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| 1<br>0     |  | <b>TERM 1</b>  | <b>TERM 2</b>  | <b>TERM 3</b>   | <b>TERM 4</b>  | <b>TERM 5</b>  | <b>TERM 6</b>  |
|            | Unit   | <b>Life in Modern Britain</b>  | <b>Life in Modern Britain</b>  | <b>Life in Modern Britain</b>   | <b>Rights and Responsibilities</b>   | <b>Rights and Responsibilities</b>   | <b>Rights and Responsibilities &amp; Politics &amp; Participation</b>  |
|            | Content  | Key principles and values underpinning British Society. Rights, duties, equalities and freedoms of citizens. Identity – UK identity, multiple identities, migration and immigration, diversity, and the need for mutual respect and understanding. | Role of the media and the free press – rights and responsibilities of the media, regulation and censorship.  | UK's role in key international organisations e.g. NATO, EU. UK's role in resolving international disputes. How international law assists those involved in conflict. How NGOs respond to humanitarian crises. How citizens make their voice heard and can make a difference in society – advocacy, campaigning, pressure groups, voting and trade unions. | Principles of law to ensure rights and freedoms – presumption of innocence. How laws are applied. Rights in local to global situations where there is conflict – need to balance rights and responsibilities. The justice system – role and powers of police, judiciary, roles of legal representatives, court system (including tribunals) Civil law v criminal law. How legal systems differ within the UK. Rights and legal entitlements of citizens at differing ages. | How citizens' rights have changed over time – from Magna Carta (1215) to day. Common law and legislation – how they differ. Trade Unions – role and history. Criminality in the UK. How we punish those who commit crime. Key international agreements and treaties in regard to human rights – UN Convention on Human Rights, EU Convention on human rights, UN Convention on the Rights of the Child, Human Rights Act (1998). | Roles of citizens within the legal system – for example, as juror, witness, victim, or magistrate. Role of pressure groups and other groups in bringing about legal change or fighting injustice. How citizens can hold those in positions of power to account. Democracy and different forms of democracy. Values underpinning democracy: rights, responsibilities, freedoms, equality, the rule of law. Institutions of the British constitution. Relationships between the institutions form an uncodified British constitution and examples of how this is changing. Role and structure of elected local government. |
| Assessment | <b>AO1 &amp; AO2</b><br>Short answer questions & source based question – using specimen exam paper from AQA (Paper 2). | <b>AO3</b><br>Essay question: 'The support of the media is vital to any successful political party's election campaign'. Considering a range of views, to what extent do you agree or disagree with this statement?                                | <b>AO1 &amp; AO2</b><br>Source based question – using specimen exam paper from AQA (Paper 2).<br><br><b>AO3</b><br>Essay question: 'The United Kingdom should no longer be a permanent member of the United Nations Security Council.' Considering a range of views, to what extent do you agree or disagree with this statement | <b>AO1</b><br>Short answer Questions – using specimen paper from AQA (Paper 2).<br><br><b>AO2</b><br>Flag project - on flags of England / Wales / Northern Ireland / Scotland list the differences in the legal systems. Write the similarities on a Union Jack flag.   | <b>AO3</b><br>Essay question: "Magna Carta provides the basis for the values underpinning British Society." Considering a range of evidence, to what extent do you agree or disagree with this statement?  | <b>AO2 &amp; AO3</b><br>Source based question.<br><br><b>AO2 &amp; AO3</b><br>Examine why the Million march is unlikely to achieve its aims. In your response you should refer to Source A and examples of successful campaigns.   |  |

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| 1<br>1 |  | <p><b>Politics and Participation</b></p> <p>Devolution.<br/>How powers are organised between the Westminster Parliament and the devolved administrations.<br/>Elections and Voting – including who can and cannot vote in elections and why, voting age, and voter apathy.<br/>How public taxes are raised and spent by government locally and nationally.<br/>Voting systems – ‘First Past the Post’ and other voting systems</p> | <p><b>Active Citizens</b></p> <p>Students select a citizen issue to investigate using the following skills.<br/>Choice of investigation must be under the category of a previous unit.<br/>The investigation must cover the following skills:<br/>Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.</p> <ul style="list-style-type: none"> <li>• Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates. <ul style="list-style-type: none"> <li>• Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts.</li> <li>• Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society.</li> </ul> </li> <li>• Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected.</li> </ul> | Revision | Revision |  |
|        |  | <p><b>AO1 &amp; AO2</b><br/><b>AO1 &amp; AO2</b><br/>Source based question.</p>  | <p><b>Ao1, AO2 and AO3</b><br/><b>Model paper 1 section A paper</b></p>  |          |          |  |