

Year: 7

Subject: Citizenship

Autumn Term 1		
Overarching Topic: <b>Communities and Identities</b>		
What has come before and what comes later:	In year 7 students will have developed their knowledge and understanding of different relationships, active citizenship, and the role of charities, learning skills, careers, and the digital world. They will have developed key skills to help equip them with the ability to manage different relationships, be resilient and become a more pro-active and confident member of society. They will now develop their knowledge and understanding of identity and what communities exist in the UK.	
	Core	Extension
<b>The Big Questions</b>  (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>• What is a community and what is your identity?</li> <li>• What different physical communities do people live in in Britain?</li> <li>• What are the most important facilities in a physical community?</li> <li>• What services do communities need and how is volunteering a part of them?</li> <li>• What makes a good, active citizen?</li> <li>• How do you change things in your community?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we develop the facilities in our community?</li> <li>• What skills does a good, active citizen need?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Discussing in an articulate and skillful manner</li> <li>• Debating formally</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore their local communities and consider the difference between communities across Britain.</li> <li>• Students will discuss topics developing their communication</li> <li>• Students will participate in a formal debate</li> </ul>
Autumn Term 2		
Overarching Topic: <b>Managing Money</b>		
What has come before and what comes later:	Prior to this the students will have explored the roles we play in our communities, developing an understanding of how we can bring about positive changes. They will now develop their understanding of the functions and use of money.	

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	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• Why do we use money?</li> <li>• What can you do with money?</li> <li>• What is the best way of paying for things?</li> <li>• What is borrowing?</li> <li>• What is a budget?</li> <li>• How can you be a good saver?</li> <li>• What is a good consumer?</li> <li>• What are the risks associated with gambling?</li> <li>• How can chance-based transactions carry similar risks to gambling?</li> <li>• How can we assess and manage risk in relation to financial decisions that young people might make?</li> <li>• What values and attitudes exist relating to finance, including debt?</li> <li>• How can we manage emotions in relation to money?</li> <li>• What are the social and moral dilemmas regarding the use of money, including the influence of advertising and peers on financial decisions?</li> <li>• How can we recognise financial exploitation?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we have certain values, attitudes, and emotions in relation to money?</li> <li>• What are the advantages and disadvantages of the different ways of paying for things?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Evaluating &amp; analysing</li> <li>• Teamwork/collaboration</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore case studies</li> <li>• Students will complete money-based activities &amp; games, requiring them to make choices and decisions about money</li> </ul>
<b>Spring Term 1</b>		
<b>Overarching Topic: RSE – Bullying abuse &amp; discrimination &amp; Social Influences</b>		
What has come before and what comes later:	Students will have developed their knowledge and understanding of the functions and use of money, exploring how we can be good consumers and the roles we play as consumers. They will now explore bullying, developing their understanding of the impact it can have on people and how we can support our peers.	

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	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What does bullying look like?</li> <li>• How can we manage being targeted or witnessing others being bullied?</li> <li>• What is the impact of stereotyping, prejudice and discrimination on individuals and relationships?</li> <li>• How can we promote inclusion and challenge discrimination safely, including online?</li> <li>• What is peer influence?</li> <li>• How can peers support one another in decision making?</li> <li>• Why do we sometimes feel the need to seek peer approval?</li> <li>• What factors contribute to young people joining gangs?</li> <li>• What are the social legal and physical consequences of gang behaviours?</li> <li>• What strategies can we use to manage pressure to join a gang?</li> <li>• What is county lines?</li> <li>• What help is available for people who are being pressurised to join a gang or who are in a gang?</li> <li>• What are the consequences, misconceptions and consequences of carrying a weapon?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the links between drugs, gangs and knife crime?</li> <li>• What are the advantages and disadvantages of the different strategies we can use to manage pressure from peers?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Oral communication</li> <li>• Written communication</li> <li>• Decision making</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Students will discuss feelings and emotions that surrounding bullying</li> <li>• Students will write poems about bullying to help educate others</li> </ul>

