



| Topic:      | Year group | Term                        |
|-------------|------------|-----------------------------|
| Citizenship | 5          | Spring Term 2023<br>(Kapow) |

### Background knowledge

Citizenship is the study of how social, personal and work-related skills are developed in order to play an effective role in society.

### What should I already know?

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

Explain that children have rights and how these benefit them.

Explain the responsibilities adults have for supporting children's rights.

Discuss the benefits of recycling.

Recognise some of the different groups within the local community and how they use local buildings.

Explain how charities support the local community.

Describe how democracy works locally and how this affects us.

Recognise the need for rules and the consequences of breaking rules.

| Statutory objectives / Key Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The Journey                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><u>Objectives</u></p> <ol style="list-style-type: none"> <li>1. To begin to understand what happens when the law is broken</li> <li>2. To explore the links between rights and responsibilities</li> <li>3. To understand how reducing our use of materials and energy will help the environment</li> <li>4. To understand how we recognise and value the contribution people make to the community</li> <li>5. To recognise the role of pressure groups</li> <li>6. To begin to understand how parliament works</li> </ol> | <p><u>Quiz and knowledge catcher</u></p> <ol style="list-style-type: none"> <li>1. Breaking the law - Laws, the role of the police and an introduction to the justice system.</li> <li>2. Rights and responsibilities</li> <li>3. Protecting the planet</li> <li>4. Contributing to the community</li> <li>5. Pressure groups</li> <li>6. Parliament</li> </ol> <p><u>Review and reflect on knowledge catcher</u></p> |

### Skills

- Explaining why reducing the use of materials is positive for the environment.
- Discussing how rights and responsibilities link.
- Exploring the right to a freedom of expression.
- Identifying the contribution people make to the community and how this is recognised.
- Developing an understanding of how parliament and Government work.
- Identifying ways people can bring about change in society.

### Outcomes

**All pupils:** I understand that rights apply to everyone. I understand how reducing the use of materials and energy helps the environment. I understand how contributions to the community are recognised and valued. I understand what a pressure group is. I understand how Parliament works.

**Most pupils:** I understand what happens when someone breaks the law. I understand that there are responsibilities as well as rights. I can explain some of the things individuals can do to reduce use of materials and energy. I can explain how some individuals have contributed to society. I can explain how pressure groups can bring about change. I can explain what the parts of parliament are.

**Some pupils:** I can explain the process of a trial. I can explain what freedom of expression means and what limitations there are. I understand how reducing the use of materials and energy helps the environment. I know how individuals can influence government and business. I can identify some qualities needed to be an MP.

## Key Vocabulary

Defendant  
Environment  
Freedom of expression  
Government  
House of Commons  
Human rights  
Judge  
Jury  
Member of Parliament (MP)  
Parliament  
Pressure group  
Prime Minister  
Trial

## Cross-curricular links

### English

#### Spoken language

participate in discussions, presentations, performances, role play, improvisations and debates'

#### Reading - comprehension

understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

#### Computing

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'

#### Geography

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Assessment questions / outcomes

- What laws do we know about?
- What are rights and responsibilities?
- How can individuals reduce their use of materials and energy?
- How do we recognise what people have done for the community?
- What voluntary and community groups do we know about?
- How does Parliament work?

## British Values



Rule of law  
Democracy  
Mutual respect.