaigning, for example, social media campaigns, notoriety, political lobbying and the use of the media. We will then explore how campaigns try to influence those in power and the likelihood of a successful campaign.</li></ul>



#### **4. Why do changemakers play an important role in democracy?**

- In this lesson, we will learn what a changemaker is and why their actions are important in democracy. We will explore different examples of some recent problems in society in relation to inequality and injustice and learn how changemakers have had a positive impact on these.
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#### **5. Why and how should citizens take action?**

- In this lesson, we will look back at the role of the citizen within a democratic society. We will link this discussion to Article 21 of the UDHR and we will consider why it is important for citizens to be involved in democratic decision making. We will then explore the authority of citizens in holding those in power to account through parliamentary select committees. Lastly, using the education committee as an example, we will find out how we can get involved in committees and what is involved in giving evidence.
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#### **6. What can effective change look like?**

- In this lesson, we will reflect on some of the case studies and examples of changemaking in lessons 1-5 of this unit, 'How can citizens bring about change?'. We identify the characteristics of effective change and the different ways of describing or assessing the impact of actions taken by citizens.
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Lesson  
number

Lesson question

Pupils will learn

1.

**How have our political rights changed over time?**

- In this lesson, we will learn what political rights are and explore the concept of universal suffrage. We will investigate the long struggle for voting rights and how women's suffrage was achieved. You will have a chance to give your view about how political rights have evolved over time.

2.

**How did the Chartists affect the political rights we have today?**

- In this lesson, we will find out about a group of people who demanded political change. You will investigate who the Chartists were, what campaign methods they used and whether they were successful. We will explore what effect the Chartists had on modern day political rights. Finally, after studying more recent methods of campaigning, we will consider how citizens can create change.



### **3. Which methods were most successful in the fight for female suffrage?**

- In this lesson, we will explore the struggle women had to achieve equal voting rights. We explore the Suffragists and Suffragettes and investigate the different methods used by each group. You will meet the great grandson of Alice Hawkins, who explains why it is important to remember those who struggled for the right to vote. Finally, we will investigate what equality is like for women today and consider how people can become an advocate for other peoples' rights.
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### **4. Why does voting matter?**

- In this lesson, we will explore why it is important to vote. We will give our views about the issues that are most important to us and discover which decision makers address these issues. We will then consider two opinions about voting and decide which is most persuasive. Lastly, we will have a look at who votes, where power lies and some of the consequences of not voting.
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### **5. Should 16 and 17 year olds be allowed to vote in elections?**

- In this lesson, we will consider the idea of lowering the voting age to 16. We will explore the arguments for and against the idea and consider the evidence before putting a viewpoint together.
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6.

**How can we exercise democratic rights without a vote?**

- In this lesson, we will explore some of the ways that citizens can participate in a democracy beyond voting. We will investigate local, national and international organisations that work to challenge injustice and protect political rights and freedoms. To complete the lesson, you are asked to make a pledge of something that you could do this year to make a difference in your community.
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Lesson number	Lesson question	Pupils will learn
1.	Is plastic damaging the environment?	<ul style="list-style-type: none"><li>In this lesson, we will explore the global issues affecting the environment. We then focus on plastic pollution and the threat to our oceans and sea life. Finally we will investigate the action being taken by governments and individuals which aim to address the problem.</li></ul>
2.	Why do some people reject climate change?	<ul style="list-style-type: none"><li>In this lesson, we will investigate the issue of climate change. We will critically examine different arguments and perspectives and consider some of the claims that question whether climate change is a crisis. Then we will develop our advocacy skills by writing a speech to explain our personal point of view.</li></ul>
3.	Why is fracking controversial?	<ul style="list-style-type: none"><li>In this lesson, we will explore what fracking is and how it can affect the environment and the wider community. We will go on to explore the benefits and risks of fracking and the policy on whether fracking is permitted. We will develop our skills of writing an argument during the lesson.</li></ul>



#### **4. Why are there still some human rights abuses today?**

- In this lesson, we will introduce the Universal Declaration of Human Rights. We will learn about human rights and how these rights are abused. We will analyse what human rights abuses are most prevalent and why it is difficult to prevent these. This lesson covers case studies of human rights abuses and includes some sensitive issues. If you think this might be a sensitive topic for you we recommend checking with a trusted adult before starting the lesson.
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#### **5. How can we take action on global problems?**

