

### Origins of the Curriculum

Parkside Academy's KS4 Citizenship Studies Curriculum is derived from objectives given in the DfE Citizenship Studies GCSE subject content guidance (2022). The KS4 curriculum is strictly progressive and students will have a developing sense of identity, interconnectedness and become active citizens. Students will become acutely aware of what it means to participate and the transferable skills they develop will allow for lifelong learning and participation. With the flexible nature of the Raedwald pathway, students will develop the literary skills required for successful integration into various subjects a mainstream school where appropriate. We are keen to reengage our students by ensuring that the topics chosen hold value and significance to our cohort who may never have engaged fully in this subject in a mainstream setting. Equipping learners to distil data, assess and scrutinise is central to the delivery of our Citizenship Studies curriculum here at Parkside Academy. We intend to follow the rubric quoted in the DfE Citizenship Studies guidance whereby our students are better equipped to 'deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society'. Central to this we intend to inspire our students 'to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and provide them with the basis for further learning and study'.

The purposes of teaching and learning Citizenship Studies at Key Stage 4 are as follows:

1. To build on delivery at KS3 filling gaps and misconceptions as necessary
2. To address any gaps that have occurred as a result of a fragmented education.
3. To develop a range of adaptable skills which will prove useful for further learning in all area and success later in life.
4. To have the opportunity to develop skills and knowledge needed for the successful reintegration into Citizenship education in mainstream schools where appropriate
5. Broadening and deepening understanding of democratic processes including a greater understanding of the Rule of Law
6. A greater emphasis on discussion and debate allowing for balance and leading to considered judgements.
7. A greater emphasis on Active Citizenship, whereby students are able to use legitimate channels to present well considered arguments.
8. An increased awareness of how to conduct an in-depth critical investigation drawing on primary and secondary data.
9. Enhancing competence in a range of intellectual and communication skills, including the formulation of arguments that include elements of synthesis and evaluation of material.
10. To model a love of contemporary politics as a lifelong area of interest.
11. To develop an increasing ability to think critically and independently.
12. To augment and amplify a sense of Citizenship and identity in an increasingly globalised world.

### Baselining

Many students have missed large gaps in their education and students also join us at various points across the academic year. All students will complete a Baseline assessment which is used to track development in core Citizenship knowledge. Lessons remain fluid in light of contemporary affairs allowing the baseline to inform the direction of class discussion and debate.

### GCSE Citizenship Studies (full course) content and sequencing

The Programme of Study is derived in the first instance from the Department for Education (2022) Citizenship Studies GCSE Subject Content. Our Programme demonstrates how the national guidance is translated into a working version for KS4 students at the Raedwald Trust. The fundamental areas in our Citizenship Studies GCSE curriculum are closely aligned to the Pearson Edexcel full course Citizenship specification:

Autumn	Spring	Summer
What is Citizenship Identity Rights and Responsibilities Councils	Regional Government Income and Expenditure Groups and participation in society	UK and Europe UK and the wider world
Electoral Systems Democracy Parliamentary democracy Legal System	The role of the Media Citizenship Action Project	Civil and Criminal Law System of justice Courts and Tribunals Youth Justice Sentencing

### The role of the Student and Teacher

Our policy is to encourage all students who take Citizenship Studies at Key Stage 4 to take a significant measure of responsibility for their learning and development as active citizens. This requires a questioning, critical attitude towards the subject where they will need to use their curiosity to interrogate the content and contemporary nature of the curriculum. This approach stems from our belief that the ability to learn independently and reflect constructively are two of the most important skills for life. It is also born partly out of necessity in that the content of GCSE Citizenship Studies is substantial and will require study beyond the classroom and subject to student need. Success in Citizenship Studies will require a commitment beyond taught sessions to self-directed study. Many of our students will have experienced gaps in learning and a range of barriers to learning. We therefore assess and respond to the needs of each student and adapt our support and resources accordingly. We retain the expectation throughout that all students will achieve the best they can and will become active global citizens cultivated through an inspiring and challenging curriculum

### Accessing Citizenship Studies GCSE in Parkside KS4

Due to some pathways being fractional, deliberate and conscious decisions have been made to allow *most* students to be able to access the full course GCSE Edexcel Citizenship Studies examination at the end of Year 11. Students may be entered for this examination provided that they have completed the Citizenship Action Project which constitutes 15% of the final examination. There will be two opportunities over the two year span for students to complete an action project. This means that most of the students will be able to access the final full course GCSE Citizenship Studies GCSE examination.

The emphasis remains at all times on the development and use of adaptable skills. Instilling a love and passion for the subject remains at the heart of delivery and everything we aspire to achieve in partnership with our students.

#### Adaptable skills

We have identified the acquisition and practice of the following adaptable skills as particularly suited to development of skills required for Citizenship Studies (NB, we use the term 'adaptable' as opposed to transferable skills. This is because any skill, when used in a new context will be adapted to suit that different situation).

- Drawing conclusions from a range of primary and secondary data
- Writing and speaking coherently and logically
- Researching effectively and distilling information
- Developing supported views and judgements
- Increasing ability to judge own performance accurately and set realistic targets

The list is not exhaustive and will be subject to regular review

### Assessment and Outcomes

A process of formative assessment provides students with an ongoing understanding of their progress, success and areas for development. This may take the form of verbal and written feedback, reflection or self and peer assessment. Our aim remains for our students to take ownership of outcomes and continually evaluate how they can progress. By making small changes from lesson to lesson our students become familiar with the ongoing process of self-evaluation and development. Teacher assessment will include detailed written feedback, verbal feedback, mini-tests and self and peer assessment. Student led assessment remains at the heart of our delivery.

### Citizenship Studies and the Wider Curriculum

The principal focus of our KS4 Citizenship Studies curriculum is to allow our students to develop and extend their knowledge and understanding of place from a local, national and global context. We want our students to transcend the world in which they live and experience a society based on diverse human experience. We will endeavour to help our students become critical thinkers who are reflective of the world we live in. Citizenship Studies is central to asking the bigger questions and gaining a broad, global context can help facilitate this. Students who develop a global awareness will develop a sense of self which is underpinned by British values.

An ability to assess information's relevance and importance is essential in a multitude of roles in the workplace. The skills learned in Citizenship Studies are adaptable to a range of vocational and educational environments, either within Raedwald Trust, in mainstream, or other alternative provision.

The opportunity to study different socio-economic and cultural systems of governance broadens the students' knowledge and understanding of their place in the world. This knowledge can further the students' understanding of our society and their place within it.

The principal focus of the Citizenship Studies curriculum is to inspire in pupils a curiosity about the world and its people which in turn, empowers them to believe that their actions can make a difference. The curriculum has a strong focus on Citizenship Action whereby students can become agents of change both in the locality and on a broader more national scale. Through the Citizenship Action, students can learn how to lobby and create dialogue with those in positions of power such as the local MP and local councillors and those with expert knowledge.

### **Literacy**

The global perspective brings with it an enhanced sense of Cultural Capital whether it stems from studying local issues, the national context through to the global context. Opportunities for visits are actively sort and speakers and experts are encouraged. Literacy remains at the heart of our delivery. We will inspire our students by making language accessible and all our lessons will be structured in a way that allows for full engagement and understanding of the themes and topics.