

Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study	In Year 7, students are introduced to the fundamental principles of citizenship through topics like identity, community, children's rights, democracy, and crime. These units are intentionally sequenced to help students explore their sense of self and belonging, understand the purpose of rules and laws, and begin thinking critically about fairness and justice. Learning about their rights and the role of local democracy provides an accessible foundation for active citizenship. These topics create a scaffold for deeper engagement in future years with law, human rights, and political systems.					
Year 7	Citizenship – what's it all about? <ul style="list-style-type: none"> What is citizenship? Why does society need rules and laws? What does fairness mean in society? What is a democratic community? How can we get involved in our school community? 	What are our identities and our communities? <ul style="list-style-type: none"> What does identity mean? How do identities change? What are communities like? How are communities changing? How are we connected in the UK? 	What right should all children have? <ul style="list-style-type: none"> What rights are children entitled to? What does the right to education really mean? What can we do as citizens to protect the rights of others? Are you getting your right to accurate and reliable information? How well are children's rights protected in the UK? 	How does local democracy work? <ul style="list-style-type: none"> How is local government different to central government? What do local councils do? How do local elections work? Why is registering to vote so important? How can young people be involved in local decision making? 	What is crime? <ul style="list-style-type: none"> What is a crime? What reasons are behind criminal behaviour? What is the role of the police in dealing with crime? Is the media representing the reality of youth crime? What can communities do to help prevent crime? 	How can we make a difference in our communities? <ul style="list-style-type: none"> How can communities work together to create change? What role does our school play in our local community? What do charities, NGOs and groups do in our local community? What can we do as active citizens to improve our community? What do we need to become active citizens in our community?
Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study	Year 8 builds on prior learning by shifting focus toward how society is governed and influenced. Students explore the UK's political system, media literacy, the law-making process, and citizen-led change. These units develop political awareness and media scepticism, equipping students with the skills to critically analyse the information they receive. This year also introduces historical struggles for democracy and global challenges, such as climate change and poverty, laying the groundwork for later study of activism, equality, and governance in a global context.					
Year 8	How does the political system work in the UK? <ul style="list-style-type: none"> What is the difference between Government and Parliament? How do elections work? What do political parties do? What do MPs do? How is the UK Government organised? 	How does the media affect us? <ul style="list-style-type: none"> What is the media? What responsibilities does the media have? How does the media hold those in power to account? Should we believe everything we see in the media? Does the media create more harm than good? 	What is the law and how is it changed? <ul style="list-style-type: none"> What are laws? How are laws made? Criminal vs civil law Can citizens change laws? How is the criminal justice system applied to young people? What is the age of criminal responsibility? Deliberative discussion: Should the age of criminal responsibility be changed? 	How can citizens bring about change? <ul style="list-style-type: none"> How do citizens take action? How do groups create change in society? How can we campaign and influence change? Why are select committees important in a democracy? What can effective change look like? 	Why was the struggle for the vote important today? <ul style="list-style-type: none"> How have our political rights changed over time? How did the Chartists affect the political rights we have today? Which methods were most successful in the fight for female suffrage? Why does voting matter? Should 16/17-year-olds be allowed to vote in elections? 	What can we do about global problems? <ul style="list-style-type: none"> How is plastic damaging the environment? What actions can we take to address climate change? Why is fracking controversial? Why are there still human rights abuses today? Why is poverty still a global issue?
Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study	In Year 9, students deepen their understanding of governance and societal structure by examining national and global systems. They study how the UK is governed, how equality is protected under the law, and how digital platforms can increase political engagement. These topics encourage students to consider their role in shaping society and give them tools to take action. Later units on financial literacy and migration prepare students for both personal independence and greater awareness of global interconnectedness. This learning directly links to Year 10's focus on injustice, law, and economic participation.					
Year 9	How is the UK governed? <ul style="list-style-type: none"> How is the country run? What does the Civil service do? What are the differences between local, regional and national governance? How does the UK political system compare to other systems? What are direct and representative democracies? 	Are people treated equally in UK society? <ul style="list-style-type: none"> What is the Equality Act 2010? What is discrimination and prejudice? What are the effects of discrimination on individual and groups in society? How far have we made progress on equality in the UK? What can we do to create a fairer society? 	Can digital democracy increase political participation? <ul style="list-style-type: none"> What is digital citizenship Can voter engagement be improved through digital participation? Can political engagement be increased using digital media? How well has digital democracy worked in other countries? How can social media be used to increase political participation? 	How can young people play an active role in democracy? <ul style="list-style-type: none"> How can we contribute to school decision-making? How can we engage in local democracy? Should the voting age be reformed? How can we influence those in power using democratic processes? Should young people have the right to stand in local elections? 	How can we manage money well? <ul style="list-style-type: none"> What is the best way of looking after money? What are implications of borrowing money? How can we protect ourselves from fraud? What are our rights as consumers? 	Why do people move around the world? <ul style="list-style-type: none"> Why do people migrate? What is the relationship between climate change and migration? Is the conflict in Syria a children's rights issue? What support is available for migrants? Should migration be controlled? How does migration affect communities?
Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six

