Year 11 PDC Booklet
Living in the Wider World II
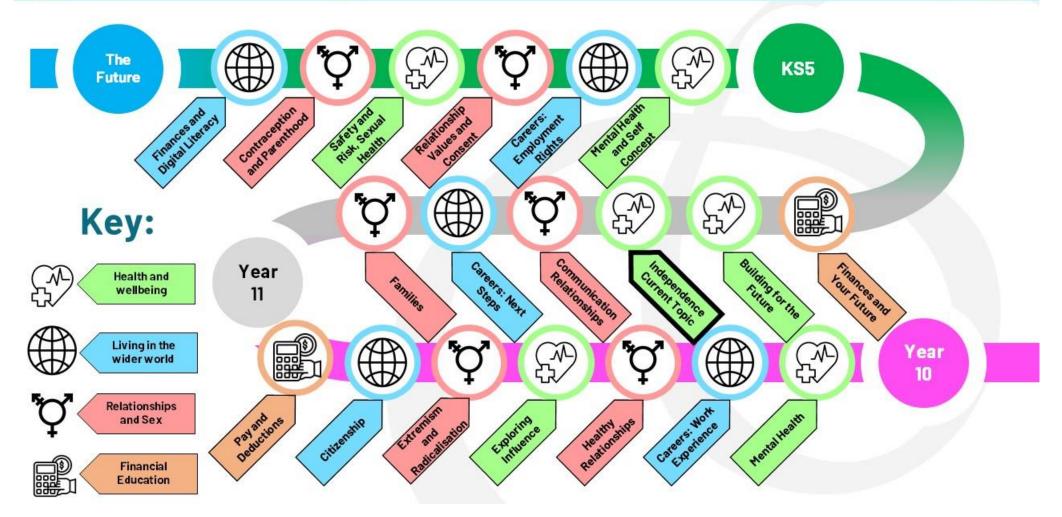

Name: ....

Form: ....

Personal Development Curriculum KS4 Learning Journey

The Future

KS5

Finances and Digital Literacy

Contraception and Parenthood

Safety and Risk, Sexual Health

Relationship Values and Consent

Careers: Employment Rights

Mental Health and Self Concept

Key:

Year 11

Families

Careers: Next Steps

Communication Relationships

Independence Current Topic

Building for the Future

Finances and Your Future

Health and wellbeing

Living in the wider world

Relationships and Sex

Financial Education

Pay and Deductions

Citizenship

Extremism and Radicalisation

Exploring Influence

Healthy Relationships

Careers: Work Experience

Mental Health

Year 10

Year 11 – Block 4: Living in the Wider World II Knowledge Organiser

Key Words

Government	The group of people with the authority to govern a country or state. A particular ministry in office
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.
Federalism	Having or relating to a system of government in which several states form a unity but remain independent in internal affairs.
Authoritarian	Favouring or enforcing strict obedience to authority at the expense of personal freedom.
Constitutional Monarchy	System of government in which a monarch (see monarchy) shares power with a constitutionally organized government.
Community	A group of people living in the same place or having a particular characteristic in common.
Citizen	A legally recognized subject or national of a state or commonwealth, either native or naturalized.
The Law	A system of rules that regulates society and everyday life
Common Law	The part of English law that is derived from custom and judicial precedent rather than statutes.
Civil Law	A comprehensive system of rules and principles usually arranged in codes and easily accessible to citizens and jurists
Magistrate	A civil officer who administers the law, especially one who conducts a court that deals with minor offences and holds preliminary hearings for more serious ones

Branches of UK Government

Legislature	Parliament (Crown, House of Commons and Lords)
Executive	Crown and Government (Prime Minister and Cabinet)
Judiciary	Judges in Court of Law

How the Branches Involved in the Law

Legislature makes laws

↓

Executive puts those into effect

↓

Judiciary administers justice

Improving Your Local Community

- Foster open communication channels among community members.
- Establish and maintain green spaces and recreational areas.
- Enhance access to education and skill development programs.
- Promote inclusivity and celebrate cultural diversity.
- Facilitate community-led projects for infrastructure improvement.

