**GCSE Citizenship: Personalised Learning Checklist Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Paper 1 exam: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Paper 2 exam: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **1. PAPER 1, SECTION A: PART A – BRINGING ABOUT POLITICAL CHANGE** |  |  |  |
| I understand how citizens can contribute to a democracy and hold those in power to account.  |  |  |  |
| I can explain how digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens |  |  |  |
| I know the different forms of action citizens can take to hold those in power to account for their actions  |  |  |  |
| I can explain how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering. |  |  |  |
| I understand how citizens can be involved in the roles played by public institutions (the Executive, the Legislature and the Judiciary) |  |  |  |
| I understand how citizens can be involved in the roles played by public services |  |  |  |
| I understand how citizens can be involved in the roles played by interest and pressure groups  |  |  |  |
| I understand how citizens can be involved in the roles played by trade unions |  |  |  |
| I understand how citizens can be involved in the roles played by charities  |  |  |  |
| I understand how citizens can be involved in the roles played by voluntary groups  |  |  |  |
| I understand how citizens can be involved in the roles played by campaign groups and representing others in society |  |  |  |
| I know about Chunky the Tortured Dog e-petition |  |  |  |
| I know about Rebecca Hosking’s plastic bag campaign |  |  |  |
| I know about Joanna Lumley’s Gurkha campaign |  |  |  |
| I know about Doreen Lawrence’s campaign to gain justice for Stephen Lawrence  |  |  |  |
| I know about Stop the War coalition  |  |  |  |
| I know about Million Mask March |  |  |  |
| I know about Sarah’s Law campaign  |  |  |  |
| I know about Martha Payne’s campaign |  |  |  |
| I know about Jamie Oliver’s Healthy Schools campaign |  |  |  |
| I know about the work done by Greenpeace  |  |  |  |
| I know about the work done by Age UK |  |  |  |
| I know about the work done by Women’s Institute (WI) |  |  |  |
| I know about the role of Citizens’ Advice |  |  |  |
| I know about the National Citizens’ Service |  |  |  |
| I know about the Save the Badgers campaign |  |  |  |
| I know about Fathers4Justice and their campaign tactics |  |  |  |
| I know about the HS2 protests |  |  |  |
| I know about he Make Poverty History campaign |  |  |  |
| **PAPER 1, SECTION A: PART B – MY CITIZENSHIP ACTION** |  |  |  |
| I know what the difference is between an ‘active citizen’ and a ‘good citizen’ |  |  |  |
| I know what the difference is between an ‘active citizen’, ‘a participating citizen’ and ‘an informed citizen’  |  |  |  |
| I know what my issue is |  |  |  |
| I know why I chose my issue (supported by evidence)  |  |  |  |
| I know what primary research means |  |  |  |
| I know what secondary research means |  |  |  |
| I can give an example of an unreliable research source  |  |  |  |
| I can give an example of an reliable research source |  |  |  |
| I can give 10 different facts taken from my secondary research  |  |  |  |
| I can give 10 different facts taken from my primary research |  |  |  |
| I can give 5 people’s opinions on my issue |  |  |  |
| I can give three reasons why research is an important starting point when planning citizenship action |  |  |  |
| I know that influencing, educating and persuading others and/or making a change to policies/agreements/laws is what makes my campaign successful and whether my citizenship action was a success |  |  |  |
| I know what factors are needed to ensure a campaign is successful (ACMMFOCS) |  |  |  |
| I know what the aims are of our Citizenship Action  |  |  |  |
| I know who our target audience was  |  |  |  |
| I know who was in my group and what all their skills are |  |  |  |
| I know who was doing what in my group and why they were chosen to do those tasks |  |  |  |
| I know who completed their actions successfully and why/why not  |  |  |  |
| I can explain what skills I used to achieve my tasks successfully  |  |  |  |
| I know who our target audience and decision-makers are  |  |  |  |
| I explain whether our target audience was educated, persuaded or influenced and why  |  |  |  |
| I know whether our decision-makers were educated, persuaded or influenced and why |  |  |  |
| I can give three things I was proud of achieving in the Citizenship action |  |  |  |
