



Topic:	Year group	Term
Citizenship	3	Spring Term. (Kapow)

Background knowledge

Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy

What should I already know?

Pupils who are **secure** will be able to:

Recognise that different rules apply in different situations.

Explain what makes a good school environment.

Recognise that everyone in school has a responsibility to maintain the school environment.

Identify some jobs that people do to keep the local area pleasant.

Recognise some local job roles that help the community.

Recognise similarities and difference between people in the local community.

Explain that differences should be respected.

Explain how the school council works.

Share their opinions on things that matter.

Statutory objectives / Key Skills	The Journey
<u>Objectives</u> 1. To begin to understand the UN convention on the rights of the child 2. To understand the responsibilities of both children and adults to help all children benefit from their rights 3. To understand the environmental benefits of recycling 4. To understand the groups which make up the community 5. To understand that charities care for others and how people can support them 6. To begin to understand how democracy works in the local area	Quiz and knowledge catcher 1. Rights of the child 2. Rights and responsibilities 3. Recycling 4. Local community groups 5. Charity 6. Local democracy 7. Rules Review and reflect on knowledge catcher.

7. To understand why we have rules and the consequences of breaking rules at school and home

Skills

- Exploring how children's rights help them and other children.
- Considering the responsibilities that adults and children have to maintain children's rights.
- Discussing ways we can make a difference to recycling rates at home/school.
- Identifying local community groups and discussing how these support the community.

Outcomes

Working towards: I understand that children have rights. I understand that children have rights. I understand that recycling rubbish helps protect the environment. I understand that there are buildings and places that are there for the community. I understand that charities support different things in our community. I understand how democracy works in the local area. I understand why we have rules at school and home.

Working at: I can explain how some of these rights benefit me. I can explain how adults have responsibilities for maintaining children's rights. I can identify things that can be recycled. I can explain what a community is. I can explain some ways we can support charities. I can explain some of the things the council does. I can explain some of the consequences of breaking rules.

Working beyond: I understand that not all children benefit from the rights. I understand that children have responsibilities to make sure other children can benefit from their rights. I can explain what I can do to increase/improve recycling at home/school. I can identify groups that exist in the community. I can explain some of the work charities do to support the community. I understand that spending on different services needs to be prioritised. I can identify whether a consequence is fair or not.

Key Vocabulary

Charity
Community
Consequence
Council
Councillor
Law

Recycling
Rights
United Nations (UN)

Cross-curriculum links

English: Reading - comprehension, Spoken language

Assessment questions / outcomes

What is the UN Convention on the Rights of the Child?

What have we learnt about the rights of children?

How do we and other people look after our immediate environment?

How do community groups work together and support each other?

Which charity would we support and why?

How does democracy work in our school?

What do we think should happen when rules are broken?

British Values



Individual liberty, Democracy, Rule of law