



# Citizenship Project



## The Citizenship Project and the National Curriculum

The citizenship project was produced to correspond with part of the citizenship programme of study as set out by the National curriculum guidelines. It also incorporates other requirements within the National curriculum as set out below.

### **CITIZENSHIP**

#### **Key stage 4 Programme of study**

##### **Developing skills of participation and responsible action**

3. Pupils should be taught to

- a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.
- b negotiate, decide and take part responsibly in school and community based activities
- c reflect on the process of participating

### **PSHE**

#### **Key stage 4 Programme of Study**

##### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:

- b to have a sense of their own identity and present themselves confidently in a range of situations
- c to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience.

##### **Breadth of opportunities**

4. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a take responsibility (for example, by representing the school to visitors and at outside events)
- b feel positive about themselves (for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre)
- c participate (for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance or organised events outside the school)
- h find information and provide advice (for example, by providing peer support services to other pupils)



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## ENGLISH

### Key stage 4 Programme of study

#### Knowledge, skills and understanding

##### Speaking

- 1 To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, pupils should be taught to:
  - a structure their talk clearly, using markers so that their listeners can follow the line of thought
  - b use illustrations, evidence and anecdote to enrich and explain their ideas
  - c use gesture, tone, pace and rhetorical devices for emphasis
  - d use visual aids and images to enhance communication
  - e vary word choices, including technical vocabulary, and sentence structure for different audiences
  - f use spoken standard English fluently in different contexts
  - g evaluate the effectiveness of their speech and consider how to adapt it to a range of situations.

##### Listening

- 2 To listen, understand and respond critically to others, pupils should be taught to:
  - f ask questions and give relevant and helpful comments.

##### Group discussion and interaction

- 3 To participate effectively as members of different groups, pupils should be taught to:
  - a make different types of contributions to groups, adapting their speech to their listeners and the activity
  - b take different views into account and modify their own views in the light of what others say
  - c sift, summarise and use the most important points
  - d take different roles in the organisation, planning and sustaining of groups
  - e help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising others' ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ.

##### 5 Standard English

Pupils should be taught to use the vocabulary, structures and grammar of spoken standard English fluently and accurately in informal and formal situations.



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## Breadth of study

7 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following range of activities, contexts and purposes.

### Speaking

- 8 The range of purposes should include:
- a describing, narrating, explaining, arguing, persuading, entertaining
  - b extended contributions to talk in different contexts and groups
  - c presentations to different audiences.

### Listening

- 9 The range should include listening to and watching:
- a live talks and presentations
  - b recordings [for example, radio, television, film]
  - c discussions in which pupils respond straight away.

### Group discussion and interaction

The range of purposes should include:

- a exploring, hypothesising, debating, analysing