| I can give three things I was would want to improve if I was to do this Citizenship action again |  |  |  |
| I can give an overall summary of the outcomes of our actions  |
| **PAPER 1, SECTION B: POLITICS AND PARICIPATION** |
| **1. POLITICAL POWER IN THE UK** |  |  |  |
| I understand what a democracy is |  |  |  |
| I can explain differing types of democracy: representative democracy, direct democracy and liberal |  |  |  |
| I know why rights, responsibilities, freedoms, equality, the rule of law uphold and why each is important |  |  |  |
| I know what the Prime Minister and cabinet are and what they do |  |  |  |
| I know the key features of the British Constitution (PUUFF) |  |  |  |
| I know what the Separation of Power is and the relationship between each institution |  |  |  |
| I know the roles of the Legislature (parliament), the Executive (government) and the judiciary (judges and courts) |  |  |  |
| I know the role of the opposition |  |  |  |
| I know the role of political parties |  |  |  |
| I know the role of the Monarch |  |  |  |
| I know the role of citizens in making a change |  |  |  |
| I know the what the role is of police and how they support the judiciary |  |  |  |
| I know the role of the Civil Service |  |  |  |
| I know how the relationships between the Judiciary, Executive and Legislature form an uncodified British constitution |  |  |  |
| I know how the British constitution differs from the USA constitution |  |  |  |
| **2. LOCAL AND DEVOLVED GOVERNMENT** |  |  |  |
| I know the difference between single-tier and two-tier governments |  |  |  |
| I know how local governments are funded and the relationship between Central governments and Local governments |  |  |  |
| I know the structure of local councils and how they operate |  |  |  |
| I know all 9 regions of England and the local governments that manage them. |  |  |  |
| I know the services provided by local government for citizens in local communities |  |  |  |
| I know the role of councillors |  |  |  |
| I know about the role of the Mayor or London |  |  |  |
| I know the role and structure of the Greater London Assembly |  |  |  |
| I know which countries make up the UK |  |  |  |
| I know what is meant by devolution and when devolution to other countries in the UK took place |  |  |  |
| I know what ‘reserved powers’ mean and the reserved powers Westminster parliament still has over all UK countries |  |  |  |
| I know the difference between the role, structure and powers of the Welsh Assembly, Scottish Parliament and Northern Ireland Assembly |  |  |  |
| I know how the relationship between England, Scotland, Wales and Northern Ireland is changing. |  |  |  |
| I know what the ‘West Lothian Question’ refers to and have opinions on the debate about ‘English votes for English laws’ |  |  |  |
| I know the stages of law-making; including readings and papers |  |  |  |
| I know who can stand for election and how candidates are selected |  |  |  |
| I know when you are eligible or not eligible to vote in the UK and why |  |  |  |
| I can give arguments for and against changing the current voting age in the UK |  |  |  |
| I understand issues relating to voter turnout, voter apathy and I have suggestions for increasing voter turnout at elections |  |  |  |
| I know how public taxes are raised and spent by government locally and nationally |  |  |  |
| I know the difference between national deficit and national debt |  |  |  |
| I understand the practice of budgeting and managing risk and how it is used by government to manage complex decisions about the allocation of public funding |  |  |  |
| I can give different viewpoints about how government make provision for welfare, health, the elderly and education |  |  |  |
| I know different political party’s stances on tax brackets |  |  |  |
| I know what the Autumn Statement and the Budget refers to |  |  |  |
| I know what the role of the Chancellor of the Exchequer is |  |  |  |
| I understand what happened during the Scottish Referendum |  |  |  |
| I know about the issues surrounding state pensions in the UK |  |  |  |
| I know about issues surrounding the NHS |  |  |  |
| I know about issues surrounding housing benefit in the UK |  |  |  |
| I know about issues surrounding child benefits in the UK |  |  |  |
| I know about issues surrounding the Education Maintenance Allowance (EMA) system |  |  |  |
| I know about issues surrounding the working tax credits system in the UK |  |  |  |
