

CURRICULUM MAP (Long term plan)

SUBJECT :Citizenship

YEAR GROUP: 10

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Risk and Safety & Healthy Lifestyle</p> <ul style="list-style-type: none"> • The teenage brain • Rights and responsibilities • When things go wrong online • Gangs and knife crime • Influences on health • Planning healthy meals and being active • Being health aware <p>Alcohol, tobacco and other drugs & Identity</p> <ul style="list-style-type: none"> • Drugs • Alcohol • Addiction and dependency • Individual family and community values • Diverse and conflicting values • Gender identity and transgender 	<p>Sex, sexuality and Sexual health</p> <ul style="list-style-type: none"> • Consent • Sexual relationships • Sexual health • Pregnancy choices • Pornography <p>Mock Exam Preparation</p> <ul style="list-style-type: none"> • Reflections on last progress check • What are mock exams? • Creating a revision timetable • Core rotation revision sessions part 1 • Core rotation revision sessions part 2 • Core rotation revision sessions part 3 	<p>Finance</p> <ul style="list-style-type: none"> • Budgeting • Responsible consumerism • Ethical consumerism • Consumerism and giving • Credit and Debt • Money, Stress and Pressure <p>Careers</p> <ul style="list-style-type: none"> • Searching for a job • Applying for a job • Interviewing for a Job • Take your child to work day • Careers Day
Disciplinary knowledge - what skills are practiced?	Investigating Self – Reflection Evaluating Communication Writing	Investigating Debating Self – Reflection Evaluating Communication	Investigating Self – Reflection Evaluating Communication Writing

	Debating	Writing Planning	Future Planning
<p>Key questions (What is the learning about?)</p>	<p>Risk and Safety & Healthy Lifestyle Can I understand what is meant by risk-taking? Can I evaluate my online behaviour? Can I identify what to do when things go wrong online? Can I identify some of the reasons people join gangs? Can I identify the things that can influence health? Can I plan a healthy meal and how to stay active? Why is it important for individuals to take responsibility for their own health? What is health screening and why is it important?</p> <p>Alcohol, tobacco and other drugs & Identity Can I describe the risks involved with drugs? Can I identify the risks associated with alcohol consumption? Can I discuss the reasons and the consequences of drug and alcohol addiction? Can I understand what is meant by British values? Can I articulate a response and argue for/against conflicting values? Can I understand the challenges around gender identity and transgender?</p>	<p>Sex, sexuality and sexual health What does consent mean and what are the laws around it? Can I discuss what a healthy, unhealthy and abusive sexual relationship is? Can I identify methods of staying healthy in a sexual relationship? What are the choices available to someone who is pregnant? What is the impact of pornography on children and young people?</p> <p>Mock Exam Preparation What is my progress like in my GCSES? What are mock exams? How do I revise? What are the key revision points in English? What are the key revision points in maths? What are the key revision points in science?</p>	<p>Finance Why do we pay tax? How do you budget? How does advertising encourage the spending of money? What ways can you reduce your own waste? What can make consumerism unethical? What is the 'social and human cost' of manufacturing in developing countries? Explain the different methods used by charities to raise funds Explain how the use of credit cards can lead to a 'debt trap' Explain how debt can lead to bankruptcy and insolvency Explain the emotional and financial costs of misusing money Can you research and evaluate solutions to financial problems?</p> <p>Careers How do you search for a job? How do you apply for a job? How do you interview for a job? What is take your child to work day? Can I get a job?</p>
<p>Assessment</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p>



