

Citizenship Department – GCSE Year 7 Scheme of Work

National Curriculum/ AAA links:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908347/SECONDARY_national_curriculum_-_Citizenship.pdf
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Term	Title	Unit content	Key vocabulary	Resource links:
Autumn 1 + 2	Identity: Personal Character and Role Models	Key knowledge taught: Introduction to citizenship <ul style="list-style-type: none"> • To identify ways to listen actively. • To explain why studying Citizenship is important. • To define and identify character strengths. • To identify and describe positive role models. Democracy <ul style="list-style-type: none"> • To understand the difference between rights and responsibilities. • To identify which rights are more important than others. • To describe who street children are, how they ended up there and explain why they need help. • To describe the Universal Declaration of Children’s Rights. • To identify ways to help street children. • To identify different UK political parties and what they stand for. • To describe and explain how Parliament works. 	Active listening Character Strengths Role model Rights Responsibility Education Vote Health care Street children MP Journalist Vote Candidate Constituency Logo Policy Bully Self-esteem	Term 1 + 2 - Character Strengths and Democracy

		<p>Bullying</p> <ul style="list-style-type: none"> • To understand different reasons why people, bully. • To define bullying and identify the different types. • To identify solutions for bullying. <p>Key skills developed:</p> <ul style="list-style-type: none"> • Personal development • Awareness of interpersonal and world issues • Social skills • Exam technique • Literacy, Comprehension, and Grammar 		
Assessment point 1 - Democracy				
Spring 1 + 2	<p>Social Education: World Religions</p>	<p>Key knowledge taught:</p> <p>To identify the key features of major World Religions: Buddhism, Christianity, Islam, Judaism, Hinduism, Sikhism:</p> <ul style="list-style-type: none"> • Origin • Symbol • Gods • Holy book • Place of worship • How they worship • Leaders • Holidays • Core beliefs <p>Key skills developed:</p>	<p>Afterlife Atheist Celebration Community Faith Holy book Monotheistic Polytheistic Prayer Theist Worship</p>	<p>Term 3 + 4 - World Religions</p>

		<ul style="list-style-type: none"> • Empathy and tolerance • Awareness of world issues • Critical thinking • Exam technique • Literacy, Comprehension, and Grammar 		
Assessment point 2 – World Religions				
Summer 1	Keeping Healthy: Healthy Living Habits	Key knowledge taught: <ul style="list-style-type: none"> • To identify the different aspects of well being • To explain how a healthy lifestyle can impact the different aspects of your wellbeing. • To identify the key ingredients of a healthy diet and explain why it's important to eat healthier options. • To understand the effects of sugar. • To suggest ways to improve diet. • To describe the short- and long-term effects of an unhealthy diet. • To identify different types of diet. • To identify and describe different types of exercise and explain why it is important. • To describe and explain the impact diet has on sleep. Key skills developed: <ul style="list-style-type: none"> • Healthy habits • Exam technique • Literacy, Comprehension, and Grammar 	Physical Emotional Social Carbohydrate Protein Dairy Dopamine Obesity Heart attacks Type 2 diabetes Vegan Vegetarian Pescatarian Keto Paleo Omnivorous Speed Strength Stamina Suppleness	Term 5.1 - Healthy living

Summer 2	Keeping Healthy (RSE): Puberty	Key knowledge taught: <ul style="list-style-type: none"> To describe and explain the physical effects of puberty on male and female bodies. To identify where to go for support with issues during puberty. To describe and explain the emotional effects of puberty. To identify coping strategies for emotional effects of puberty. To understand what personal hygiene is and why it is important. To identify what it is to make sure we have good personal hygiene. Key skills developed: <ul style="list-style-type: none"> Healthy habits Exam technique Literacy, Comprehension, and Grammar 	Puberty Hormones Period Testosterone Erections Acne Dandruff Body odour Personal hygiene	Term 5.2 - SRE
Summer 2	Economic and Financial Capability: Being a consumer	Key knowledge taught: <ul style="list-style-type: none"> To understand the difference between wants and needs and to how budget money effectively. To understand what you need to consider when planning a trip. To compare prices of food items from different supermarkets. To describe what is meant by 'impulse buying' and 'shopping around'. To explain some ways supermarkets, seek to maximize sales. To use research skills and the internet to compare prices from different suppliers. To gain an understanding of having a job and budgeting based on a salary through The Real Game project Key skills developed: <ul style="list-style-type: none"> Financial literacy 	Wants Needs Budget Impulse buyer Consumer Product Conscientious	Term 6 - Economic

		<ul style="list-style-type: none">• Exam technique• Literacy, Comprehension, and Grammar		
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Assessment point 3 – Keeping Healthy