| I know about the HS2 scheme and the cost to government |  |  |  |
| I know about the replacement of the Trident nuclear programme |  |  |  |
| **3. WHERE DOES POLITICAL POWER RESIDE?** |  |  |  |
| I understand the nature of the 'First Past the Post' system based on parliamentary constituencies and know its positives and negatives |  |  |  |
| I know how frequently General Elections take place |  |  |  |
| I know the process of how to vote |  |  |  |
| I know how government is formed and what it means to get a ‘majority’ or form a ‘coalition’ |  |  |  |
| I know the difference between a stronghold and marginal constituency and what is meant by ‘safe seat’ |  |  |  |
| I know about proportional and non-proportional voting systems |  |  |  |
| I know how other voting systems are used in the UK elections and the advantages and disadvantages of each |  |  |  |
| I know what is meant by the nature of “bicameral Westminster parliament” and I understand the roles of and the relationship between the House of Commons, the House of Lords and the Monarch. |  |  |  |
| I can explain the difference between the executive, the legislature and the judiciary as well as their relationship |  |  |  |
| I know what is meant by “bicameral Westminster parliament” and I understand the roles of and the relationship between the House of Commons and the House of Lords and the role of the monarch. |  |  |  |
| I can explain why the Supreme Court was introduced and when |  |  |  |
| I can name the major political parties contesting in UK general elections and can outline some of their policies |  |  |  |
| I know how parliament works in terms of scrutinising government and making it accountable through use of parliamentary questions, Committees and debates. |  |  |  |
| I understand the role of Members of Parliament (MPs); representing their constituencies, debating policy; scrutinising legislation. |  |  |  |
| I understand the different issues an MP must consider before voting on legislation |  |  |  |
| I can give details about ceremonial roles including Black Rod |  |  |  |
| I know key parliamentary roles including the Speaker, whips, front bench and back bench MPs |  |  |  |
| I know who is eligible and is not eligible to become an MP in the UK. |  |  |  |
| I understand the legislative process including parliamentary debates of public issues and policy, as well as readings/stages of law-making |  |  |  |
| I can give reasons for and against keeping the House of Lords |  |  |  |
| I can give reasons for and against keeping the Monarchy |  |  |  |
| I understand the role and power of the Prime Minister, cabinet and ministers  |  |  |  |
| I can explain the organisation of government administration into departments, ministries and agencies |  |  |  |
| I know role of the civil service |  |  |  |
| I know the difference between the following political ideologies: centre, centre-left and centre-right politics (Socialism, Liberalism and Conservativism) |  |  |  |
| I know the difference between the following political ideologies: extreme left and extreme right wing politics (Communism and Fascism) |  |  |  |
| I know about key policies that are different depending on which political ideology a political party falls into |  |  |  |
| I know about the MP’s Expenses Scandal |  |  |  |
| I know about various Prime Ministers movement of their political party to the left and/or the right |  |  |  |
| I know about seats that were lost and won by different political parties in the 2010, 2015 and/or the 2017 General Election |  |  |  |
| I know about Michael Meacher and the by-election |  |  |  |
| I know about curs in working tax credits |  |  |  |
| I know about the EU referendum and lowering the voting age |  |  |  |
| **4. HOW DO OTHERS GOVERN THEMSELVES?** |  |  |  |
| I know the role of the European Parliament |  |  |  |
| I can describe what a closed party system is |  |  |  |
| I can describe what Transnational groupings are |  |  |  |
| I can discuss the impact of electoral systems in the European Parliament on the composition of political parties representing citizens as a result |  |  |  |
| I can explain the key differences in how citizens can or cannot participate in politics in one democratic and one non-democratic political system that is outside the UK. |  |  |  |
| I know about a range of types of governments that exist in the world and countries that have this type of government |  |  |  |
| I know about Bernie Sanders who opposed Hilary Clinton in USA’s 2016 election |  |  |  |
