

Citizenship Key Stage 4

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



KS4 Citizenship is formed of 12 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 How well does the media hold those in power to account?	Year 10	6
2 How can we make a difference in society? Active citizenship project	Year 10	6
3 What are the strengths and weaknesses of the UK democratic system?	Year 10	6
4 What are the strengths and weaknesses of the legal system?	Year 10	6
5 How does the economy work?	Year 10	6
6 How does the UK still play a meaningful role in the international community?	Year 10	6
7 How is UK society diverse and changing?	Year 11	6
8 What is the nature of the British constitution ?	Year 11	6
9 Why do we need the right to protest in democracy?	Year 11	6

10 How do others govern?

Year 11

6

11 Where does power reside in the UK?

Year 11

6

12 Practising what we have learnt

Year 11

7





3. Lessons

Unit 1 How well does the media hold those in power to account?

6 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What is the role of the media in a democracy?	<ul style="list-style-type: none">In this lesson, we will explore the role of the media in: influencing and informing the public; reporting news accurately; investigating issues and exposing problems in the public interest; and scrutinising the government and others in power and holding them to account for their actions.
2.	What is responsible journalism?	<ul style="list-style-type: none">In this lesson, we will look at what is meant by the term 'responsible journalism'. We will explore the key terminology associated with responsible journalism: verification, independence and accountability. In this lesson, we will also consider how the media is regulated in the UK and examine the case for greater media regulation.



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- 3. How well does the media hold those in power to account?**
- In this lesson, we will use a case study of the MPs' expenses scandal to explore how the media supports the values of a democracy.
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- 4. What is misinformation and what can we do about it?**
- In this lesson, we will explore the differences between misinformation, disinformation and malinformation and the impact they can have on a democracy. We will also consider what we can do about this spread of misinformation, disinformation and malinformation.
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- 5. Should the media ever be censored?**
- In this lesson, we will explore why a free press is important in a democracy and we will compare the press of the UK with the press in China, which is censored.
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- 6. How well does the media hold those in power to account? Recapping our learning**
- In this lesson, we will review how well the media holds those in power to account. We will then use that information to answer a series of exam style questions, including an essay on whether the UK media effectively keeps the citizenry informed about politics.
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Unit 2 How can we make a difference in society? Active citizenship project

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	What is an active citizenship project and what skills do we need?	<ul style="list-style-type: none">• In this lesson, we will learn about the term 'Active Citizenship' and see examples of projects people have completed. We will also explore the skills an individual will need to be successful at carrying out an active citizenship project and why working in groups can lead to a successful project outcome.
2.	How do we decide on the topic to investigate?	<ul style="list-style-type: none">• In this lesson, we will investigate what the examination boards expect the Active Citizenship Projects to focus on. We will explore our interests in citizenship issues and see how these fit into the examination boards' specifications. We will also revisit the skills we intend to develop throughout our projects.
3.	How can we carry out research for an active citizenship project?	<ul style="list-style-type: none">• In this lesson, we will learn why carrying out research is important in the successful planning of a Citizenship Action Project. We will look at the difference between primary and secondary research, and we will look at different ways that they can be carried out. We will go on to see the impact research can have on our original plans and how sometimes it is necessary to adapt these.



4. How can we plan our active citizenship project?

- In this lesson, we will investigate how our research informs the planning of our Citizenship Action Projects. We learn how to complete an action plan clearly and thoroughly.
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5. What are the different types of campaigning methods we can use?

- In this lesson, we will investigate the different types of campaigning methods available to us when running our Citizenship Action Projects. We will think about how different methods may be better for different target groups. We will also look at the difference between direct and indirect action.
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6. How can we evaluate the impact and success of our action?

- In this lesson, we will look at the important questions to answer to ensure we can assess and evaluate the impact of our Active Citizenship Projects. We will also look at the evidence we need to gather to this same end.
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Unit 3 What are the strengths and weaknesses of the UK democratic system?

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	What is democracy?	<ul style="list-style-type: none">In this lesson, we will define the concept of democracy and explore the features that ensure there is a strong democracy in society.
2.	Is direct democracy better?	<ul style="list-style-type: none">In this lesson, we will learn about the difference between direct and representative democracy and we will discuss the advantages and disadvantages of both systems.
3.	Are elections truly fair?	<ul style="list-style-type: none">In this lesson, we will explore the importance of elections to democracy. We will go on to investigate two different types of voting systems: First Past the Post and Proportional Representation.
4.	Why is media freedom necessary in a democracy?	<ul style="list-style-type: none">In this lesson, we will define what a free media is in all its forms. We will go on to examine the importance of a free media and the roles that media plays within a democratic country. Lastly, we will focus on the role the media has on holding those in power to account.