Intent of Study	Year 10 explores complex issues around community identity, social justice, law, and the economy. Students examine how migration changes communities, how grassroots campaigns create change, and the strengths and weaknesses of the UK's legal system. They also begin to study the economy in depth, looking at taxation, government spending, and public services. The curriculum encourages students to think about how they can speak truth to power and influence decisions in their community. These lessons develop critical thinking and real-world awareness, setting students up to engage with political systems and global comparisons in Year 11.					
Year 10	How are community identities changing?	What tools can we use to challenge injustice in our communities?	What are the strengths and weaknesses of the legal system?	How does the economy work?	What has the UK economy got to do with me?	How does the media hold those in power to account?
	<ul style="list-style-type: none"> What is our local community and how am I part of it? How and why do people migrate to and from different communities? How has migration affected society? How can we maintain respect and understanding in society? What makes us feel like we belong? 	<ul style="list-style-type: none"> What is speaking truth to power? How do grassroots campaigns operate? How can citizens change the law? What tools are used by human rights defenders around the world? Do all tools for challenging injustice work for all campaigns? How can I challenge injustice? 	<ul style="list-style-type: none"> How are laws made? Who enforces the law? What is the difference between criminal and civil law? How does the youth justice system work? What is sentencing? How does the law apply to young people? 	<ul style="list-style-type: none"> Is UK Government action led by the economy? How does the Government get its money? Why should we pay tax? How does the Government spend its money? What are the financial challenges facing local government? Should public services be privatised? 	<ul style="list-style-type: none"> How much of our pay goes to the Government? Can taxes be avoided? How does the UK Government manage risk? How is the Government responsible for borrowing? How does the Government control debt? What role can I play in the future of the UK economy? 	<ul style="list-style-type: none"> What is the role of the media in our democracy? What is responsible journalism? How does the media support democracy? What is false information and what can we do about it? Should the media ever be censored?
Year Group	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Intent of Study	In Year 11, students focus on high-level concepts such as the British constitution, separation of powers, and how democratic systems function across the world. They examine whether the UK can truly be considered a democracy and how it compares to other governments. They also explore local versus national power and evaluate the role of devolved governments, elections, and parliamentary structures. These topics consolidate previous learning by helping students evaluate political systems critically and consider their future role in a democratic society. This final year empowers students to engage confidently with adult civic life.					
Year 11	What is the nature of the British Constitution?	Where does power reside in the UK?	How do others govern?	Should the UK be called a democracy?		
	<ul style="list-style-type: none"> Is the physical set up of the House of Commons fit for purpose? Should parliamentary procedures be modernised? What are the advantages and disadvantages of an uncodified constitution? What are the benefits and drawbacks of a bicameral system? Why do we have a separation of powers? What does the supreme court do? 	<ul style="list-style-type: none"> How is local democracy different to national government? How does devolved government operate in the UK? What are local councils and what do they do? How do elections in the UK work? What roles do NGOs, charities and civil society play in local communities? 	<ul style="list-style-type: none"> What is the difference between democratic and non-democratic government? How do different systems of government compare? How does government work in a non-democratic nation? What are the key differences between the Westminster Parliament and US Congress? How does the Prime Minister's role differ from other elected leaders? How do elections work in different countries? 	<ul style="list-style-type: none"> How can we tell if the UK is democratic? What is Parliament and what are its functions? How can we hold our leaders to account? What is a free press and why is it important for democracy? How is devolution impacting the UK's democracy? How can I take part in the democratic process? The role of select committees 		

We use threads to signpost groups of units that link to one another, building a common body of knowledge over time. We use the term thread because it helps to bring to mind the visual concept of a thread weaving through the curriculum. In citizenship, threads reflect the essential and complex concepts that underpin the curriculum. Drawing inspiration from the national curriculum, these threads act as the lens through which we select our curriculum content. Over time pupils develop deeper knowledge and understanding as they advance through the curriculum.

Threads	Active citizenship, making a positive difference	Finance and the economy	Identities and communities	Politics, parliament and government	Rights, justice and the law	Role of media and digital democracy	UK and the wider world
Year group/lesson	<ul style="list-style-type: none"> Citizenship - What's it all about – Year 7 How can we make a difference in our community – Year 7 How can citizens bring about change? – Year 8 How can young people play an active role in democracy? – Year 9 	<ul style="list-style-type: none"> How can we manage money well? – Year 9 How does the economy work – Year 10 What has the UK economy got to do with me? – Year 10 	<ul style="list-style-type: none"> What are our identities and our communities? – Year 7 How are community identities changing? – Year 10 	<ul style="list-style-type: none"> 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 Where does power reside in the UK? Year 11 How do others govern? – Year 11 Should the UK be called a democracy? – Year 11 	<ul style="list-style-type: none"> Citizenship - What's it all about – Year 7 What rights should all children have? Year 7 What is crime? Year 7 What is the law and how has 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 tools can we use to challenge injustice in our communities? – Year 10 	<ul style="list-style-type: none"> How does the media affect us – Year 8 Can digital democracy increase political participation? – Year 9 What tools can we use to challenge injustice in our communities? – Year 10 What are the strengths and weaknesses of the legal system? – Year 10 	<ul style="list-style-type: none"> What can we do about global problems? Year 8 Why do people move around the world? – Year 9 How does the media hold those in power to account? – Year 10