CURRICULUM MAP (Long term plan)

SUBJECT : Citizenship   **YEAR GROUP Year 8**

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	**Digital Media** ● Possible Actions to make change ● Social Media and fake news ● Sharing data ● Bias in the media ● Conscious and unconscious bias ● Free Speech & Hate Speech **Planning for the Future** ● My Personal Brand ● What do I need to plan for ● What opportunities are out there ● How do I improve my prospects ● What does the law say about work	**Identity** ● Who am I? ● Family and me ● Gender Identity ● Stereotypes ● Faith and values ● How am I doing? ● What are my rights and responsibilities? **Alcohol, Tobacco and other drugs** ● Drugs and the law ● Alcohol ● Smoking ● Impact of drug taking	**Risk and Safety** ● What is risk? ● How do we manage risky situations? ● Dealing with pressure ● Bullying **Risk and Safety Cont.** ● Gambling ● Gangs and knife crime ● FGM ● First aid and CPR ● Who can help? ● Online Safety s
Disciplinary knowledge - what skills are practised?	Investigating Evaluating Campaigning Problem solving Researching Advocating for others Summarising and interpreting information	Investigating Researching Summarising and interpreting information Reflecting Understanding difference Evaluating Debating skills	Problem solving Summarising and interpreting information Investigating Researching Reflecting Evaluating Debating skills

Key questions (What is the learning about?)	Digital Media	Identity	Risk and Safety
	Digital Media	**Identity**	**Risk and Safety**
	Can I say how social media can influence someone else's opinion? Can I say the benefits and disadvantages of data collection online? Can I identify what bias is in the media and how it can shape our lives? Can I describe what stereotyping is and how it leads to 'us vs them' thinking? Can I identify the difference between free speech and hate speech, and how to respond to online hate and abuse? **Planning for the future?** Can I understand how I think about my abilities and how others regard my abilities? Can I explain the importance of thinking about the future? Can I research job and careers opportunities? Can I identify what motivates people to work? Can I describe what the law says about work?	What is meant by identity? What does family mean? What are the roles of adults and children in families? What does Gender identity mean? What are negative consequences of stereotypes and prejudice? What are faith and values and where do they come from? What are my rights and responsibilities? **Alcohol, Tobacco and other drugs** What is meant by the word drug? Can you name different types of drugs? What are situations where people may be breaking the law? What is the health advice concerning alcohol and what are the effects of drinking too much? What are the effects of smoking and what are the benefits of quitting? What impacts do drugs have on society and on a person? What is addiction and dependency? How can I manage risky situations? What help and support is available for people who have problems with drugs	What do we mean by risk? How do we manage risky situations? How can you deal with peer pressure? How can you prevent bullying and cyber bulling? **Risk and Safety Cont.** What is gambling and what are the risks? What is the impact of knife crime and gangs on society? What are the concepts of, and laws relating to FGM? What is the recovery position and how do you place someone into it? What are the key steps in administering CPR? Can you identify some sources of help and support? How can you protect yourself online?
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 specific terminology	Literacy - Use of correct subject specific terminology	Literacy - Use of correct subject specific terminology

