

High Tunstall College of Science Curriculum Intent

Subject: GCSE Citizenship Year: 11 Half term: 3

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| **Unit: The Law** | **Progress** |
| **Key ideas** | **R** | **A** | **G** |
| How can I collect Primary and Secondary research and data? |   |   |   |
| How can I analyse the research and data collected and what does it mean? |   |   |   |
| What can we plan from this? |   |   |   |
| Into action: So what do we need to do? |   |   |   |
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| Into action: So what do we need to do? |  |  |  |
| So how can we evaluate our action and next steps? |  |  |  |

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| **Week** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | To recall the importance of research and data collectionTo plan what data we need to collectTo track the progress of data and research collection | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + primary research, secondary research, interviews, surveys, open/closed |
| **2** | To identify what data/research we need to analyseTo analyse and presentTo evaluate the findings and link to plans | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + analysis, graph-work, summaries, synopsis |
| **3** | To investigate the importance of planning and strategiesTo plan out our main actionsTo chronologically map against timescales/icc/etc. | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **4** | To understand responsibilitiesTo take actionTo review and reflect on progress and success | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **5** | To understand responsibilitiesTo take actionTo review and reflect on progress and success | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **6** | To understand responsibilitiesTo take actionTo review and reflect on progress and success | Formative questioning, Regular Recall, Live Marking and Improvement ILOs. | Blooms Taxonomy + planning, chronology, deadlines, teamwork, delegation, problem-solving |
| **7** | To complete revision/reflections about the actionTo write-up such evaluations in structured-formTo improve such work based on teacher reflections | Summative assessment and marking/improvements. | Blooms Taxonomy + evaluation, introduction, complexity, successes, problems, solutions, next-steps |