- In this lesson, we will explore the different actions we can take to address global issues and problems. We will investigate the roles of changemakers and NGO's, and consider the types of action they carry out.
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#### **6. How can we take responsible action?**

- In this lesson, we will explore the idea of responsible action and how individuals can make a difference on global issues. You will get an opportunity to plan an ACTIVE project.
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Lesson number	Lesson question	Pupils will learn
1.	<b>How is the country run?</b>	<ul style="list-style-type: none"><li>In this lesson, we will consider who runs the country and what government is. We will look at the different kinds of power and influence people can have as part of a government.</li></ul>
2.	<b>What does the civil service do?</b>	<ul style="list-style-type: none"><li>In this lesson, we will look at the role of the civil service. We explore what the role entails and the differences between a civil servant and a government minister.</li></ul>
3.	<b>What are the differences between local, regional and national governance?</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore what is meant by the term 'devolution.' We will look at how the UK is governed at a local level, before looking at governance at a national level. We explore the arguments for and against devolution of power.</li></ul>
4.	<b>How does the UK political system compare to other systems?</b>	<ul style="list-style-type: none"><li>In this lesson, we will explore what is meant by the term 'democracy'. We will look at how the United Kingdom can be considered a democracy before looking at other countries and how their political system is organised.</li></ul>

**5. What are the differences between the UK and US political systems?**

- In this lesson, we will look at the nature of the UK political system and then contrast this with the political system of the USA. We will consider how the political systems of the UK and USA are similar and how they are different.



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**6. How is the UK governed?**

- In this lesson, we will look back at our learning about the UK political system from the previous five lessons. We will revisit key knowledge before moving on to create a revision resource to review our knowledge of the UK political system with confidence.
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Lesson number	Lesson question	About the lesson
1.	What is the Equality Act 2010?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will look at what equality means and begin to look at the role, impact and origins of the Equality Act 2010.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>• Contains depictions of discriminatory behaviour.</li></ul>
2.	What is discrimination and prejudice?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• In this lesson, we will look at what the terms 'prejudice' and 'discrimination' mean and the different kinds of discrimination that can take place in society.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>• Contains depictions of discriminatory behaviour.</li></ul>



### 3. What are the effects of discrimination on individuals and groups in society?

#### Pupils will learn

- In this lesson, we will look at the impact of discrimination on groups and individuals. We will explore two inspirational case studies of women with albinism and how they have overcome the challenges they have faced in their lives.

#### Guidance warnings

- Contains depictions of discriminatory behaviour.
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### 4. Why do we need laws on equality in the UK?

#### Pupils will learn

- In this lesson, we will explore the impact of equality laws in the UK and how they have made the UK more just and equal.

#### Guidance warnings

- Contains depictions of discriminatory behaviour.
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### 5. How far have we made progress on equality in the UK?

#### Pupils will learn

- In this lesson, we will look at the progress that has been made towards equality in the UK. Using same sex relationships as a case study, we will explore how different laws have had a negative or positive impact on the LGBTQ community.

#### Guidance warnings

- Contains depictions of discriminatory behaviour.
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## 6.

### What can we do to create a fairer society?

#### Pupils will learn

- In this lesson, we are going to look at what individuals and schools can do to create a fairer society. Using the after effects of the murder of Stephen Lawrence as a case study, we will explore how citizens and society have tried to create a more equal society.

#### Guidance warnings

- Contains depictions of discriminatory behaviour.  
Contains conflict or violence.
- 





Lesson  
number

Lesson question

About the lesson

1.

Why do people migrate?

Pupils will learn

- In this lesson, we will explore the reasons why people migrate from one country to another. We will learn to define key terminology in relation to migration such as asylum seeker, refugee and internally displaced persons.

Guidance warnings

- Contains subject matter which individuals may find upsetting.

2.

What is the relationship between climate change and migration?

Pupils will learn

- In this lesson, we will explore the emerging number of migrants who are moving around the world as a result of the impact of climate change. You will learn about how different countries around the world respond to this issue.

Guidance warnings

- Contains subject matter which individuals may find upsetting.



- 3. Is the conflict in Syria a children's rights issue?**
- Pupils will learn**
- In this lesson, we will explore the war in Syria, the origins of the war and the extent to which the rights of children are being enjoyed or denied.

