



| Topic: | Year group | Term |
|-------------|------------|-------------------------|
| Citizenship | 6 | Spring Term. (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:

Understand what happens when someone breaks the law.

Understand what rights are and that freedom of expression is one of these rights.

Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.

Understand how people contribute to society and how this is recognised.

Understand the role of pressure groups.

Understand the basics of how parliament works including the parts of parliament.

| Statutory objectives / Key Skills | The Journey |
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| <u>Objectives</u> <ol style="list-style-type: none"> To understand human rights, including the right to education. To understand some environmental issues relating to food and food production To understand how to show care and concern for others To recognise prejudice and discrimination and learn how this can be challenged To understand diversity and the value different people bring to a community | <p>Quiz and knowledge catcher</p> <ol style="list-style-type: none"> Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy - talk about recent General Election. <p>Review and reflect on knowledge catcher.</p> |

6. To begin to understand how government works

Skills

- Learning about environmental issues relating to food.
- Discussing how education and other human rights protect us.
- Identifying causes that are important to us.
- Discussing how people can influence what happens in parliament.
- Discussing ways to challenge prejudice and discrimination.
- Identifying appropriate ways to share views and ideas with others.

Outcomes

Working towards: I understand human rights are there to protect everyone. I understand some environmental issues relating to food. I understand that I have responsibilities for other people and living things. I understand what prejudice and discrimination are and why they are wrong. I understand the contribution that people with protected characteristics bring to society. I understand how Government works.

Working at: I can explain why education is important and is included as a human right. I can explain what people can do to overcome environmental issues relating to food. I can explain how I care about things in my day to day life. I can explain how I might challenge prejudice and discrimination. I can identify a range of role models with different characteristics. I can identify some roles in Government.

Working beyond: I understand why individuals campaign for causes they believe in. I can explain some possible consequences to changing behaviour and food choices. I can explain the issues or causes I care about. I can explain how knowing more about people can overcome prejudice. I can explain some ideas I have for the Government.

Key Vocabulary

Authority

Conflict

Earn

Expectation

Grief

Grieving

Protected characteristics

Resolve

Respect

Stereotype

Cross-curriculum links

English

plan their writing by noting and developing initial ideas, drawing on reading and research where necessary

evaluate and edit by assessing the effectiveness of their own and others' writing

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 do we understand about human rights?

How does our food have an impact on the environment?

What/who do we care about?

How did people campaign against discrimination in the past?

Who do we look up to?

How can we influence what happens in Parliament?

British Values



Democracy, Individual liberty, Mutual respect, Tolerance of those with different faiths and beliefs.