Where To Go For Support:

Teachers and School Staff, Parents, Friends, Parents

Government	https://www.gov.uk/government/how-government-works

Types of Government

Democracy	Where the government is elected by the people.
Oligarchy	Rule by a small group of people who share similar interests or family relations.
Capitalist	People can own their own businesses and property but usually pay taxes from some of the money they make. Most capitalist governments provide their own education, health and welfare services.
Monarchy	Rule by an individual (King or Queen) who has inherited the role and expects to pass it onto their heir.
Regional or Local	A government or council that controls a smaller area within a country. Most local governments are controlled by the central government.
Communist	The government owns businesses and farms. It provides healthcare, education and welfare.
Totalitarian	A country with one political party. In England there are three main parties: Labour, Conservative and Liberal Democrats
Dictatorship	A country ruled by a single leader who has full power over the country. This leader is not elected
Anarchy	A situation where there is no government

Contents

Date: ....

Title: Learning To Learn – Modelling

Retrieval Practice

1. Metacognition means thinking about how you _____ and learn.

2. A good revision strategy is to (delete word) plan/monitor/evaluate your progress and adapt your methods if needed.

3. Revising in short, focused sessions with _____ in between helps improve memory retention.

4. Using _____ practice, such as self-testing, is more effective than simply re-reading notes.

5. Creating a clear _____ for revision ensures you cover all the necessary topics before the exam.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is modelling?	....	....
2. How can you use modelling to help you learn?	....	....

An Example of Modelling

Task: Plan a Revision Timetable for a Week

- I have a lot of things to do and I'm not sure how to do these.

- My teacher told me how to make a revision timetable in school, and so I am going to use their example as a model, to "think aloud" exactly how to make this timetable step by step.

- I will also use the approach of planning, monitoring and evaluating to get there

Stage 1: Planning

- "I have a science test, an English essay, and maths homework to prepare for this week. I'll need to spread these tasks across the week to make sure I don't leave anything to the last minute."

- "Let me start by checking how many free afternoons and evenings I have after school. I see I'm busy on Tuesday with football practice, so I'll avoid putting a big task there."

Day	Task
Monday	Revise science topic A
Tuesday	Write a draft English essay
Wednesday	Maths Homework
Thursday	Revise science topic B
Friday	Relax into the weekend

Stage 2: Monitoring

- "Okay, I've written my plan, but Tuesday still looks packed. I'll move the English essay draft to Wednesday instead to balance things out."
- "I'm also going to add a notes column, so that I know exactly what I am going to be doing, and things to make sure I don't forget"

Day	Task	Notes
Monday	Revise science topic A	Focus on diagrams and definitions
Tuesday	Write a draft English essay	Needs to be done before football
Wednesday	Maths Homework	Longer session available
Thursday	Revise science topic B	Focus on exam practice
Friday	Relax into the weekend	Revisit if any work needs completing

Stage 3: Evaluating

- "This looks manageable. I've given myself time for breaks and kept the evenings lighter before big tasks. If this doesn't work, I can adjust during the week."

Day	Task	Notes
Monday	Revise science topic A	Focus on diagrams and definitions
Tuesday	Write a draft English essay	Needs to be done before football
Wednesday	Maths Homework	Longer session available
Thursday	Revise science topic B	Focus on exam practice
Friday	Relax into the weekend	Revisit if any work needs completing

Task 1: Planning Yourself

You are now going to plan your weekend using the prompt below.

"Imagine it's Friday afternoon, and you have two important things to prepare for next week: a history test and a group presentation. You also want to finish your geography homework and spend time with family or friends. How will you plan your weekend?"

Planning	Monitoring	Evaluating
What tasks do you need to complete? When will you do them?	How will you check if your plan is working?	How will you know if your plan is successful?
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Plan

Day	Activities	Notes
Saturday		
Sunday		

Date: ....

Title: Types of Government

Retrieval Practice

1. Metacognitive modelling involves talking out loud the _____ process while completing a task.

2. It helps you to understand how to _____ complex or challenging problems.

3. You can demonstrate how to plan, monitor, and _____ thinking during learning.

4. By observing others, you can learn strategies to _____ your own learning.

5. Metacognitive modelling encourages you to reflect on what worked and what you can _____ next time.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What is a government?	....	....
2. Give two examples of different types of government and how they are different	....	....

Task 1: Video Questions

1. What are the three ways governments are characterised?

   ....

   ....

2. What is democracy?

   ....

   ....

3. What are representative democracies?

   ....

   ....

4. What are the three categories of democracies?

   ....

   ....

   ....

5. How does democracy work in the UK?

   ....

   ....

6. What is federalism?

   ....

   ....

7. What is an authoritarian government?

   ....

