

Co-op Academy North Manchester - Year 11 Citizenship & PHSE Curriculum

Y11 GCSE	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Our Citizenship Action	Paper 1 revision – Theme A&B	Theme D - Power and Influence	Theme D - Power and Influence	Paper 1&2 Revision	
Substantive Knowledge (Know That...)	<ul style="list-style-type: none"> <li>• Effective campaign methods</li> <li>• Forming a campaign – teamwork</li> <li>• Primary research</li> <li>• Secondary research</li> <li>• Narrowing the issue democratically</li> <li>• Campaign objectives</li> <li>• Lobbying people in power</li> <li>• Social media campaign</li> <li>• Interview types</li> <li>• Creating educational resources</li> <li>• Evaluating the Campaign</li> <li>• WTM – focus on 12-mark Q</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Migration</li> <li>• Prejudice</li> <li>• Human Rights</li> <li>• Trade Unions</li> <li>• Right and Responsibilities</li> <li>• Local council</li> <li>• What they do</li> <li>• Devolution</li> <li>• Devolution and Covid</li> <li>• Voting</li> <li>• Getting involved</li> <li>• Pressure groups</li> <li>• MPs</li> <li>• UK Voting systems</li> <li>• Votes at 16</li> </ul>	<ul style="list-style-type: none"> <li>• EQ - What power and influence can citizens have?</li> <li>• Paying your part in democracy Getting involved in politics</li> <li>• Digital Democracy</li> <li>• Pressure groups</li> <li>• Trade Unions</li> <li>• Charities</li> <li>• Demo Vs Non-Demo</li> <li>• EQ - What role and influence should the media have?</li> <li>• The role of the media in democracy</li> <li>• Free press and censorship</li> <li>• Media Literacy</li> <li>• The responsibility of the media</li> <li>• The influence of the media</li> </ul>	<ul style="list-style-type: none"> <li>EQ - Does the UK have power and influence in the wider world?</li> <li>• The European Union</li> <li>• The Council of Europe</li> <li>• 10 mark comparison of both</li> <li>• Our post Brexit relationship</li> <li>• The Commonwealth</li> <li>• The United Nations</li> <li>• World Trade Organisation</li> <li>• NATO</li> <li>• International Court of Justice</li> <li>• International Criminal Court</li> <li>• Rules of War-Geneva Convention</li> <li>• UKs role in NGOs</li> <li>• The UK and the international conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Forming a Gov</li> <li>• HOL, HOC</li> <li>• Tripartite</li> <li>• Sources of law</li> <li>• Civil Vs Criminal</li> <li>• Criminal Justice System</li> <li>• Citizens and politics</li> <li>• Media</li> <li>• Free press</li> <li>• Digital democracy</li> <li>• TU's and Press</li> <li>• Commonwealth</li> <li>• UN</li> <li>• NATO</li> <li>• WTO</li> <li>• ICC</li> <li>• UK in conflict</li> <li>• Sanctions</li> </ul>	
Disciplinary Knowledge (Know How...)	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Campaigning</li> <li>• Critical investigation</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Diversity</li> <li>• Community</li> <li>• Democracy</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Power</li> <li>• Influence</li> <li>• Democracy</li> <li>• Media</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Power</li> <li>• Influence</li> <li>• Globalisation</li> </ul>	Know and understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• Politics</li> <li>• Democracy</li> <li>• Law</li> <li>• Justice</li> </ul>	
Key Concepts	<ul style="list-style-type: none"> <li>• Pre Questionnaire</li> <li>• Media campaign</li> <li>• Lobbying letter</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> </ul>	EQ 1 <ul style="list-style-type: none"> <li>• Pressure groups and the media</li> <li>• Case study on</li> </ul>	<ul style="list-style-type: none"> <li>• Brexit and its impact</li> <li>• Commonwealth and migration revision</li> <li>• ICJ and Theme C</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> </ul>	

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			<p>Labours media campaign</p> <ul style="list-style-type: none"> <li>• Trade Union Case Study EQ 2</li> <li>• Free press comparison</li> <li>• The irresponsible media – case studies</li> </ul>	<p>Revision</p> <ul style="list-style-type: none"> <li>• British NGOs</li> </ul>		
Key Concepts	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Campaigning</li> <li>• Critical investigation</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Diversity</li> <li>• Community</li> <li>• Democracy</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Influence</li> <li>• Democracy</li> <li>• Media</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Influence</li> <li>• Globalisation</li> </ul>	<p>Know and understand, analyse and evaluate:</p> <ul style="list-style-type: none"> <li>• Politics</li> <li>• Democracy</li> <li>• Law</li> <li>• Justice</li> </ul>	
Assessment	<p>Theme E adapted assessment to assess:</p> <p>A01</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul>	<p>Mocks - paper 1 and part of paper 2:</p> <p>A01</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul> <p>A03</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned,</li> </ul>	<p>Theme D adapted assessment to assess:</p> <p>A01</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul>	<p>End of Theme assessment from paper 1:</p> <p>A01</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of citizenship concepts, terms and issues.</li> </ul> <p>A02</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> </ul> <p>A03</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned,</li> </ul>	<p>May exam series both paper 1 and 2</p>	

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		coherent arguments and make substantiated		coherent arguments and make substantiated		
Homework	<ul style="list-style-type: none"> <li>• Pre Questionnaire</li> <li>• Media campaign</li> <li>• Lobbying letter</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> </ul>	<p>EQ 1</p> <ul style="list-style-type: none"> <li>• Pressure groups and the media</li> <li>• Case study on Labours media campaign</li> <li>• Trade Union Case Study</li> </ul> <p>EQ 2</p> <ul style="list-style-type: none"> <li>• Free press comparison</li> <li>• The irresponsible media – case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Brexit and its impact</li> <li>• Commonwealth and migration revision</li> <li>• ICJ and Theme C Revision</li> <li>• British NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Key ring cards</li> <li>• Revision booklets</li> <li>• Flashcards</li> <li>• Revision clocks</li> </ul>	
Wider reading	March by John Lewis	Moxie by Jennifer Mathieu	I Am a Genius of Unspeakable Evil and I Want to Be Your Class President by Josh Lieb	Windrush child by Benjamin Zephaniah.	The Stonewall Riots: Coming Out in the Streets by Gayle E. Pitman	
How to help at home	- Answer the pre-questionnaire and the community questionnaire sent on parentmail	Your student will have key ring card with exam questions on them, quiz your student	Read a newspaper with your students, what is political? Is there anything about global politics or just our own? Why might this be?	Discuss whether the UK should be an isolationist nation, why it is a benefit to be a part of global organisations? What are the cons?	Help your student revise, they will have been given lots of flashcards/quiz cards, can you test them?	