**Guidance warnings**

- Contains conflict or violence.
- 

- 4. What support is available for migrants?**
- Pupils will learn**
- In this lesson, we will explore the international and national frameworks implemented to support migrant communities around the world. It will also illustrate ways in which we can support migrant communities.

**Guidance warnings**

- Contains subject matter which individuals may find upsetting.
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- 5. Should migration be controlled?**
- Pupils will learn**
- In this lesson, we will explore the UK Government's existing attitude to immigration and we will develop an insight into the UK's immigration regulations. We will also consider arguments for and against the controlling of immigration.

**Guidance warnings**

- Contains subject matter which individuals may find upsetting.
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**6.**

## **How does migration affect communities?**

### **Pupils will learn**

- In this lesson, we will explore the different types of effects migration has on immigrant and emigrant communities. We will explore social reasons, economic reasons and political reasons.
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Lesson  
number

Lesson question

Pupils will learn

**1.**

**What is the best way to look after money?**

- In this lesson, we will explore what money is, the choices we have in relation to money, and how we can manage our money responsibly. We consider the idea of financial responsibility in relation to spending and saving, and what this means for us as individuals, members of families and communities, and in relation to wider society.

**2.**

**How can we pay for things?**

- In this lesson, we will explore the different ways in which we can purchase and pay for goods and services. We consider the different payment methods available, including cash, online payment such as Paypal and Apple/Android Pay, debit and credit. We then look at practical steps to creating a budget and how this enables us to plan and manage money well.



### **3. What are the implications of borrowing money?**

- In this lesson, we will consider what borrowing is and how it can be used to help us manage money well both within our personal lives and in wider society. We will explore the different kinds of borrowing available including loans, overdrafts and credit, and what each is used for. We will also learn about interest rates and the implications of short, medium and long term borrowing in relation to a range of situations.
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### **4. How can we keep track of our money?**

- In this lesson, we will explore different types of online banking, prepaid cards and other tools that can help us keep track of money. We then explore how we can keep safe online, in relation to digital citizenship, and how to be aware of different kinds of online money crimes. This includes fraud, such as phishing, pharming, money mules and other types of common scams.
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### **5. Where can we save money?**

- In this lesson, we will explore what saving means and how different kinds of savings products help us manage our money well. We consider the pros and cons of different approaches to savings and investments with different levels of risk and reward.
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## 6.

### What are our rights as consumers?

- In this lesson, we will explore citizens as consumers, including the rights and responsibilities we have and what consumer choice is. We will look at the rules and laws that apply to the buying and selling of goods and the role of trading standards. We will then explore whether the increased use of online shopping has led to companies and individuals taking greater advantage of consumers.
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Lesson  
number

Lesson question

Pupils will learn

- 
- | Lesson number | Lesson question  | Pupils will learn   |
|---------------|--|---|
| 1.            | <b>What is digital citizenship?</b>                                    | <ul style="list-style-type: none"><li>• In this lesson, we will explore the concept of digital citizenship. What rights do we have as digital citizens? What responsibilities come with those rights and what change is digital citizenship making to our democracy?</li></ul>  |
| 2.            | <b>Can voter engagement be improved through digital participation?</b> | <ul style="list-style-type: none"><li>• In this lesson, we will investigate the process of electronic voting. Does it give more opportunity for people to take part in democracy or is it more restrictive? We will explore a case study to consider how digital voting has worked in another European country and consider how different people may find this helps them to become more politically engaged.</li></ul> |
| 3.            | <b>Can political engagement be increased using digital media?</b>      | <ul style="list-style-type: none"><li>• In this lesson, we will consider how more people can become involved in political matters using a digital platform. We will explore the benefits and any concerns regarding the increasing use of digital media within political engagement.</li></ul>  |
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- 4. How well has digital democracy worked in other countries?**
- In this lesson, we will consider how different digital technologies can be used to develop digital democracy in the UK. Two case studies are considered as part of this; virtual Taiwan and electronic Estonia. Advantages and disadvantages of methods used within these case studies are evaluated and their application in the UK considered in relation to different groups within society.
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- 5. Should MPs be allowed to vote electronically?**
- In this lesson, we will consider how MPs vote in the House of Commons. We will examine how MPs voted prior to the COVID-19 pandemic and the impact the pandemic had on voting. It then explores if the House of Commons should retain digital voting.
- 