| I know about the type of government in China and the impacts on citizens |  |  |  |
| I know why the Arab Spring took place |  |  |  |
| I know about North Korea’s type of government |  |  |  |
| **PAPER 2, SECTION A: LIFE IN MODERN BRITAIN** |
| **1. PRINCIPLES AND VALUES IN BRITISH SOCIETY** |  |  |  |
| I know the key principles and values in British Society |  |  |  |
| I know the four British Values introduced by David Cameron and what they all mean (DIRT) |  |  |  |
| I know what the Equality Act (2010) and what it aims to achieve |  |  |  |
| I understand what Citizenship means |  |  |  |
| **2. IDENTITY** |  |  |  |
| I know what helps to create an individual’s identity |  |  |  |
| I know what group identity is and how it’s formed |  |  |  |
| I know what national identity is and how it’s formed |  |  |  |
| I know what a global identity is and how it’s formed |  |  |  |
| I understand that the UK is composed of multiple countries how this can impact on debates about ‘British’ identity |  |  |  |
| I understand how long immigration to Britain has been taking place for and how this impacts on debates about ‘British’ identity |  |  |  |
| I understand what is meant by citizens being able to have multiple identities and can give examples of this |  |  |  |
| I know the difference between emigration and immigration |  |  |  |
| I know how the British population has changed over time as a result of immigration |  |  |  |
| I can describe what happened to the flow of migration post WW2 and the relationship between the UK and its ex-colonies e.g. Windrush generation |  |  |  |
| I understand why there is a need for mutual respect and tolerance in a democratic society |  |  |  |
| I understand the negative and positive impacts of immigration on a community |  |  |  |
| I know the difference between refugee, asylum seeker and immigrant/migrant |  |  |  |
| I know what multiculturalism, diversity and secularism means and can give examples of countried that are and are not multicultural, diverse and secular |  |  |  |
| I know how the immigration points system works in the UK |  |  |  |
| I know how different political parties feel about immigration |  |  |  |
| **3. THE MEDIA AND FREE PRESS** |  |  |  |
| I know what mass media is and examples of mass media |  |  |  |
| I can give examples of traditional media and new media |  |  |  |
| I know how the free press upholds a democratic society |  |  |  |
| I know what rights the press has in the UK |  |  |  |
| I know what responsibilities the press has in the UK has |  |  |  |
| I understand how the media can help to influence public opinion through its reporting |  |  |  |
| I know about the role of the Office of Communications (Ofcom) |  |  |  |
| I know about the role of the Advertising Standards Agency (ASA) |  |  |  |
| I know about what the Leveson Inquiry achieved |  |  |  |
| I know what the role of the Independent Press Complaints Commission (IPSO) is |  |  |  |
| I know why the Independent Press Complaints Commission (IPSO) replaced the Press Complaints Commission (PCC) and the changes it made |  |  |  |
| I know the advantages and disadvantages of state control of the media |  |  |  |
| I know what the Freedom of Information Act is |  |  |  |
| I know what censorship is and countries that censor the media |  |  |  |
| I can give examples of censorship of the press and when it can be used in the UK |  |  |  |
| I know how political parties and politicians use the media to raise awareness |  |  |  |
| I know how media can be used to make changes to laws and policies as well as hold government to account |  |  |  |
| I know what the British Broadcasting Corporation is (BBC) and why it is considered the most trustworthy and accurate out of any other channel in the UK |  |  |  |
| I know what is meant by ‘fake news’ |  |  |  |
| I know about the how the Chinese government control the media |  |  |  |
| I know about the Princess Diana case study and the involvement of the media |  |  |  |
| I know about the Edward Snowden case study in relation to media |  |  |  |
| I know about the MP’s Expenses scandal |  |  |  |
| I know about the Phone Hacking Scandal |  |  |  |
| I know what the Martha Payne campaign is about |  |  |  |
| **4. THE UK’S ROLE IN INTERNATIONAL ORGANISATIONS**  |  |  |  |
| I know the UKs role in the United Nations (UN) and what influence the UK has |  |  |  |
| I understand they 6 parts that make up the UN |  |  |  |
