

Year 10 Term	Subject/ Paper	Enquiry Question	Key Content	Assessment
1a & 1b	<b><u>Paper 1:</u></b> <b>Theme A</b>	<p><b>Living Together in the UK</b></p> <p>‘How does diversity and community cohesion help our communities become stronger?’</p> <p>‘What are my rights as a UK Citizen?’</p>	<ol style="list-style-type: none"> <li>1. <i>What is a community?</i></li> <li>2. <i>Where are your roots?</i></li> <li>3. <i>Religious understanding</i></li> <li>4. <i>Added lessons on the Commonwealth and the EU to aid understanding</i></li> <li>5. <i>What’s happening to the UK population?</i></li> <li>6. <i>Migration: the pros and cons</i></li> <li>7. <i>What is Identity?</i></li> <li>8. <i>Respect and Communities</i></li> <li>9. <i>Meeting barriers</i></li> <li>10. <i>Discrimination and the law</i></li> <li>11. <i>Developing mutual understanding</i></li> <li>12. <i>What are human rights?</i></li> <li>13. <i>Human rights in the UK</i></li> <li>14. <i>Political rights</i></li> <li>15. <i>Legal rights</i></li> <li>16. <i>Fair play at work</i></li> <li>17. <i>Protecting the customer</i></li> <li>18. <i>Rights with responsibilities</i></li> <li>19. <i>Human rights: checks and balances</i></li> <li>20. <i>Who represents us?</i></li> <li>21. <i>How does the council work?</i></li> <li>22. <i>What does the council do?</i></li> <li>23. <i>Assessment Lesson +PLT</i></li> </ol>	<p>Explain why people can belong to more than one community and why there is an overlap between communities (4).</p> <p>Mid-unit assessment focussing on identity and migration</p> <p>Explain 1 way that diversity affects the UK. (2)</p> <p>Explain 2 ways in which inequality can affect people. (4)</p> <p>Explain why would it be favourable that a Councillor came from a local area. (4)</p> <p>Explain why it is a good idea to monitor the UK Population. (6)</p> <p>End of unit exam - variety of exam questions</p>

<p><b>2a &amp; 2b</b></p>	<p><b><u>Paper 1:</u> Theme B</b></p>	<p><b>Democracy at work in the UK</b></p> <p>‘What is Parliament, and how does it work?’</p> <p>‘Who represents me?’</p>	<ol style="list-style-type: none"> <li>1. <i>Getting elected</i></li> <li>2. <i>Does everyone’s vote count?</i></li> <li>3. <i>Who shall I vote for?</i></li> <li>4. <i>Into power</i></li> <li>5. <i>Forming a government</i></li> <li>6. <i>How are laws made?</i></li> <li>7. <i>Apart or together?</i></li> <li>8. <i>How are we governed?</i></li> <li>9. <i>Balancing the budget</i></li> <li>10. <i>Assessment Lesson +PLT</i></li> </ol>	<p>Explain two reasons why someone may wish to become an Independent MP (4)</p> <p>Peer assess: Use the source to explain direct and representative democracy.</p> <p>Compare the Parliaments of the UK and New Zealand. (6)</p> <p>Describe 2 stages a bill goes through to become a law. (4)</p> <p>End of unit assessment: 2018 Paper 1 - sections A and B</p>
<p><b>3a &amp; 3b</b></p>	<p><b><u>Paper 1:</u> Theme C</b></p>	<p><b>How the Law Works</b></p> <p>‘How does the law work in civil and criminal cases and how do sentences differ?’</p>	<ol style="list-style-type: none"> <li>1. <i>What’s the point of law?</i></li> <li>2. <i>What is law?</i></li> <li>3. <i>Criminal and civil law: what’s the difference?</i></li> <li>4. <i>Who puts the law into practice?</i></li> <li>5. <i>Criminal courts</i></li> <li>6. <i>Solving civil disputes</i></li> <li>7. <i>What sort of sentence?</i></li> <li>8. <i>Young people and the justice system</i></li> <li>9. <i>What’s happening to crime?</i></li> <li>10. <i>How can we reduce crime?</i></li> <li>11. <i>The law: a citizen’s responsibilities and rights</i></li> <li>12. <i>Assessment Lesson +PLT</i></li> </ol>	<p>‘The law does not keep up...’ (15)</p> <p>‘Giving someone a community sentence....’ (15)</p> <p>Explain 2 benefits of Mediation over going to court to solve a Civil dispute. (4)</p> <p>Give 2 reasons why there are age restrictions to protect young people. (4)</p> <p>End of unit assessment: Theme C with A &amp; B interleaved</p>

