

Citizenship AWL

Year 7	Year 8
	<p style="text-align: center;">Excellence</p> <p>Pupils research complex issues and challenges facing society, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions on human liberties. They present coherent, perceptive and compelling arguments. They take an overview of democracy and justice, rights and responsibilities, identities and diversity, and make sophisticated observations relating to the connections between them. They evaluate the impact and limitations of policies affecting communities (local to global) now and in the future and suggest alternatives when writing their policies for the mock election. They evaluate the approaches citizens can take to improve society through individual and collective actions, and democratic processes. They take a leading role in defining, negotiating and undertaking courses of action with others to address issues and problems in society. They have an excellent understanding of the Justice system in the UK.</p>
<p style="text-align: center;">Excellence</p> <p>Pupils use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and draw some conclusions. They discuss their arguments clearly, giving relevant reasons for their views. They consider what is fair and unfair to individuals and groups in different situations. They describe situations where rights and interests conflict. They give examples of how the UK is a diverse society and is interconnected with the wider world. They work with others to plan and carry out actions aimed at making a difference to the lives of others when investigating volunteer schemes. They explain the impact of actions taken. Students have an excellent knowledge and understanding of how significant events have shaped the UK parliament and democracy as a whole.</p>	<p style="text-align: center;">Extended</p> <p>Pupils carry out different types of research into a range of issues, problems and events and analyse how these affect groups and communities in different parts of the world when examining human liberties. They make connections between information derived from different sources and their own experience in order to make perceptive observations and coherent arguments about the justice system in the UK. They show a detailed understanding of democracy and justice, rights and responsibilities, identities and diversity, and how these change over time. They can describe key features of the political and justice systems in the UK. They explore and question the ways in which justice, laws and governments operate in different places and evaluate how citizens use democratic processes and the actions they can take to bring about or resist change in society. They work with others to put courses of action to the test and evaluate the impact and limitations of these for the wider community when they consider their policies for the mock election.</p>
<p style="text-align: center;">Extended</p> <p>Pupils investigate issues affecting communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving some reasons for their view. They discuss what is fair and unfair and describe how justice is applied in some situations. They consider situations where rights or responsibilities conflict. They begin to explore some of the diverse groups and communities in the UK and the wider world,</p>	<p style="text-align: center;">Secure</p> <p>Pupils use a range of research strategies and sources with confidence to explore issues affecting society. They select and evaluate relevant evidence to question different ideas and views including their own. They show understanding of the complexity of issues affecting human liberties and justice. They make reasoned and persuasive arguments, representing the different viewpoints, including those they do not agree with. They begin to evaluate the roles citizens can take in shaping decisions and holding those in power to</p>

<p>identifying how these relate to their own identities and communities. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities. They have a good understanding of how the history of parliament has affected UK democracy.</p>	<p>account. They examine democracy and justice in the UK and start to evaluate some of the issues within these topics. They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things. They evaluate the impact of their actions and suggest alternate approaches when they consider their policies for the mock election.</p>
<p style="text-align: center;">Secure</p> <p>Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They describe some of the rights and responsibilities people have towards each other. They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts. They start to understand how the history of parliament has shaped UK democracy. They recognise that in a democracy people have a say in what happens locally and nationally.</p>	<p style="text-align: center;">Developing</p> <p>Pupils decide on appropriate questions and research strategies to investigate issues affecting society such as human rights and liberties. They interpret different sources of information and begin to assess these for validity. They are aware of the diversity of viewpoints and describe some of the influences that shape these. They develop structured and balanced arguments, challenging others' assumptions or ideas. They begin to investigate democracy and justice in the UK. They explain how different rights need to be protected, supported and balanced, drawing on examples from local to global contexts. They present a persuasive argument for a particular course of action, giving reasons for their view. They work with others to negotiate, plan and carry out actions aimed at improving or influencing the community within a mock election and, after reflecting on the extent of their success, suggest what they might do next to change their policies.</p>
<p style="text-align: center;">Developing</p> <p>Pupils ask questions to find out about the different communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify with responsibilities that they have. They give opinions about issues that affect them and suggest how things might be improved in their community through the actions that they or others take. They respond to volunteer schemes and consider how they help people within their community.</p>	<p style="text-align: center;">Emerging</p> <p>Pupils use different methods of enquiry and sources of information to investigate issues on human rights and justice. They identify a range of viewpoints, weighing up different ideas and draw some conclusions. They discuss their arguments clearly, giving relevant reasons for their views. They describe key features of the political and justice systems in the UK and consider what is fair and unfair to individuals and groups in different situations. They describe situations where rights and interests conflict.</p>
<p style="text-align: center;">Emerging</p> <p>Pupils ask questions about rights and responsibilities. They share their ideas in groups. They begin to recognise that all people have concerns. They identify some of the communities they belong to and recognise some similarities and differences between people. They investigate some of the volunteer schemes that affect them and their communities.</p>	