5. How can we improve democracy in the UK?

- In this lesson, we will explore the different ways in which democracy could be improved within the UK. In particular, we will analyse and explore the debate around allowing 16 year olds to vote.



6. Deliberative Debate: What are the strengths and weaknesses of democracy in the UK?

- In this lesson, we will recall all that we have learnt over the last few weeks on the topic of democracy. We will then prepare a speech which aims to answer answer the overarching question of this unit: does democracy in the UK work well?
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Unit 4 What are the strengths and weaknesses of the legal system? 6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	How are laws made?	<ul style="list-style-type: none">In this lesson, we will learn about the law making process and the involvement of Parliament. Then, we will begin to analyse the effectiveness of this process.
2.	Who enforces the law?	<ul style="list-style-type: none">In this lesson, we will be learning about the roles of people who enforce the law. We will examine what these roles entail and how technology could be used in developing the process of enforcing the law.
3.	What is the difference between criminal and civil law?	<ul style="list-style-type: none">In this lesson, we will learn about the difference between civil and criminal law. Later in the lesson we will explore the different ways in which these laws are treated by the court systems and apply our knowledge to a case study.
4.	What is the purpose of punishment?	<ul style="list-style-type: none">In this lesson, we will examine the different functions of punishment and how these are used within the criminal justice system. We will also hear from a magistrate regarding how punishments are used in courts today.

5. What are the types of punishment?

- In this lesson, we will explore the different types of sentences available to the courts when an offender is found guilty. We will also investigate how decisions on sentencing are carried out by the courts.



6. Does law in the UK need updating?

- In this lesson, we will examine the Youth Court system, looking at whether or not youths should attend court. We will then look back at previous learning and reassess key questions that have arisen throughout the unit. Lastly, we will use our newly developed toolkit to contact our respective MPs and become an active citizen who campaigns for meaningful change.
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Lesson number	Lesson question	Pupils will learn
1.	Understanding the economy: Is Government Action led by the UK Economy?	<ul style="list-style-type: none">• In this lesson, we will gain an understanding of what the economy is. We will then explore the key differences between a healthy and recessive economy.
2.	Understanding taxation and government spending. Can taxes be avoided?	<ul style="list-style-type: none">• In this lesson, we will explore the different types of taxation that are collected in the UK and how that money is used by the UK government. We shall then analyse the issue of tax avoidance and think about why people should pay tax.
3.	Understanding local authority spending. What are the financial challenges facing local authorities?	<ul style="list-style-type: none">• In this lesson, we will learn about how local government is funded. The lesson will then explore how money is spent to support the needs of the local community.
4.	Understanding the debate over privatisation: Should public services be privatised?	<ul style="list-style-type: none">• In this lesson, we will learn about the history of the privatisation of previously state-owned services and the impact this has had. We will go on to analyse the debate regarding the benefits of privatisation compared to nationalisation.



5. Understanding risk management. How well have the UK government managed risk?

- In this lesson, we will assess how successfully the government has managed to mitigate risk in society. We will explore this via case studies of recent events, such as the millenium bug and Nightingale hospitals. We will develop our own conclusions regarding the government's performance in relation to these case studies.
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6. What role can citizens play in the future of the UK economy?

- In this lesson, we will recap on the features of a healthy economy. We will look at the UK economy in 2020 and we will consider the actions that citizens can take in order to support economic growth.
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Unit 6 How does the UK still play a meaningful role in the international community?

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	What is the UK's role in the United Nations?	<ul style="list-style-type: none">• In this lesson, we will explore the workings of the United Nations and the role that the UK takes within this organisation. We will also explore a case study from Mali to find out more about how the UK and the United Nations work in different countries around the world.
2.	What is the UK's role in the Commonwealth?	<ul style="list-style-type: none">• In this lesson, we will explore the origins and workings of the Commonwealth and the role the UK takes within it.
3.	What is the UK's role in the World Trade Organisation?	<ul style="list-style-type: none">• In this lesson, we will explore what global trade is and find out about the role of the World Trade Organisation. We also consider the relationship of the UK with the WTO and how this is likely to change in the future.



4. How are the UK's relationships in Europe changing?

- In this lesson, we will explore some of the changing relations between the UK and Europe in a post-Brexit society. We will look at the different arguments people used during the Brexit debate. We will also explore how the UK continues to work with the Council of Europe, a separate European institution to the EU, to ensure human rights and democracy are protected and supported.
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5. What is the UK's role in overcoming global humanitarian problems?

- In this lesson, we will explore the role of the UK in global humanitarian efforts. We will introduce students to international NGOs and their current projects to protect the human rights of citizens globally.
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6. What is the UK's role in global conflict resolution?

