

WHAT ARE THE BIG AIMS OF YEAR 8?

This will build up on their Year 7 school based context with the key ideas of democracy, justice and community cohesion and extending this to examine these with a focus on issues in the local community and how they feed into national issues. Students should deepen and widen their understanding of their role as active citizens in the local community. We want to foster their independence in justifying their arguments and viewpoints whilst appreciating and questioning different values, ideas and viewpoints. Understand issues surrounding crime and justice, local representation and community cohesion.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

Students can independently justify their arguments whilst demonstrating their understanding and tolerance of those who have views different to theirs. Understand the issues about living in communities including differences between groups of people and how these conflicts are resolved in the local are through negotiation and compromise.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Role of the police and the judiciary.
- The operation of the justice system; role and power of the police, judiciary, legal representatives and the different types of civil and criminal courts.
- Know and understand the operation of the youth justice system. Including rights of young people and the police, the youth court and the youth offending team.
- Understanding that there are choices for others in conflict situations
- Understanding some of the forms hate crime takes and how a community responds to it
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WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Making inferences using sources of information or data critically to inform independent enquiry regarding local issues and the decisions of local councils
- To use and select relevant sources of information
- Students should develop their skills of negotiation and conflict resolution
- To evaluate information to inform their understanding of the roles of the judiciary, the fairness of sentencing and analyse the extent of which juries are fair
- Develop students critical thinking through the discussion of aggravating and mitigating circumstances surrounding sentencing and possible bias
- To formulate their own opinion demonstrating how they have informed their opinion and to challenge in an appropriate manner the counter arguments and to anticipate these counter arguments.
- To reflect and examine the reasons for the rise in hate crime of specific marginalised groups

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?	
<p>The government make all the decisions The council have no real autonomy They will not understand the range of the judiciary system. The judge makes all the decisions- lack of understanding of how guilt or innocence is understanding. We have lawyers and specific vocabulary used. The idea that hate crime is just about race with certain groups are marginalised more than others. Negative stereotypes in the media</p>	
WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?	
<p>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</p>	