CARSHALTON BOYS SPORTS COLLEGE — CITIZENSHIP — YEAR 8

Key Stage 3 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Citizenship Matters

Our Vision

In Year 8, pupils move beyond the foundations laid in Year 7 to engage with contested, real-world issues: human rights abuses, the criminal justice system as young people actually encounter it, and the deep democratic questions of who votes, who governs, and whether our systems are truly fair. Pupils who engage seriously with these issues leave Year 8 better equipped to act as citizens.

Our Three-Strand Purpose

- **Knowledge —** understanding of rights, law and democracy extended through applied, case-study-rich units; Year 8 knowledge is deliberately messier and more contested than Year 7.
- **Disciplinary Thinking —** evaluating competing arguments, weighing evidence from real cases and holding a reasoned position under counter-argument.
- **Skill —** more extended, more nuanced discursive writing — moving from 'explain' to 'assess' and 'evaluate' as the dominant register.

Curriculum Journey — Learning Sequence by Term

AUTUMN TERM	SPRING TERM	SUMMER TERM
Human Rights in Action	**Crime & the Justice System**	**Democracy & Voting**
Racism and discrimination, sporting boycotts, the Basil D'Oliveira affair, Muhammad Ali's protest, child soldiers, and the law on smacking.	Causes and consequences of crime, police powers, the courts hierarchy, the youth justice system, joint enterprise and the 2011 riots.	FPTP vs PR, the Suffragettes, votes at 16, government formation, democracy vs dictatorship, and the debate over the monarchy.

A Spiral Curriculum Human rights, introduced through the UDHR and UNCRC in Year 7, are deepened here through applied case studies (racism, child soldiers, education rights, corporal punishment) and extended in Year 9 through rights that compete and conflict. Democracy and elections move from Year 7's FPTP basics to FPTP vs PR, votes at 16 and the monarchy debate here, before Year 9 examines global political structures. Crime and justice progress from Year 7's rules and rights to the full justice system, youth courts, sentencing and joint enterprise, ahead of Year 9's focus on rights and responsibilities in wider society.

Assessment Information

How Pupils Are Assessed

- Summative end-of-unit assessments — combining short answer and extended writing
- PATHS formal written assessment — at least once per unit, with more granular targets on argument and evidence
- Feeding Forward lessons — pupils respond in green pen

Formal Assessment by Unit

- Unit 1 — Human Rights in Action: knowledge and understanding test which includes an extended writing task beginning to evaluate the issue of smacking
- Unit 2 — Crime & the Justice System: knowledge and understanding test which includes an extended writing task beginning to evaluate the issue of joint enterprise
- Unit 3 — Democracy & Voting: knowledge and understanding test which includes an extended writing task beginning to evaluate the issue of votes at 16

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a strength of the work.	*"Your evaluation of smacking correctly identified both a strength and a limitation."*
A	**Attainment Mark / Grade**	A clear mark or working grade against Year 8 expectations and GCSE benchmarks.	*Mark or working grade with a brief comment against GCSE-calibrated expectations.*
T	**Target to Improve**	A single, specific target focused on argument structure or evidence use.	*"Add a counter-argument to your assessment of joint enterprise before reaching your conclusion."*
H	**How-to Instructions**	A precise, do-able instruction telling the pupil exactly how to act on the target.	*"Re-write your final paragraph beginning: However, opponents of joint enterprise argue… and give one piece of evidence."*
S	**Student Response**	Pupils respond in green pen in the same or next lesson; the teacher checks the response.	*Green pen response checked by the teacher; no PATHS cycle is complete without it.*