Literacy (L), Numeracy (N), Oracy (O) opportunities	Literacy – Use of correct subject terminology.	Literacy – Use of correct subject terminology.	Literacy – Use of correct subject terminology. Numeracy - Finance module, budgeting, credit debt
Cross Curricular Opportunities	Healthy Lifestyle - PE and Food Alcohol, tobacco and Drugs - Science	Sex, sexuality and sexual health - Science	Finance - Business studies & Maths
Super curriculum			
Careers	HT 1 - Form Time <u>Head of Media Relations</u> <u>Midwife</u> <u>Lorry Driver</u> HT 2 - Form Time <u>Postal Worker</u> <u>Nail Technician</u> <u>Nursery Assistant</u> <u>Voluntary Services Manager</u>	HT 1 - Form Time <u>Violin Bow Maker</u> <u>Wardrobe Manager</u> <u>Trainee PE Teacher</u> HT 2 - Form Time <u>Warehouse Operative</u> <u>Windscreen Developer</u> <u>Graphics Artist</u> <u>Learning Officer</u>	HT 1 - Form Time <u>Manual Mail Sorter</u> <u>Paramedic</u> <u>Photographer</u> HT 2 - Form Time <u>Passenger Check In Officer</u> <u>Trainee GP</u> <u>Research Assistant</u> <u>Store Manager</u>
Equality and Diversity Gender Disability Religion Race Sexuality	Topics such as the teenage brain, rights and responsibilities, online safety, and the importance of healthy living promote equality and diversity by encouraging respect, understanding, and inclusivity. Discussions around gangs, knife crime, drugs, alcohol, addiction, and dependency raise awareness of the challenges faced by different communities, fostering empathy and supporting young people in making informed, responsible choices. Exploring individual family and community values, along with diverse and conflicting values, helps students	These discussions help students recognise and appreciate the diverse experiences and identities of others, ensuring that all individuals are treated with dignity, regardless of their sexual orientation or gender. Exploring consent and sexual health encourages healthy relationships based on mutual respect and communication, while addressing pregnancy choices and pornography ensures that students are informed about their rights, responsibilities, and the importance of respectful, consensual interactions. These topics support a culture of equality, empowering students to make	Finance and careers promote equality and diversity by ensuring all students have access to the knowledge and skills necessary to make informed financial and career choices. Teaching budgeting, responsible and ethical consumerism, and the impact of credit and debt helps students understand their rights and responsibilities in a diverse society, encouraging financial literacy and equitable access to resources. Discussing money, stress, and pressure acknowledges the challenges students may face, ensuring they can seek support in a diverse range of circumstances. In the careers section, focusing on job searching, applications, and interviews ensures that all students, regardless of background, have the tools to



	<p>recognise and appreciate different backgrounds and perspectives. Moreover, addressing gender identity and transgender issues promotes acceptance and respect for all identities, ensuring that every student feels valued and supported in their unique experiences.</p>	<p>informed decisions and understand the value of diversity in all aspects of their lives.</p>	<p>navigate the job market confidently and equally, promoting fairness and equal opportunities for all.</p>
Local Community Links			
<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Discussions on gangs, knife crime, drugs, alcohol, and addiction emphasise the need for law-abiding behaviour, personal responsibility, and the safety of individuals and communities. Exploring healthy living through planning meals and being active aligns with British values of health and individual welfare. Additionally, examining individual family and community values, diverse and conflicting values, and issues surrounding gender identity and transgender promotes tolerance, fairness, and respect for diversity, reinforcing the British values of equality, democracy, and mutual respect. These topics support students in becoming informed, responsible citizens who contribute positively to society.</p>	<p>Topics such as sex, sexuality, sexual health, consent, and sexual relationships promote British values by emphasising respect, personal responsibility, and individual rights. Discussions around consent ensure that students understand the importance of mutual respect and personal boundaries, which aligns with British values of individual liberty and mutual respect. Addressing sexual health and pregnancy choices supports students in making informed, responsible decisions, reflecting the British value of respect for individual autonomy. Furthermore, exploring the implications of pornography encourages critical thinking, highlighting the importance of healthy relationships and the protection of personal dignity, in line with British values of fairness and</p>	<p>Teaching budgeting, responsible consumerism, and ethical consumerism helps students understand the importance of making informed choices, which aligns with the British values of personal responsibility and respect for others. Addressing credit and debt, as well as money-related stress, ensures students are prepared to handle financial challenges in a fair and balanced way, reflecting the British value of individual liberty. In the careers section, focusing on job searching, applications, and interviews supports the value of equal opportunity by helping all students navigate the job market with the skills to succeed, regardless of their background</p>



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