**St Peter’s CE Middle School Curriculum Overview**

**Subject: Citizenship**

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|  | **Autumn 1 & Autumn 2** | | **Spring 1 & Spring 2** | | **Summer 1 & Summer 2** | |
| **Year 7** | **Topic:**  **Justice, the legal system & the law.** | **Topic:**  **Liberties of UK citizens** | **Topic:**  **Constitution & Political System** | **Topic:**  **Voting and Debates** | **Topic:**  **Rights of the child** | **Topic:**  **Criminal Cases Review Commission** |
| **Concept:**  The roles of the law and the justice system and how they relate to young people.  What happens in the courtroom | **Concept:**  Political, legal and human rights, and responsibilities of the government and Uk citizens. | **Concept:**  The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. | **Concept:**  key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections. | **Concept:**  To understand the difference between himan rights and the rights of children  To learn about the different rights and how they differ across the world | **Concept:**  The concept of being wrongfully accused and the process of appeal, witnesses, forensics |
| **Skills:**  To develop an understanding of how laws are made and upheld.  To understand the different types of court and law.  Role-play drama in order to foster understanding of the people involved in the process | **Skills:**  Empathy of all UK citizens  British Values | **Skills:**  To develop students understanding of democracy - including the vital role that constituents play –  To know the role and powers of the monarch in regard to parliament. | **Skills:**  To foster an awareness and understanding of democracy.  To understand the democratic process of voting.  To learn how to debate calmly and responsibly | **Skills:**  Empathy  Tolerance  Respect  Action | **Skills:**  Role-play  Identifying witnesses and evidence  Prosecuting and defending |
| **Outcome:**  To have an  understanding of  rights and  responsibilities  involved in creating new laws. | **Outcome:**  To understand Social justice and  Equity. | **Outcome:**  To understand  the democratic  processes. | **Outcome:**  To be able to debate and vote in a classroom environment | **Outcome:**  To develop a global view of the rights of the child and to be able to stand up for other children | **Outcome:**  A well-rounded view of the criminal system |

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|  | **Autumn 1 & Autumn 2** | **Spring 1 & Spring 2** | | **Summer 1 & Summer 2** | |
| **Year 8** | **Topic:**  **UK Society** | **Topic:**  **Functions and Uses of Money** | **Topic**  **Local community** | **Topic:**  **Rights Respecting** | **Topic:**  **Ethical and Moral decisions** |
| **Concepts:**  The changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared. | **Concepts:**  The importance and practice of budgeting and how to manage risk. | **Concepts:**  The needs of the local community and how these are met through public services and the voluntary sector. | **Concepts:**  What are your rights? What does a Rights Respecting School look like? How can we teach the younger students about their rights? | **Concepts:**  What decisions do you have to make as a local, national and global citizen? Are these decisions in conflict?  Why do people make different decisions? |
| **Skills:**  Learn about different cultures and their background.  Understand immigration to and from the UK.  Wants and needs of different cultures. | **Skills:**  Learn about how to correctly budget money.  Understand the risks around spending above your means. | **Skills:**  Compassion for the local area  Communication | **Skills:**  Empathy, compassion | **Skills:**  The ability to make hard decisions and to understand why others might make different ones |
| **Outcome:**  British values –  importance of British  values.  Diversity and identity**.** | **Outcome:**  Rights and responsibilities of a citizen. | **Outcome:**  Created and taken part in a real citizenship project in the local community | **Outcome:**  Be Rights Respecting – be able to explain your rights as a student at St Peter’s | **Outcome:**  An empathic understanding of the difficult moral and ethical decisions adults have to make |