   ....

8. Are forms of government fixed?

   ....

   ....

Task 2: Guess Who

- In your PDC booklets, you have a list of the different types of government and their meanings.

- In pairs – your partner will choose a type of government. You then have 5 questions to narrow it down, with your partner only being able to answer yes or no.

- You will do this two times each

Federal	A central government shares power with a number of small local governments.
Democracy	Where the government is elected by the people.
Oligarchy	Rule by a small group of people who share similar interests or family relations.
Capitalist	People can own their own businesses and property but usually pay taxes from some of the money they make. Most capitalist governments provide their own education, health and welfare services.
Monarchy	Rule by an individual (King or Queen) who has inherited the role and expects to pass it onto their heir.
Regional or Local	A government or council that controls a smaller area within a country. Most local governments are controlled by the central government.
Communist	The government owns businesses and farms. It provides healthcare, education and welfare.
Constitutional Monarchy	Has a democratic government that limits the control of the Monarch (King or Queen).
Transitional	A country that is changing from one type of government to another.
Totalitarian State	A country with one political party. In England there are three main parties: Labour, Conservative and Liberal Democrats.
Anarchy	A situation where there is no government.
Republic	A country that has no monarch. The head of the country is usually an elected president.
Dictatorship	A country ruled by a single leader who has full power over the country. This leader is *not* elected.

You wake up with your head spinning and the smell of smoke in your nostrils, and suddenly it all comes back to you: the panic, the air stewards trying to keep everyone calm, the terrifying spiral towards the earth, the jump into thin air, your heart in your mouth, a crash through the trees, the sudden heat: and then blackness.

Your limbs ache. You struggle upright and squint in the bright sunlight. Your eyes hurt, and you're thirsty. You lick your lip and taste blood – wiping your hand across your face, you notice there's blood there too. There's a tangle of parachutes a few metres off – you're not the only one here. For a moment, you feel a rush of relief – but then you realise that there's something odd about it; it's absolutely silent. Surely if the others were here, they wouldn't have left you? Feeling slightly sick and panicky, you walk over to the pile of parachutes. There's nothing else there – no bags, no clothing, nothing to suggest they'll be back. With a lurching feeling in your stomach, you glance into the trees. They look back at you, dark and menacing. Where is everyone? You swallow, but your mouth is so dry that you can barely do it. Better get some water, some food if you can – then see about the others.

You take a deep breath and walk into the forest. The green dappled light and the shade are comforting.

You've taken two steps into the forest when, suddenly, you feel something cold and sharp touch your shoulder. "Stop!"
The voice is odd, calm and menacing at once. Your blood goes cold. "Turn", says the voice. "If you want to stay alive, and stay here, you have some choices to make"

When you turn around, you find that the voice belongs to a woman dressed in a dark robe, carrying a bow and arrow slung over her shoulder, and a spear in her hand.

She leads you to a prison camp, where she explains that, if you want to stay on the island, you need to choose which tribe to join. You only get one choice, and you will have to stay in that tribe until you are rescued.

These are your choices:

Guarani -> The Guarani tribe has a queen who they treat with respect and love. She lives in a palace and is well looked after, but doesn't have much power. The Guarani vote for a group of leaders called the "consul" every few years, who make most of the decisions.

Awa ->The Awa have a small group called the "experts" who rule their tribe and make decisions for them. The head of this is called "Mighty Awa", he says his aim is to 'care for his people'.

Innu->The Innu King rules the Innu tribe, and has done for the past 50 years. When he dies, his place will be passed on to his son.

Enxet -> The Enxet do as they like, each for his own. You will need to sort everything for yourself.

Palawan -> In the Palawan community, each village has a committee which decides what they think the people there need the most. The Palawan "Discat" is a group which oversees the village committees and gives them money and resources. There is no king or queen.

Omo Valley –> The Omo valley has four regions, East, West, North and South – you can join any you like. They are all pretty much separate in terms of their laws and how things are run, but the different groups meet to work out what to do about some issues, e.g. wars with other tribes. They overthrew their king in a revolution twenty-five years ago.

Maasai –>The Maasai elect their leaders every four years. However, there is only one political party, called "The Maasai Elite", so all rulers come from there. No one else is allowed to run in the election.

Matses –> The Supreme Leader, President Matses III, rules over the Matses with a high level of discipline and authority. His friends do very well, but most others suffer under his rule. Opponents are banned.

