



Subject: Citizenship

Module 1 Liberty and Freedom

Overarching Topic:

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| <p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p> | <p>The purpose of this scheme of learning is to introduce students to the rights and freedoms that they enjoy as citizens of the UK. Students will have the opportunity to discover how their rights benefit them, but also how they can protect their rights. Students will also learn about media literacy in this topic, to help them become media smart and know when they are vulnerable on the internet. They will learn about the press and how they can learn to read the press in a way that allows them to spot disinformation, misinformation and malinformation. This prepares students for source reading and for engaging with media around Citizenship issues, which is something they will do often as part of the GCSE course. It also educates them about media use outside of school as well.</p> <p>Joining up: The topic draws on some of the issues considered in the British Values topic. Ideas such as individual liberty, democracy and the rule of law are further developed and applied to case studies. The topic also underpins a variety of topics as students move into the GCSE in Year 10, where these issues will be considered in more depth. This will be most relevant to GCSE topics ‘Media and the Free Press’, and ‘Rights and Responsibilities.’</p> |
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| | Critical | Core | Pinnacle |
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| <p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p> | <p>What is liberty?</p> <p>What is meant by freedom?</p> <p>What is the media?</p> <p>What rights do I have?</p> <p>Do I trust what I see in the media?</p> | <p>How are democracy and freedom intertwined?</p> <p>What happens when my rights conflict?</p> <p>What rights and responsibilities does the media have?</p> <p>How can I be media smart?</p> <p>How can I be media literate?</p> <p>What is my right to protest?</p> <p>What is my right to education?</p> <p>What are countries without rights like?</p> | <p>To what extent do our human rights come before the law?</p> <p>Can I consistently use R.E.V.I.E.W to critically analyse the accuracy of media stories?</p> <p>Should private life come before public safety?</p> <p>To what extent do other countries protect and promote human rights and freedoms?</p> |
| <p>The Key Skills/ Techniques</p> | <p>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</p> | | |
| | <p>Skill/Technique</p> | <p>How will this skill be developed?</p> | |
| | <p>Knowledge and understanding</p> | <p>Knowledge will be developed through the embedding of key facts and ideas and regular recall.</p> | |

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| | Impact and Influence | Applying key ideas to real life and hypothetical examples. |
| | Debate | Opportunities for discussion and debate embedded throughout curriculum. |
| | Specialist terminology | Define and use in context specialist, academic vocabulary. |
| | Analysis/Evaluation | Consider the advantages and disadvantages of approaches to citizenship issues using case studies. |
| | Opinion/Other Views | Consider and empathize with contrasting beliefs and ideas. |