	Presenting ideas/arguments using correct SPAG Numeracy – analysing data Oracy – Debating and sharing ideas, advocating for others, asking and answering questions. Discussions with partners, group work and class discussions.	Presenting ideas/arguments using correct SPAG Numeracy – analysing data Oracy – Debating and sharing ideas, advocating for others, asking and answering questions. Discussions with partners, group work and class discussions.	Presenting ideas/arguments using correct SPAG Numeracy - analysing data Oracy – Debating and sharing ideas, advocating for others, asking and answering questions. Discussions with partners, group work and class discussions.
Cross Curricular Opportunities	Computing: Digital Media Geography: Homelessness	Biology: Effects of Alcohol, Drugs and smoking	Computing: Cyber bullying Computing: Online Safety
Super Curriculum (personal development)	Debate Club	Debate Club	Debate Club
Careers	**HT 1 - Form Time** Heritage Assistant Gardener Interpretation Officer **HT 2 - Form Time** Outdoor Instructor Minibus Driver Programmer Auctioneer	**HT 1 - Form Time** Upholsterer Taxi Driver Trainee Auditor **HT 2 - Form Time** Web Designer Mechanic Maintenance Fitter Copywriter	**HT 1 - Form Time** Medical Secretary Psychotherapist Prosthetist **HT 2 - Form Time** PE Teacher Reception Manager Station Staff Front of House Manager
Equality and Diversity Gender Disability Religion Race Sexuality	By exploring how social media and fake news can spread misinformation, students learn the importance of critical thinking and recognising diverse perspectives. Discussions on bias—both conscious and unconscious—help raise awareness of inequality, encouraging fairness and empathy.	Topics such as identity, family, gender identity, and stereotypes promote equality and diversity by encouraging students to appreciate and respect the differences that make each person unique. By exploring faith, values, and the importance of rights and responsibilities, pupils are taught to value diverse perspectives and to	Topics like risk and safety, bullying, and online safety promote equality and diversity by teaching students how to recognise and manage potentially harmful situations in an inclusive and supportive manner. By discussing how to deal with pressure, gambling, gangs, knife crime, and issues like FGM, students learn to appreciate the diverse challenges faced by individuals in

	The topic of free speech and hate speech fosters respectful conversations, while personal branding and career planning empower students to recognise and pursue equal opportunities in education and the workplace. Learning about legal rights in work ensures that students understand the protections in place against discrimination, promoting inclusivity and equality in all aspects of life.	respect others' beliefs and backgrounds. Discussions on drugs, alcohol, and smoking help students understand the risks and responsibilities associated with these choices, while also addressing the impact of drug-taking on both individuals and society. This holistic approach fosters an inclusive environment where all students feel valued and empowered to make informed, respectful decisions.	different communities, fostering empathy and understanding. Exploring first aid and CPR equips students with life-saving skills, ensuring they can support each other in times of need. Highlighting resources on who can help reinforces the importance of seeking support, while promoting a safe and respectful environment where everyone's well-being is valued. These lessons encourage students to act responsibly and inclusively, supporting a diverse and fair school culture.
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	The topics of possible actions to make change, social media, and personal development all contribute to promoting British values such as democracy, respect, and individual liberty. Teaching about social media and fake news helps students understand the importance of informed decision-making, while exploring bias in the media encourages fairness and equal treatment. Discussions on free speech and hate speech reinforce the value of open dialogue, while personal branding and future planning inspire students to take responsibility for their choices and respect others' opportunities. By	Topics such as identity, family, and gender identity support British values by encouraging respect for individual freedoms and diversity. Exploring stereotypes challenges preconceived notions, fostering a culture of tolerance and mutual respect, which aligns with the British values of equality and fairness. By discussing faith, values, and the importance of understanding rights and responsibilities, students learn to appreciate the democratic principles of respect for others and individual liberty. Addressing issues such as drugs, alcohol, smoking, and their legal implications helps promote responsible behaviour and the rule of law, reinforcing the importance of	The topics of risk and safety promote British values by fostering a sense of responsibility, respect, and care for others. Teaching students what risk is and how to manage risky situations empowers them to make informed decisions, supporting the British value of individual liberty. Addressing bullying, gambling, gangs, and knife crime encourages respect for others' well-being and the rule of law. Discussing sensitive topics like FGM ensures students understand the importance of equality and human rights, reinforcing fairness and justice. First aid and CPR training encourages a sense of community responsibility, while learning about online safety highlights the need to protect oneself and others in the digital world. Overall, these topics equip students with the knowledge and values

| | learning about the law in relation to work, students gain an understanding of equality, rights, and responsibilities, which are fundamental to a fair and just society. | living in a law-abiding and respectful society. These topics collectively support the development of well-rounded citizens who uphold British values of respect, fairness, and responsibility. | necessary to contribute to a safe, respectful, and law-abiding society. |