| I know about some of the achievements of the UN |  |  |  |
| I know about the role of the Security Council |  |  |  |
| I know who the Permanent 5 are and why they are Permanent members of the Security Council |  |  |  |
| I know what the role of the Permanent 5 is and some problems with this |  |  |  |
| I know what the UK’s role is in the North Atlantic Treaty Organisation (NATO) and what influence the UK has |  |  |  |
| I know the advantages and disadvantages of NATO |  |  |  |
| I know what the UK’s role is in the European Union and how that relationship impacts the UK |  |  |  |
| I know what the four freedoms provided by the EU are |  |  |  |
| I know reasons why people would want to stay or leave the EU |  |  |  |
| I know the UKs role in the Council of Europe and what the Council of Europe does |  |  |  |
| I know what the Commonwealth is and how the UK works within the Commonwealth |  |  |  |
| I know what the Commonwealth Charter is |  |  |  |
| I know what the World Trade Organisation (WTO) is and how the UK is impacted and impacts the WTO |  |  |  |
| I know what the terms ‘conflict’ and ‘conflict resolution’ means |  |  |  |
| I know the four reasons why conflict takes place |  |  |  |
| I know what military action is and examples of when this action has been used by the UK |  |  |  |
| I know examples of the UK assisting in resolving international disputes and conflicts |  |  |  |
| I know what the Good Friday Agreement is |  |  |  |
| I know a range of sanctions and tools that international bodies use in assisting in resolving international conflicts and disputes |  |  |  |
| I know the difference between mediation and negotiation |  |  |  |
| I know what humanitarian aid is |  |  |  |
| I know reasons why people are in support of the UK paying 0.7% of its gross national income on humanitarian aid, as well as reasons not in support of this  |  |  |  |
| I know what an NGO is and can give examples of these |  |  |  |
| I know how NGOs have helped and responded to humanitarian crises |  |  |  |
| I understand what happened during the EU referendum |  |  |  |
| I know what happened in the Syria conflict and how international bodies responded to this conflict |  |  |  |
| I know what happened in the Northern Ireland conflict and how international bodies responded to this conflict |  |  |  |
| I know what happened in the Afghanistan conflict and how international bodies responded to this conflict |  |  |  |
| I know what happened in the Iraq conflict and how international bodies responded to this conflict |  |  |  |
| I know how Oxfam provides humanitarian aid |  |  |  |
| I know about which NGOs have been involved in the Syrian conflict and what they provided |  |  |  |
| I know about how the Red Cross has helped with humanitarian aid |  |  |  |
| I know about Médecins Sans Frontières (MSF) International’s involvement in providing humanitarian aid for those in Ukraine |  |  |  |
| **5. MAKING A DIFFERENCE IN SOCIETY** |  |  |  |
| I know a variety of ways in which a citizen can participate in a democracy |  |  |  |
| I know what voter turnout and voter apathy is |  |  |  |
| I can give many reasons why people may feel apathetic to voting |  |  |  |
| I know what a pressure group is |  |  |  |
| I can describe the different types of pressure groups that exist; single-cause, multi-cause, protective and promotional |  |  |  |
| I know the difference between outsider and insider pressure groups |  |  |  |
| I know the advantages and disadvantages of joining a pressure group |  |  |  |
| I know the advantages and disadvantages of joining a political party |  |  |  |
| I know the advantages and disadvantages of standing for election |  |  |  |
| I know the advantages and disadvantages of campaigning for an issue |  |  |  |
| I know what advocacy means and can give an example of it |  |  |  |
| I know what is meant by lobbying |  |  |  |
| I know what is meant by joining a demonstration and how these can be positive and negative |  |  |  |
| I know what volunteering is |  |  |  |
| I understand how citizens can be involved in the roles played by public institutions (the Executive, the Legislature and the Judiciary) |  |  |  |
| I understand how citizens can be involved in the roles played by public services |  |  |  |
| I understand how citizens can be involved in the roles played by interest and pressure groups |  |  |  |
| I understand how citizens can be involved in the roles played by trade unions |  |  |  |