- In this lesson, we will explore the role of the UK in supporting international law and how the UK has assisted in resolving global conflict issues using a case study from the Yemen. This lesson will also introduce pupils to the workings of NATO.
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Lesson number	Lesson question	Pupils will learn
1.	What is identity and how can we be defined?	<ul style="list-style-type: none">• In this lesson, we will explore the meaning of identity. We will look at how the concept of identity is shaped and how it can change.
2.	What are the debates around identity in the UK?	<ul style="list-style-type: none">• In this lesson, we will explore debates around identity in the UK and the ideas around a national identity. This lesson will also discuss the concept of British values.
3.	How is the UK population changing?	<ul style="list-style-type: none">• In this lesson, we will explore the changing UK population, in relation to its composition. This lesson will also explore the impact of a changing population on society.
4.	How diverse is UK society?	<ul style="list-style-type: none">• In this lesson, we will explore how and why the UK is so diverse, looking at the benefits and challenges of living in a diverse society. This lesson will also introduce the effects of immigration and its impact.

5. Is there mutual respect and understanding of diverse groups in the UK?

- In this lesson, we will explore the importance of mutual respect and tolerance and ways of building mutual understanding. This lesson will also introduce the impact of inequality and discrimination and ways to prevent it.



6. Can a changing and diverse society lead to unity?

- In this lesson, we will explore how diversity, integration and community cohesion can lead to unity. This lesson will also look at the challenges and opportunities of a changing and diverse society.
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Lesson number	Lesson question	Pupils will learn
1.	Is the physical set up of the House of Commons fit for purpose?	<ul style="list-style-type: none">• In this lesson, we will look at how the House of Commons is arranged, compare it to other debating chambers and consider the future layout of the House of Commons.
2.	Should parliamentary procedures be modernised?	<ul style="list-style-type: none">• In this lesson, we will look at various parliamentary procedures that occur in the Houses of Parliament, such as the state opening of Parliament, and consider if they need to be modernised.
3.	Should the constitution remain uncodified?	<ul style="list-style-type: none">• In this lesson, we will look at how the UK constitution has been developed, compare it to other countries and consider the benefits of an uncodified constitution.
4.	Does the bicameral system need to change?	<ul style="list-style-type: none">• In this lesson, we will explore what is meant by 'bicameral' and look at the historical developments which have brought us to this type of system. We will also consider the positives and negatives of this system.

5. Why do we have a separation of powers?

- In this lesson, we will consider where power is held in our system of government and explain why having a separation of that power ensures checks and balances over how our country is run.



6. What does the supreme court do?

- In this lesson, we will look at the role of the UK Supreme Court, consider the types of cases it hears and compare it to the US Supreme Court.
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Lesson number	Lesson question	Pupils will learn
1.	What are rights and where do they come from?	<ul style="list-style-type: none">• In this lesson, we will explore what rights are and how they developed from Magna Carta to the Human Rights Act 1998.
2.	What is the right to protest within a democracy with the rule of law?	<ul style="list-style-type: none">• In this lesson, we will look at our right to protest in a democracy. We will explore how these rights apply in society today.
3.	What change has protest achieved?	<ul style="list-style-type: none">• In this lesson, we will look at how protesting has been used to create change in society. We will explore key events in history, such as the Dagenham women's factory strike, that have led to change.
4.	What are changemakers?	<ul style="list-style-type: none">• In this lesson, we will look at what a changemaker does and who they are. We will identify key people who can be considered changemakers and then think about how you, as pupils, can become active changemakers in your communities.

5. **Should protesters ever break the law?**

- In this lesson, we will consider the balance of rights and freedom between the right to protest and the duty to provide protection to the public. We will look at a practical scenario and consider different methods of protest.



6. **What are pressure groups?**

- In this lesson, we will look at the concept of a pressure group and explore the role that pressure groups play in society. We will also consider different examples of direct and indirect action taken by pressure groups.
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Lesson
number

Lesson question

Pupils will learn

1.

What is the difference between democratic and non-democratic government?

- In this lesson, we will explore the key features of democratic and non-democratic countries. We will examine the UK and compare its form of democracy to the form of governance in China. We will then discuss the pros and cons of different types of government.

2.

How do different systems of government compare?

- In this lesson, we will recap the type of government the UK has and explore the differences in a devolved government. We will then go on to analyse how governments work in other countries. We will have an opportunity to examine the difference between a democratic government and other forms of government.

3.

How does government work in a non-democratic nation? (case study North Korea)

- In this lesson, we will explore key features of democratic and non-democratic governments. North Korea is used as a case study to investigate what life is like in a non-democratic nation. Comparisons are made between democratic and non-democratic governments focusing on the issue of human rights.



