



# Highworth Warneford School

## Department Curriculum Intent Statement



### Curriculum Intent, Implementation and Impact Statement

#### Highworth Warneford School: KS4 Citizenship Department

#### Introduction – Overall Department Intent

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens who demonstrate integrity. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

#### Department implementation with the HWS 5 Keys to Curriculum Success

<p><b>Knowledge, skills and mastery</b></p>	<p>Citizenship studies investigates how the citizen is enabled by society to play a full and active role within society. The concept of citizenship is understanding and developing knowledge of how a society operates and functions and its underlying values which are inherent in how we live. The overarching theme of the AQA KS4 specification is ‘How citizens can try to make a difference’. This aim is supported by three content themes: Life in Modern Britain, Rights and Responsibilities, Politics and Participation. The skills, processes and methods underpin the specification and are core in developing students’ awareness of how these aspects have and will continue to influence their lives.</p> <p>The first theme, Life in Modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK’s role on the world stage. The second theme, Rights and Responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides. The third theme, Politics and Participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society. The opening section of each theme outlines the ‘key concepts. This is followed by four questions with associated content. The final key question of each theme relates to how citizens can try to make a difference. These key questions enable students to study the content and frame their learning through the application of the citizenship skills, processes and methods listed below.</p> <p>Within each of these themes there is a requirement that students develop and apply citizenship skills and gain an understanding of the following processes and methods related to issues arising from the subject content.</p> <p>The mastery of these concepts is assessed through weekly retrieval quizzes, development of extended written responses, debates and discussion (reviewing the use of key terms in the oracy of opinion) and students peer and self-reflection using personal learning checklists (PLCs).</p>
<p><b>Literacy and numeracy</b></p>	<p>GCSE citizenship studies specifications requires students to demonstrate the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions when appropriate. This allows for literacy to be used in both written and verbal response throughout the 2-year course. The justification of opinion is a core skill which when applied to the final exam will support essay writing structures in shaping a response to a question / argument.</p> <p>Pupils will also develop their skills to be able to use a range of research strategies, consideration of evidence to make informed persuasive arguments and substantiate their conclusions. Within this they will experience and evaluate different ways that citizens can act together to solve problems and contribute to society. They are challenged through further reading of articles and fact finding to assist their opinions and justifications. The exams contain case studies that require analytical skills to answer. The level of terminology is therefore challenging at all levels and is exposed in all three units within the course.</p> <p>Statistics of population within Life in Modern Britain is reviewed and uses key mathematical analytical skills to see how the demographics of age influences community and opportunity and the difference this makes to urban and rural areas.</p>



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<b>Entitlement and engagement</b>	<p>Within Citizenship, we echo the whole school values of Integrity, Challenge and Excellence through our schemes of work and planning. To demonstrate this, students are guided through their review of topic PLCs (personalised learning checklists). These outline all the content covered within each unit and allows for student peer and self-assessment against these key criteria and subject audit of knowledge. All lessons are taught in a dedicated classroom and the curriculum is well resourced.</p> <p>Enhancing the school values of Integrity, Challenge and Excellence; we link the curriculum to British Values and how these influence both the school and wider community. All classes are taught as mixed ability classes, where support is offered within lessons to ensure that the individual needs of students are fully met. Citizenship at KS4 is optional, and chosen during the options process. Citizenship is a very desirable subject and usually attracts one full class each year and is new curriculum area for KS4 only.</p>
<b>Aspiration and wellbeing</b>	<p>Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. The curriculum is not only intended to challenge all our students to achieve their best academically, but also to motivate them to develop transferable positive work ethics which can be beneficial to them in the future. Citizenship influences us all; the question is how alert we are to this influence in our daily lives. Our citizenship students are encouraged to debate and fully consider this element of influence and decide if this is right or if we should have more choice which is also topical when comparing modern Britain to other countries and cultures.</p>
<b>Community, respect and enrichment</b>	<p>The classroom is inclusive and a safe place to share thought and opinion and it is essential that we work as a team to allow this openness of thought. Within this staff are aware of the emotional aspects that could prompt response and where topical elements are reviewed work with the pastoral department to support any individual needs.</p> <p>All staff within the department are proactive with all elements of CPD comprising of teaching initiatives such a Rosenshein and TEEP, as well as subject specific opportunities, ensuring they are developing key skills, knowledge, careers and cultural capital opportunities.</p> <p>As mentioned, the citizenship course allows for review and reflection of SMSC, PSHCE and British Values which are all core to developing the student in their appreciation and character of who they are to become. It is our aim that this course delivers high outcomes as well as allows for students to use these skills in the school community as they contribute to the house system, school council and wider citizen of our local area.</p>

### Curriculum implementation

- Citizenship KS4 is taught over 5 lessons a fortnight.