| I understand how citizens can be involved in the roles played by charities |  |  |  |
| I understand how citizens can be involved in the roles played by voluntary groups |  |  |  |
| I understand how citizens can be involved in the roles played by campaign groups and representing others in society |  |  |  |
| I can give two different examples of how citizens working together, or through groups, attempt to change or improve their communities through actions to either address public policy, challenge injustice or resolve a local community issue |  |  |  |
| I know how those who wish to bring about change use the media and why they do it |  |  |  |
| I know what is meant by the term ‘Big Society’ |  |  |  |
| I know about the Westmill wind farm cooperative |  |  |  |
| I know about the scheme East London Community Recycling partnership |  |  |  |
| I know about Jamie Oliver’s Healthy Schools television programme |  |  |  |
| I know about actions used by Fathers4Justice and what they aim to achieve |  |  |  |
| I know about the role of the NGO/charity, Save the Children, in the Syrian migrant crisis to influence government |  |  |  |
| I know about the methods used by the Stop the War Coalition to influence the government |  |  |  |
| **PAPER 2, SECTION B. RIGHTS AND RESPONSIBILITIES** |
| **1. LAWS IN CONTEMPORARY SOCIETY** |  |  |  |
| I understand the need for and the importance of law – I have considered the consequences of a lawless society |  |  |  |
| I know the difference between laws and rules |  |  |  |
| I can explain why laws need police and courts to be upheld |  |  |  |
| I understand what human rights are  |  |  |  |
| I know the history of human rights and how they have become law in the UK |  |  |  |
| I know what the European Arrest Warrant is and how it works |  |  |  |
| I know about the Julian Assange case in relation to his arrest by the USA |  |  |  |
| I know about the Brett and Naghemeh King case |  |  |  |
| **2. RIGHTS AND RESPONSIBILITIES WITHIN THE LEGAL SYSTEM** |  |  |  |
| I know what the purpose of the Police and Criminal Evidence Act (1984) is |  |  |  |
| I know the different powers that the police have in the UK and I understand the role that they play in society |  |  |  |
| I know the different rights citizens have in relation to police powers |  |  |  |
| I know what the Crown Prosecution Service (CPS) is and what they do |  |  |  |
| I know what the judiciary is and what the powers are that the hold |  |  |  |
| I know the different types of civil courts that can be found in the UK |  |  |  |
| I know the different types of criminal courts that can be found in the UK |  |  |  |
| I know the key differences between a Crown Court and a Magistrates Court |  |  |  |
| I know about the role of the Supreme Court and the Court of Appeal |  |  |  |
| I know what is meant by an employment tribunal and how this can be used to resolve conflict |  |  |  |
| I know the difference between a Legal Executive, a Barrister and a Solicitor |  |  |  |
| I know how judges are appointed in the UK |  |  |  |
| I know the difference between civil and criminal law |  |  |  |
| I know what is meant by an employment tribunal and how this can be used to resolve conflict |  |  |  |
| I understand how the legal system are different in Scotland, Northern Ireland, Wales and England |  |  |  |
| I know different legal rights that people have at different ages including when they can drive, marry, vote and join the armed forces |  |  |  |
| I know about the role of Citizens Advice  |  |  |  |
| I know about the Stephen Lawrence case and issues surrounding the evidence collected and the role of the CPS |  |  |  |
| **3. RIGHTS AND RESPONSIBILITIES WITHIN THE LEGAL SYSTEM** |  |  |  |
| I know how citizens’ rights have developed in the UK from Magna Carta of 1215 to the Human Rights Act of 1998 |  |  |  |
| I know what key aspects of the Magna Carta have impacted on the UK’s modern legal system |  |  |  |
| I know the difference between Common law and statute law (legislation) |  |  |  |
| I know what a trade union is and know how they have helped workers in the past |  |  |  |
| I know what rights and help trade unions provide for their members |  |  |  |
| I can give examples of trade unions |  |  |  |
| I can give examples of actions workers can take if they do not agree with the actions of their employees |  |  |  |
| I know what the role of Employer Associations are and can give two examples |  |  |  |
| I know and understand different types of crime in the UK |  |  |  |
