

WHAT ARE THE BIG AIMS OF YEAR 9? 2019-2020

This Year students should recognise their place in the national and global arena. They should be empowered by their opportunities to participate and protest.

Pupils should understand how the UK is governed and the importance of representation in the systems and structures of the political institutions of the UK. They should understand how British democracy is underpinned by key values. Investigate the roles and responsibilities of citizens in British democracy including the influence and importance of individual action. To appreciate that there are different ways citizens can contribute to UK democracy and influence change (not just voting). As part of the protest they should recognise the role the media play in representation and how they get this wrong. They should explore the impact migration has had and discuss topical and controversial issues on the topic. Pupils should explore the role the UK has in the international arena and our place in a globalised world.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- Pupils display a deeper knowledge and comprehension of a wider citizenship issue with a focus of global and cultural perspectives as well as making perceptive observations about issues as they explore and analyse the cause and effect of national and global issues.
- Pupils demonstrate and apply relevant knowledge to take action and apply appropriate methodologies to develop responses to enquiry questions with analyses appropriately and accurately.
- Pupils use a critical approach to distinguish, facts, opinions and bias. They interpret perspectives or issues including those they don't agree with themselves.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- What British democracy looks like
- Institutions and the role they play
- Voting rights and restrictions
- Electoral system systems
- Protest and participation- national and local
- Media and its role in politics
- Migration and its impact on community
- Different migrants
- Benefits of a rich and diverse community
- Role of the UK globally- institutions
- Topical issues about power

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Recognise and appreciate the different perspectives beyond their own personal opinion
- To debate responsibly and reflect on the role, representation and changing influence of young people in the context of national democracy
- To use skills of negotiation and communication to construct a direct action.
- Critically analyse a range of evidence related to the freedoms and constraints across different political systems.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

Young people until the age of 18 have no real influence and are not represented
You have to be in a position of power or higher social status to have an impact
Voting systems- lack of knowledge about the different forms
We elect a Prime Minister not MPs. Influence of personality and voting stereotypes.
The media is owned and has political bias
Confusion over types of migrants
Owen prejudice and bias
Britain little/ lots of influence

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- Mixture of MCQ, debate and source