

WHAT ARE THE BIG AIMS OF YEAR 7?

Connect pupils to the key concepts at a school based level.

- To express opinions and to give reasons that justify those views
- To listen and take account of the views of others and speak out for those views
- To be able to demonstrate an understanding of the issues when confronted or to start to know how to gain an understanding of those issues
- To carry out research and undertake an enquiry about a Citizenship issue
- To represent the views of others, to express and explain views that may not be their own
- To think about ways of taking action to bring about change

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

Work as a group to plan and carry out a campaign effectively to bring about change in the school environment where they deem it necessary
Discuss and analyse issues. Demonstrate an appreciation of different points of view and draw own conclusions with some supporting evidence
Recall, select and explain facts in context and draw some meaning to own life experiences as well as others within society and culture

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- To gain an introduction into the role of democracy.
- Key policies of the school
- To know the views of the student population about equality, fair representation and reasons for controversial decisions.
- Understanding of student leadership roles including school council and other partners in the school parliament
- To recognise and understand that people have different identities and belong to a range of communities which are dynamic and interchangeable
- To understand the value of cohesion in the school and local community. The knowledge and processes to promote mutual respect and understanding

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Develop questioning and hypotheses
- Encouraging communication
- Investigate the decision making processes
- Problem solving
- Generating and justifying their opinions and recognise those of others
- Participation and reflection
- Informed and persuasive arguments : representing their own views and those of others, starting to question the context of those views
- Make inferences from school policy and interviews with lead members of staff as the basis of formulating independent enquiry.

- Understand their role in confronting 'hate' and inequality.
- Distribution and accountability of finance and managing money

- Evaluate the decisions of others and understand their reasons for their conclusions

Building of arguments and how to frame questions. Sentence stems and thinking words. Sources of information and reliability. Appropriate methods of action- consider. Facilitate/activates the skills.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

Pupils will believe that equality and fair choices are about everyone receiving the same or being treated the same
 Pupils could not understand the different structures and methodology debates may take
 They may believe that there are only right or wrong answers in topics
 They hold no influence or power or have little or no ability to change the decision making process
 Not successful then this failure
 There is a misunderstanding about their rights and resolutions

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

Baseline- prior knowledge and gained knowledge
 Knowledge checks
 Students led formative assessment (teacher verification)
 Teacher checking of understanding, effective teacher feedback and key assessment points across lessons.
 Decision making process of where cuts to local finances should be made
 Summative- reflective written piece about their participation and building of skills across the scheme of learning