Name	What it is	Island tribe
Constitutional Monarchy	… a country with a king or queen whose powers are limited by a democratic government	
Monarchy	…a country which is ruled by a king or a queen	
Anarchy	…a situation where there is no government at all	
Totalitarian state	…a country where there is only one political party or one group of leaders, who have total power	
Democracy	… a system of government where representative leaders are chosen by election	
Dictatorship	…a system of government where one person or a small group rules, without having been chosen by the people	
Federal government	…a system where a central government shares power with regional governments (e.g. US)	
Local or regional government	…a government or council that controls a smaller area within a country. Some have limited powers and have to do what central government says. Others have lots more power and can make their own laws (e.g. the states of America)	

Date: ....

Title: Improving Your Local Community

Retrieval Practice

1. A _____ is a form of government where power is vested in the hands of a single leader.

2. _____ is a system of government in which power is held by the people, either directly or through elected representatives.

3. In an _____, power is concentrated in the hands of a few individuals or a dominant class.

4. _____ is a government system where the ruler claims divine authority, often passed down through a royal family.

5. _____ is a political system in which the state controls and owns the means of production.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. How you can improve your local community?	....	....
2. Why is it important to improve your local community?	....	....

Task 1: Greenville

In the small town of Greenville, a cherished community park had seen better days, grappling with neglect, outdated facilities, and safety concerns. Recognising the need for change, a dedicated group of local residents, including pro-active students, embarked on a community-driven initiative to breathe new life into Greenville Community Park.

The journey began with inclusive community meetings, where input was sought, and key issues were identified. Collaborating with local businesses for sponsorships and securing support from the town council, the group laid the groundwork for a comprehensive revitalisation effort.

Implementing their vision involved organising clean-up and maintenance days, rallying volunteers from the community. Fundraisers, including a vibrant community fair, were orchestrated to generate the necessary funds for park renovations. Harnessing the power of social media and local news outlets, the group effectively spread awareness and garnered additional support.

The tangible outcomes of their collective efforts were evident in the upgraded playground equipment, repaired walking paths, and the installation of new benches. Safety was prioritised through improved lighting and security measures. The once-neglected park underwent a remarkable transformation, becoming a vibrant, safe, and well-maintained space.

Yet, this journey was not without challenges. The group faced initial scepticism and resistance to change, along with the logistical complexities of coordinating volunteer efforts and fundraising events. Overcoming these obstacles, they not only enhanced the physical aspects of the park but also cultivated a stronger sense of community cohesion and involvement.

1. Why did the residents of Greenville want to improve their town?

    ....

    ....

2. What did the residents of Greenville do to improve their town?

    ....

    ....

    ....

    ....

3. What was the outcome of their work?

    ....

    ....

4. What challenges did they face?

    ....

    ....

    ....

    ....

Task 2: Case Studies

Case Study	Action to take
In the bustling urban neighbourhood of Eastside, residents find themselves surrounded by concrete with limited access to green spaces. The existing local parks lack diverse recreational facilities, discouraging community engagement and physical activity.	
In the quiet residential neighbourhood of Maplewood, a surge in traffic volumes poses safety concerns for pedestrians and cyclists. Residents fear for their safety due to speeding vehicles and limited infrastructure for non-motorised transport.	
The once-vibrant community centre in Oakridge is now underutilised, with outdated facilities and a lack of engaging programs. The decline in community participation has led to a disconnection among residents.	

Date: ....

Title: Dealing with Complex Issues Within The Law

Retrieval Practice

1. Participating in _____ events helps create a sense of unity and shared responsibility.

2. _____ awareness about local issues is crucial for fostering community engagement.

3. Taking part in community _____ allows individuals to actively contribute to positive change.

4. Supporting local businesses helps _____ the economic well-being of the community.

5. _____ projects, such as neighbourhood clean-ups, enhance the overall appearance and well-being of the community.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. List some common laws	....	....
2. What happens when someone breaks the law?	....	....

Task 1: Case Studies

Case Study	Legal Implications	Police Procedure
Emily discovers a lost smartphone containing personal identification information. Instead of reporting it, she decides to use the information to create fake online profiles and engage in cyber fraud. Victims start experiencing unauthorised financial transactions and identity theft.		
A group of teenagers spray-paints derogatory symbols and language on a local community centre, targeting a specific cultural or religious group. The vandalism is widely condemned by the community, and it's recognized as a hate crime.		