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	<ul style="list-style-type: none"> <li>Active citizenship – exploring ways to bring about positive changes</li> </ul>	
<b>Spring Term 2</b>		
<b>Overarching Topic: Drugs alcohol &amp; tobacco</b>		
What has come before and what comes later:	Previously students will have developed their knowledge and understanding of bullying, exploring the feelings that those involved can feel and the possible consequences of it. They will now develop their knowledge and understanding of smoking, alcohol and drugs to enable them to make informed decisions in the future.	
	<b>Core</b>	<b>Extension</b>
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>What are the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics?</li> <li>What are the myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use?</li> <li>What strategies can we use to manage a range of influences on drug, alcohol and tobacco use, including peers?</li> <li>What are the short-term and long-term health risks associated with nicotine, alcohol and other illegal substances?</li> <li>What are the personal and social risks and consequences of substance use and misuse including occasional use?</li> <li>What is the law relating to the supply, use and misuse of legal and illegal substances?</li> <li>What are the concepts of dependence and addiction including awareness of help to overcome addictions?</li> </ul>	<ul style="list-style-type: none"> <li>What are the advantages and disadvantages of the different types of help available for drug addiction?</li> <li>What would the impact be if certain illegal drugs were made legal?</li> </ul>
	<b>Skill/Technique</b>	<b>How students will develop and demonstrate this</b>
Key skills		<ul style="list-style-type: none"> <li>Students will explore case studies</li> </ul>

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	<ul style="list-style-type: none"> <li>• Oral communication</li> <li>• People smart</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Students will debate the key issues</li> <li>• Students will read through key pieces of information, to develop their knowledge and help them to form views and opinions based on facts</li> </ul>
<b>Summer Term 1</b>		
<b>Overarching Topic: Parliamentary Democracy Part 1</b>		
What has come before and what comes later:	Students will have developed their understanding of alcohol, drugs and illegal substances, exploring the laws and impact any form of use can have short and long term. They will now further develop their understanding of democracy and the role parliament has in this process.	
	Core	Extension
<p>The Big Questions</p> <p>(What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> <li>• What are the origins of parliament?</li> <li>• What is the role of the monarchy in the UK?</li> <li>• Is it time for the monarchy to change?</li> <li>• How do the elements of parliamentary democracy fit together?</li> <li>• What are political parties?</li> <li>• What are the UK political parties?</li> <li>• How do you become an MP?</li> </ul>	<ul style="list-style-type: none"> <li>• How could the monarchy change?</li> <li>• What impact could a change in monarchy have?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Debating a topic formally</li> <li>• Persuasive arguments</li> <li>• How to substantiate their conclusions</li> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Formal class debate – assessing their articulacy, ability to share views and opinions &amp; knowledge of parliamentary democracy</li> </ul>
<b>Summer Term 2</b>		
<b>Overarching Topic: First Aid</b>		
What has come before and what comes later:	Prior to this the students will have developed their knowledge and understanding of parliamentary democracy, developing their oral communication and ability to discuss and debate important political issues. They will now develop their knowledge and understanding of basic first aid, exploring basic first aid skills and techniques.	
	Core	Extension

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The Big Questions  (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"><li>• What are the correct stages involved in responding to an emergency first aid situation?</li><li>• How do we treat a burn?</li><li>• What should we do if we suspect someone has broken a bone?</li><li>• How can we alert the emergency services?</li><li>• What are the stages of CPR?</li><li>• What is the recovery position?</li><li>• What is shock?</li><li>• How can we keep ourselves safe when performing first aid?</li></ul>	<ul style="list-style-type: none"><li>• What potential medical careers are there?</li><li>• How can dealing with a medical emergency impact us afterwards?</li></ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"><li>• Decision making</li><li>• Problem solving</li><li>• Active listening</li><li>• Visual assessments</li><li>• Recovery position</li><li>• Applying bandages</li><li>• Applying different slings</li></ul>	<ul style="list-style-type: none"><li>• Students will explore different first aid scenarios, learning the correct procedures for each</li><li>• Students will actively rehearse different basic first procedures</li><li>• Students will be set scenarios to complete, assessing their decision making and knowledge of first aid</li></ul>