Year 11	Subject/ Paper			
1a & 1b	<u>Paper 2:</u> Theme E	<p><b>Taking Citizenship Action</b></p> <p>‘How can we make a difference to communities by working collaboratively?’</p>	<ol style="list-style-type: none"> <li>1. <i>Choosing your action</i></li> <li>2. <i>Carrying out research</i></li> <li>3. <i>Whose point of view?</i></li> <li>4. <i>Planning your action</i></li> <li>5. <i>Developing your skills: teamwork</i></li> <li>6. <i>Developing your skills: questionnaires</i></li> <li>7. <i>Developing your skills: advocacy</i></li> <li>8. <i>Developing your skills: the message</i></li> <li>9. <i>Developing your skills: protesting</i></li> <li>10. <i>participation in action</i></li> <li>11. <i>The impact of your action</i></li> <li>12. <i>Assessment Lesson +PLT</i></li> </ol>	<p>How did you use a democratic approach to: Decide on your citizenship action? Carry out your action? (4)</p> <p>Explain how your team used a primary source in the research for your citizenship action (2)</p> <p>Explain how your team used one secondary source in the research of your citizenship action (2)</p> <p>End of unit assessment: Theme E with A ,B &amp; C interleaved</p>

<p><b>2a &amp; b</b></p>	<p><b><u>Paper 2:</u></b> <b>Theme D</b></p>	<p><b>Power and Influence.</b></p> <p>‘How can the government be influenced and how can ordinary citizens have power over the Political System?’</p>	<ol style="list-style-type: none"> <li>1. <i>Playing your part in democracy</i></li> <li>2. <i>Playing a political role</i></li> <li>3. <i>Putting on the pressure</i></li> <li>4. <i>Making a difference</i></li> <li>5. <i>getting out the vote</i></li> <li>6. <i>Digital democracy</i></li> <li>7. <i>Does your vote count?</i></li> <li>8. <i>Supporting society</i></li> <li>9. <i>Trade unions and the protection of people at work</i></li> <li>10. <i>What is the media?</i></li> <li>11. <i>Why should the Press be free?</i></li> <li>12. <i>The media: informing or influencing?</i></li> <li>13. <i>Legal, decent, honest and truthful?</i></li> <li>14. <i>The media: investigation and scrutiny</i></li> <li>15. <i>People, pressure groups and the media</i></li> <li>16. <i>What is the European Union?</i></li> <li>17. <i>The EU: benefits and obligations</i></li> <li>18. <i>The Commonwealth</i></li> <li>19. <i>The United Nations</i></li> <li>20. <i>The UN at work</i></li> <li>21. <i>NATO: what is it and what it does?</i></li> <li>22. <i>The World Trade Organisation</i></li> <li>23. <i>International justice</i></li> <li>24. <i>Who can help?</i></li> <li>25. <i>Conflict: what can the UK do?</i></li> <li>26. <i>Assessment Lesson +PLT</i></li> </ol>	<p>Explain two <i>barriers</i> to people becoming involved in their local communities.(4)</p> <p>Explain two advantages of online campaigning. (4)</p> <p>“The dangers of online campaigning far outweigh the advantages.” How far do you agree with this view?</p> <p>Explain, using an example, what is meant by investigative journalism. (2)</p> <p>The Media should always be free to express a point of view, how far do you agree with this view. (15)</p> <p>Suggest two reasons why the government should come under scrutiny. (2)</p> <p>Explain the main functions of the UN and the Commonwealth. (6)</p> <p>Explain 2 reasons why many migrants from the Commonwealth have preferred to move to the UK rather than other European countries. (4)</p> <p>Explain the main functions of the United Nations and the Commonwealth. (6)</p> <p>With the Conservative Party we can associate the following distinctive policies (1)</p> <p>With the Labour Party we can associate the following distinctive policies (1)</p> <p>With the Liberal Democratic Party we can associate the following distinctive policy (1)</p>
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<b>3a: up to exam</b>	<b><u>Revision</u></b>			