- 6. How can social media be used to increase political participation?**
- In this lesson, we will explore how social media is currently used to increase political participation. It considers a range of case studies including Marcus Rashford's free school meals campaign. Examples of political parties' use of social media are included to identify how social media can be an effective tool. The case study of Cambridge Analytica is used to investigate the potentially harmful impact of social media in relation to right to privacy.
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Lesson  
number

Lesson question

Pupils will learn

**1.**

**How can we contribute to school decision-making?**

- In this lesson, we will look at the ways you can get involved in school decision making. After reviewing two case studies, we will consider our opinions and explain how much students should get involved in decision making in their schools.

**2.**

**How can we engage in local democracy?**

- In this lesson, we will look at the ways in which we can get involved and make a difference in our local community. We will look at different options for young people to get involved in local democracy and find out more about the role of Youth Councils.

**3.**

**Should the voting age be reformed?**

- In this lesson, we will consider the arguments for and against voting reform. We will review our opinions and assess the opinions of two different writers before creating a written response to the question, 'should the voting age be reformed?'.



#### **4. How can we influence those in power using democratic processes?**

- In this lesson, we will consider how we can use the democratic process to influence those in power, at both the local and the national level. We will look at who has political power and how citizens can demonstrate political power through lobbying, demonstrations and petitions.
- 

#### **5. How can we make change happen?**

- In this lesson, we will use a case study approach to consider how we can make change happen. We will look at case studies of Rosa Parks, Greta Thunberg, Malala Yousafzai and June Eric Udorie to consider how individuals can create substantial local, national and international change.
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#### **6. Should young people have the right to stand in local elections?**

- In this lesson, we will learn about the role of the local council and councillor. We will then consider whether it is important for young people to be able to stand for election to represent the views of other young people of the local area. Lastly, we will develop our speech making skills so that we can express our views clearly and persuasively.
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# 4. Learn More



## Contents

Section number	Section content
1.	Introduction to Oak's citizenship curriculum
2.	Citizenship curriculum principle 1
3.	Citizenship curriculum principle 2
4.	Citizenship curriculum principle 3
5.	Citizenship curriculum principle 4
6.	Citizenship curriculum principle 5
7.	Citizenship curriculum themes
8.	Unit prior knowledge requirements

### 1. Introduction to Oak's Citizenship curriculum

High quality Citizenship education inspires pupils with the knowledge, skills and understanding they need to play a full part in democratic society as active and responsible citizens. Through the study of Citizenship pupils develop substantive knowledge



in relation to politics, parliament, power and the law, as well as human rights, justice, equality, the economy, communities and the UK's role in the wider world. The knowledge and information they gain enables them to make sense of the world, develop their agency and have a voice on important matters of the day.

The purpose of Citizenship is to develop capacities that allow pupils to become informed, responsible and active citizens. They learn the knowledge required to be able to think critically about complex issues, evaluate sources, weigh evidence, problem solve, take part in debates, advocate their viewpoint, sustain arguments and take forward democratic action on issues and matters of concern.

Teaching is brought to life using real issues and events in local to global contexts. In a society where young people are faced with a wide range of complex and sensitive issues, Citizenship education empowers pupils and equips them to make informed decisions and take forward positive citizen actions with others.

The foundations built in key stage 3 help pupils move forward to key stage four and GCSE Citizenship Studies. The unique body of Citizenship knowledge equips students with a solid basis for further study in subjects such as Politics, Law, Public Service and the Social Sciences.

The curriculum has been designed to align with the national curriculum for citizenship at key stages 3 and 4 and the DfE GCSE Citizenship Studies subject content. You can find our five curriculum principles in the next five sections below.

## 2. Citizenship curriculum principle 1

**Consider the contexts and diverse backgrounds of all pupils, and any issues that will be particularly sensitive or controversial for them when planning lessons and sequences of lessons.** This includes considering current events in society and equipping students with the knowledge needed to interpret and understand the society they live in and how this can affect them and their communities.

## 3. Citizenship curriculum principle 2

**Promotes rigorous and challenging citizenship teaching and learning that meets national policy requirements and is appropriate in pitch and challenge for pupils.** National policy includes the DfE Programmes for Study for Citizenship at key stages 1 and 2, the National Curriculum requirements for Citizenship at key stages 3 and 4 and/or; the requirements of the GCSE in Citizenship Studies. Lessons are based on the curricula of a range of stakeholders from across the UK to ensure the broadest representation possible.

