KS3 Citizenship Scheme of Work

### Year 7 Community People (Prevent/ACT Building Resilience)

At the end of this unit most pupils should understand examples of communities, the diversity within these communities and the benefits and challenges of being a part of these communities. Most pupils should be able to identify reasons for these differences and the different viewpoints that can exist within large diverse communities. Most pupils will be able to engage with different issues and understand viewpoints that are different to their own. In addition, most pupils will be able to engage in respectful and appropriate discourse on issues that could be considered controversial and challenging to them and demonstrate resilience and resolve to deal with these issues appropriately. See individual lesson plans for specific content.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Outline of lessons</th>
<th>Resources</th>
<th>AfL</th>
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| 1      | What is a community?  
**Objectives/outcomes:**  
- To learn about the different groups that make up communities that we belong to or are around us.  
- L4: To identify and be able to explain the concept of community.  
- L5: To identify a range of communities and explain who might belong to that community.  
- L6: To analyse the similarities and differences between different types of communities. |  
- Lesson 1 PowerPoint  
Questioning  
Oral feedback |  |
| 2      | So many people, so many views!  
**Objectives/outcomes:**  
- To learn about and consider the range of opinions that might exist in a diverse society and why these views might exist.  
- L4: to be able to explain reasons for my opinions on a specific issue.  
- L5: to be able to identify, compare and consider more than one point of view on a specific issue.  
- L6: to identify the strengths and weaknesses in arguments. |  
- Lesson 2  
PowerPoint  
School uniform policy handout  
Post-it notes |  
Questioning  
Self-assessment |
| 3/4    | How do we debate controversial issues?  
**Objectives/outcomes:**  
- To learn about and consider the range of opinions that might exist on a controversial issue and consider the diverse range of opinions related to the issue and how people might respond.  
- L4: to be able to explain your own view (with reasons) on a controversial issue and how it should be dealt with.  
- L5: to be able to identify, compare and consider more than one point of view on a controversial issue.  
- L6: to identify the strengths and weaknesses in arguments. |  
- Lesson 3  
PowerPoint  
Drawing the line card sort  
Information sheets on PETA and ALF and ALF video [ppt link] (if appropriate) |  
Questioning  
Self-assessment  
Peer assessment |
### How do we debate controversial issues?

**Objectives/outcomes:**
- To learn about and consider the range of opinions that might exist on a controversial issue and consider the diverse range of opinions related to the issue and how people might respond.
- L4: to be able to explain your own view (with reasons) on a controversial issue and how it should be dealt with.
- L5: to be able to identify, compare and consider more than one point of view on a controversial issue.
- L6: to identify the strengths and weaknesses in arguments.

### How can we build resilience against extremist ideas?

**Objectives/outcomes:**
- To understand what extremism is, why some people might hold extreme opinions and how to be vigilant against extreme ideas.
- L4: to be able to identify examples of extremism/extremist ideology.
- L5: to be able to explain why some people might develop extremist ideologies.
- L6: to suggest and evaluate appropriate ways of dealing with extremist ideas.

### Possible approaches for Year 7

Plan opportunities to explore, discuss and debate topical issues

- Explore and discuss attitudes and express and explain views which are not their own
- Work with adults who are not teachers – 6th form CAS
- Reflect on learning and make choices, record what is learned and decide on learning targets