| I can give different reasons why people commit crime and different interventions that have been put in place to help reduce/prevent crime |  |  |  |
| I understand different forms of punishment in the UK |  |  |  |
| I know the difference between custodial and non-custodial sentences in the UK |  |  |  |
| I understand the various purposes of sentencing; rehabilitation/reformation, vindication, protection, reparation, deterrence |  |  |  |
| I explain what the main purpose should be of prisons (custodial sentence) |  |  |  |
| I can give solutions on how to improve prisons and ensure they fulfil their purpose |  |  |  |
| I can give a number of non-custodial sentences |  |  |  |
| I know about what the Youth Offending Team is made up of and their role |  |  |  |
| I know about women’s strike at Fords Dagenham Factory for equal pay |  |  |  |
| I know about the Engineering Employers Federation |  |  |  |
| **4. UNIVERSAL HUMAN RIGHTS** |  |  |  |
| I know what ‘universal’ means |  |  |  |
| I know why human rights was introduced |  |  |  |
| I know which document first outlined the 30 articles that identify a range of human rights |  |  |  |
| I know which international organisation introduced the Universal Declaration of Human Rights  |  |  |  |
| I know and know the difference between the Universal Declaration on Human Rights (1948), the European Convention on Human Rights (1953), The UN Convention on the Rights of the Child (1990) and the Human Rights Act (1998) |  |  |  |
| I know the difference between absolute and qualified rights |  |  |  |
| I can give a range of qualified and absolute human rights |  |  |  |
| I know which convention set up the European Court of Human Rights |  |  |  |
| I understand why international law is important |  |  |  |
| I understand what a ‘war crime’ is and where it is defined |  |  |  |
| I can give examples of war crimes and where they have taken place |  |  |  |
| I understand what ‘genocide’ is and who defines it |  |  |  |
| I can give examples of genocides that have taken place |  |  |  |
| I know what is mean by the term ‘human rights abuse’ |  |  |  |
| I know about child soldiers in Sierra Leone |  |  |  |
| I know about the Cambodian genocide |  |  |  |
| I know about the Rwandan genocide |  |  |  |
| I know about the Death Penalty in the USA in relation to human rights |  |  |  |
| I know about the Hirst v. UK case in relation to human rights |  |  |  |
| I know about the Abu Qatada case in relation to human rights |  |  |  |
| **5. BRINGING ABOUT CHANGE IN THE LEGAL SYSTEM** |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by being involved jury duty |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by being a witness to a crime in and standing in court |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by testifying in court or standing up in court as a victim of a crime |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by becoming a magistrate |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by becoming a special constable |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by a becoming police commissioner |  |  |  |
| I know how citizens can affect the world in which they live and affect their legal system by being a member of a tribunal |  |  |  |
| I know what a pressure group is and know examples of when they have helped to change the laws that affect them. |  |  |  |
| I know what helps to make a pressure group more effective at achieving its’ aims |  |  |  |
| I can talk about a pressure group that has been successful in achieving its aims |  |  |  |
| I know how people can make a difference in society including joining an interest group, campaigning, advocacy, lobbying, petitioning, joining a demonstration and volunteering |  |  |  |
| I know about police commissioners such as Katy Bourne in Sussex and David Jamieson in the West Midlands |  |  |  |
| I understand the role of Neighbourhood Watch |  |  |  |
| I know about the issues around Legal Aid Funding |  |  |  |
| I know about the Guildford Four in relation to police conduct |  |  |  |
| I know about the case of Victoria Gillick, and the issues surrounding parental rights, children rights, doctors’ responsibilities and the ‘best interests of the child’. |  |  |  |
| I know about the Hillsborough Disaster and why the campaign led by family and friends of the victims was a success |  |  |  |
| I know about The Bedroom Tax case study |  |  |  |
| I know about Joanna Lumley’s Gurkha campaign |  |  |  |