## 4. Citizenship curriculum principle 3



**Focus teaching and learning on sequences of lessons to develop pupils' understanding of citizenship concepts and substantive knowledge, and use and application of citizenship disciplinary knowledge, as the essential foundations of the subject.** Citizenship substantive knowledge is organised by concept, including: politics, democracy, government, law, justice, rights and responsibilities, participation, community, equality, identities, diversity, economy and international relations. Disciplinary knowledge includes: critical thinking and research; critical analysis and enquiry; handling controversial issues and weighing evidence; oracy, discussion and debate; argument and advocacy; influencing and campaigning; and other forms of citizenship action such as problem solving, collaboration and teamwork, and critical reflection. Citizenship knowledge and understanding is acquired and applied whilst developing skills.

## **5. Citizenship curriculum principle 4**

**Make use of topical and controversial issues and debates to bring citizenship teaching to life in a safe and secure learning environment.** This involves developing skills to explore, discuss and critically evaluate citizenship issues and debates from different viewpoints, weigh evidence, form and justify a position. When political issues are explored teaching includes a range of viewpoints and care is taken to avoid bias and maintain impartiality.

## **6. Citizenship curriculum principle 5**

**Set high expectations in citizenship lessons so it is clear what success looks like and whether students have met the intentions of the lesson.** In doing so this provides a sound basis for teacher assessment.

## **7. Curriculum themes**

We have presented key stage 3 and 4 units here together so you can see how the curriculum themes develop across citizenship in secondary school.

### **Introducing citizenship**

- Citizenship - what's it all about? (Year 7)

### **Identities and communities**

- What are our identities and communities? (Year 7)
- How is UK society diverse and changing? (Year 11)



## **Rights, justice and the law**

- What rights should all children have? (Year 7)
- What is crime? (Year 7)
- What is the law and how is it changed? (Year 8)
- Why was the struggle for the vote important today? (Year 8)
- Are people treated equally in UK society? (Year 9)
- What are the strengths and weaknesses of the legal system? (Year 10)

## **\_\_Politics, parliament and government \_\_**

- How does local democracy work? (Year 7)
- How does the political system work in the UK? (Year 8)
- How is the UK governed? (Year 9)
- What are the strengths and weaknesses of the UK democratic system? (Year 10)
- What is the nature of the British constitution? (Year 11)
- Why do we need the right to protest in a democracy? (Year 11)
- How do others govern? (Year 11)
- Where does power reside in the UK? (Year 11)

## **Finance and the economy**

- How can we manage money well? (Year 9)
- How does the economy work? (Year 10)

## **Role of media and digital democracy**

- How does the media affect us? (Year 8)



- Can digital democracy increase political participation? (Year 9)
- How well does the media hold those in power to account? (Year 10)

### **UK and the wider world**

- What can we do about global problems? (Year 8)
- Why do people move around the world? (Year 9)
- How does the UK play a meaningful role in the international community? (Year 10)

### **Active citizenship, making a positive difference**

- How can we make a difference in our communities? (Year 7)
- How can citizens bring about change? (Year 8)
- How can young people play an active role in democracy? (Year 9)
- How can we make a difference in society? Active citizenship project (Year 10)

## **8. Unit prior knowledge requirements**

Please note: any units not listed here do not have any prior knowledge requirements.

<b>Year group</b>	<b>Unit title</b>	<b>Prior knowledge required</b>
7	What are our identities and communities?	Helpful to have studied 'Citizenship - what's it all about?'
7	How can we make a difference in our communities?	Helpful to have studied 'What are our identities and communities?'
8	What is the law and how is it changed?	Helpful to have studied 'What is crime?'

8	Why was the struggle for the vote important today?	Helpful to have covered 'How does the political system work in the UK or basics of elections and voting?'
8	What can we do about global problems?	Helpful to have studied 'How can we bring about change?'
9	How is the UK governed?	Builds on the unit 'How does the political system work in the UK?'
9	Can digital democracy increase political participation?	Useful to have an understanding of the key characteristics of parliamentary democracy; study after 'How does the political system work in the UK?'