4. What are the key differences between the Westminster parliament and the US Congress?

- In this lesson, we will learn about the similarities and differences between Westminster and Congress. You will compare the political systems of both the UK and US before making a judgement on how similar they are.
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5. How does the role of the UK Prime Minister differ to elected leaders in other countries?

- In this lesson, we will explore the role of the UK's Prime Minister and compare it to the President of the United States and the King of Saudi Arabia. We will how consider the similarities and differences of these premierships.
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6. How do elections work in different countries?

- In this lesson, we will consider a variety of electoral systems. We will look back at First Past the Post, the electoral system of the UK general election and we will weigh up its strengths and weaknesses. Further case studies of the election systems in the USA and Germany are given to aid evaluation of the UK electoral system.
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Lesson
number

Lesson question

Pupils will learn

1.

How is local democracy different to national government?

- In this lesson, we will explore some of the key differences between local and central government. We will use a case study from the Covid-19 pandemic to consider what roles both local and central government have played in the response to the pandemic.

2.

How does devolved government operate in the UK?

- In this lesson, we will explore the functionality of devolution in the UK. We will identify how devolution operates in the devolved governments in Wales, Scotland and Northern Ireland. We will then look at how the devolved governments apply their powers to a case study on Covid-19.

3.

How is local government structured?

- In this lesson, we will look at who holds power in local government, as well as the key roles of backbench councillors, councillor cabinet members and council officers.



4. What do local councils do?

- In this lesson, we will explore the roles that local councils play in their community and what services they supply. We will also interview a local councillor and consider what role councillors play in the planning process for new developments in local communities.
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5. How do elections work?

- In this lesson, we will explore the process of an election stage by stage. We will go on to consider who holds power during each stage of the process and how this is exercised.
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6. What roles do NGOs, charities and civil society play in local communities?

- In this lesson, we will examine the role of charities and NGOs in our communities and gain an understanding of the power they hold. We investigate their actions beyond that of aid and relief, and see how they play a part in civil society. To explore this fully, we focus on case studies of Age UK and Save the Children.
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Lesson
number

Lesson question

Pupils will learn

1.

Practising what we have learned: how well does the media hold those in power to account?

- In this lesson, we will look back at some of the material that we have previously covered on the media. We will then look at the different types of exam questions that we will encounter. Finally we will look at a technique for answering these exam questions well.

2.

The role of local democracy

- In this lesson, we will draw together and recap all of the learning on local democracy covered in our lessons. We will recap knowledge including the role of local councillors and local councils; we will recap the structure of local councils and the importance of local elections; and then we will apply this knowledge to a range of examination style questions.

3.

Why do we need the right to protest in democracy?

- In this lesson, we will recap the unit 'Why do we need the right to protest in democracy?'. We will look at answering key questions from each lesson to formulate an exam style response.



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- 4. How does the UK still play a meaningful role in the international community?**
- In this lesson, we will recap the unit 'How does the UK still play a meaningful role in the international community?'. We will look to review the content covered and how it can be applied to different examination style questions.
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- 5. How would I respond to an exam question about my active citizenship investigation? (Part 1/2)**
- In the first part of this two-part lesson, we will recap the main concepts of active citizenship, including primary and secondary sources. Then we will look back at our plan of action for the active citizenship investigation.
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- 6. How would I respond to an exam question about my active citizenship investigation? (Part 2/2)**
- In the second part of this two-part lesson, we will recap our evaluation and then will go on to look at how we can demonstrate our understanding of active citizenship in an examination situation.
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- 7. How would I respond to exam questions on the economy or the British constitution?**
- In this lesson, we will complete an activity to recap the British economy and British constitution units. Then we will consider assessment objectives, command words and look at how to format our responses.
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4. Learn More



Contents

Section number	Section content
1.	Introduction to Oak's citizenship curriculum
2.	Citizenship curriculum principle 1
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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.

Unit title

Prior knowledge required

What is the nature of the British constitution?

Helpful to have an understanding of UK democracy suggested this is studies after 'What are the strengths and weaknesses of the UK democratic system?'

Why do we need the right to protest in a democracy?

Understanding of democracy and Human Rights

How do others govern?

Knowledge on how the UK is governed and working understanding of democracy. Best to study after 'What are the strengths and weaknesses of the UK democratic system?' and 'What is the nature of the British constitution?'



Where does power reside in the UK?

Knowledge of democracy and role of MP's. Best studied after 'What are the strengths and weaknesses of the UK democratic system?' and 'What is the British constitution?'

Practising what we have learnt

Lessons based round previous units assessment recall and ability to think synoptically about citizenship concepts