

CURRICULUM MAP (Long term plan)

SUBJECT : Citizenship

YEAR GROUP: 11

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Planning for the future</p> <ul style="list-style-type: none"> • What do I want to do • Types of employment and employment trends • Marketing yourself and personal branding • Rights and responsibilities at work • Employment opportunities • Post 16 options (Unifrog) • Post 16 options (Unifrog) <p>Relationships</p> <ul style="list-style-type: none"> • Relating to others • Skills for successful relationships • Parenting skills and family life • Exploitation and abuse in relationships • Help and support in relationships 	<p>Careers & Business and Enterprise</p> <ul style="list-style-type: none"> • Post 16 options • Post 16 Interviews • Post 16 applications • Business Structure and organisation • The how and why of business financing • Entrepreneurship and risk <p>Emotional wellbeing and mental health</p> <ul style="list-style-type: none"> • Emotional wellbeing • Pressures and influences • Bereavement • Dealing with stress • Facing challenges • Work life balance 	<p>GCSE Exams Revision</p> <ul style="list-style-type: none"> • Revision and Revision techniques • The importance of revision • Revision techniques • Organisation and revision • Effective revision
Disciplinary knowledge - what skills are practiced?	Investigating Self – Reflection Evaluating Communication Writing Debating	Investigating Debating Self – Reflection Evaluating Communication Writing Planning	Planning Self discipline Organisation
Key questions (What is the learning about?)	Planning for the future What do I want to do?	Careers & Business and Enterprise	GCSE Exams Revision Why is revision important?

	<p>What Types of employment are there and what are the employment trends? Can I compile my own CV? Can I create my own personal branding and profile? Am I able to explain the benefits of good relationships between employers and employees? Can I understand what trade unions are and give examples of how they support workers? What types of jobs are available to mw in different locations? What are the pros and cons of working abroad? What post 16 options are available to me?</p> <p>Relationships What are different types and levels of relationships? Can you identify factors that make relationships successful or difficult? Do you understand the importance of rights, responsibilities and respect in relationships? What strategies can help to begin new relationships? Can I explain the challenges of bringing up a family? Do I understand the issues that can make relationships unhealthy or damaging? Can I describe signs of exploitation in relationships? Am I able to recognise signs of harm and risk in relationships?</p>	<p>What are my options for post-16 education? What option is best for me? How do I apply for post 16 options? Can I explain different types of business structure and how they can be organised? Can I evaluate and explain the advantages and disadvantages of tall and flat business structures? Can I explain the different types of finance available to business and choose which are most appropriate for different situations? Do I understand what it means to be enterprising and give examples of successful entrepreneurs?</p> <p>Emotional wellbeing and mental health Can I reflect on my own mental health and be able to explain the factors that affect it? Can I explain how the media influences how we see ourselves Can I explain the five stages of grief? Do I know the signs and symptoms of stress? Am I able to describe strategies to manage stress effectively? Can I identify strategies that you can use when facing new challenges? Can I develop strategies to manage my time effectively? Can I reflect on your own school–life balance?</p>	<p>What revision techniques are there? How do I organise my revision? How do I know my revision is effective?</p>
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	Do I know how and where to seek support for relationships.?		
Assessment	Live marking during the lesson with misconceptions addressed during the lesson.	Live marking during the lesson with misconceptions addressed during the lesson.	Live marking during the lesson with misconceptions addressed during the lesson.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Literacy – Use of correct subject terminology.	Literacy – Use of correct subject terminology. Oracy - Post 16 options	Literacy – Planning and preparing Numeracy - Exam countdown
Cross Curricular Opportunities	Marketing - Business Studies	Emotional wellbeing - PE	Revision for subjects - all
Super curriculum			
Careers	<p>HT 1 - Form Time <u>Space Scientist</u> <u>Software Engineer</u> <u>Chef</u></p> <p>HT 2 - Form Time <u>Deputy Electrician</u> <u>Airline Pilot</u> <u>Pest Control Officer</u> <u>Stonemason</u></p>	<p>HT 1 - Form Time <u>Beauty Therapist</u> <u>Microbiologist</u> <u>Choreographer</u></p> <p>HT 2 - Form Time <u>Recruitment Adviser</u> <u>Sport Development Manager</u> <u>Silversmith</u> <u>Potter</u></p>	<p>HT 1 - Form Time <u>Prison Officer</u> <u>Press Officer</u> <u>IT Specialist</u></p>
Equality and Diversity Gender Disability Religion Race Sexuality	Discussing job options, employment trends, and post-16 opportunities ensures that all students, regardless of their background, can make informed choices about their future and feel empowered to pursue a range of careers. Marketing yourself and personal branding encourages self-confidence while respecting diversity in individual talents and aspirations. In relationships, teaching skills for successful relationships, addressing exploitation and abuse, and promoting healthy family	Careers & Business and Enterprise, alongside Emotional Wellbeing and Mental Health, promote equality and diversity by ensuring that all students have access to opportunities, support, and the tools to thrive in both their personal and professional lives. Discussions about post-16 options, business structures, financing, and entrepreneurship encourage inclusivity, helping students from all backgrounds understand the range of career paths available to them, regardless of their circumstances. Exploring emotional wellbeing, dealing with stress, bereavement, and	This module promotes equality and diversity by ensuring all students, regardless of their background, have access to effective strategies for success. Teaching the importance of revision, various techniques, and how to organise and assess its effectiveness empowers every student to take ownership of their learning. These skills encourage self-confidence and provide equal opportunities for all students to achieve their potential, fostering a fair and inclusive environment where everyone's educational needs are supported.

	<p>dynamics fosters understanding and respect for different relationship structures and backgrounds. These topics collectively support a culture of equality by encouraging empathy, informed decision-making, and mutual respect, preparing students for both the workplace and personal interactions in a diverse society.</p>	<p>maintaining work-life balance ensures that students recognise the importance of mental health and are supported in managing personal challenges. These topics promote empathy, understanding, and respect for individual differences, while encouraging students to pursue their ambitions and care for their emotional health in an inclusive and supportive environment.</p>	
<p>Local Community Links</p>			
<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Topics like planning for the future and relationships promote British values by fostering fairness, individual responsibility, and respect for diversity. Discussing career options, types of employment, and post-16 choices reflects the British value of equal opportunity, ensuring all students understand their rights and responsibilities in the workplace. Marketing yourself and personal branding encourages self-confidence and fairness, empowering students to succeed based on their unique abilities. In relationships, teaching skills for successful interactions and addressing exploitation and abuse align with British values of mutual respect, individual liberty, and the protection of personal rights. These discussions help students build a strong sense of personal</p>	<p>These modules promote British values by encouraging personal responsibility, respect for others, and equal opportunity. By exploring post-16 options, business structures, financing, and entrepreneurship, students gain an understanding of the values of hard work, individual liberty, and the importance of taking responsibility for their career choices. These topics promote fairness and equality, providing all students with the knowledge to succeed, regardless of their background. Discussions on emotional wellbeing, managing stress, bereavement, and work-life balance align with British values of respect for individual rights and fairness, ensuring students recognise the importance of mental health and resilience in the face of challenges.</p>	<p>We promote British values by fostering personal responsibility, equality, and respect for others. Emphasising the importance of revision and how to organise it encourages students to take responsibility for their learning, reflecting the British values of individual liberty and self-reliance. By teaching various revision techniques and how to assess effectiveness, students are given the tools to succeed, ensuring equal opportunities for achievement and supporting a fair, merit-based approach to education.</p>

responsibility, while also promoting respect for others, fairness in relationships, and the importance of supporting one another in a diverse society.

Together, these areas of study equip students to contribute to society with respect for others and a sense of responsibility towards themselves and their communities.

