

**CURRICULUM MAP (Long term plan)**

**SUBJECT : Citizenship**

**YEAR GROUP: 6**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Human Rights</li> <li>● Child Rights</li> <li>● Children around the World</li> <li>● Moral Choices</li> <li>● Moral Responsibilities</li> <li>● Individual Values</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>● Identity</li> <li>● British Values</li> <li>● Ruling a Country</li> <li>● Political Party</li> <li>● Leadership</li> </ul>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>● Looking after Money</li> <li>● Critical Consumers</li> <li>● Value for Money and Ethical Spending</li> <li>● Budgeting</li> <li>● Money and Emotional Wellbeing</li> <li>● Money in the Wider World</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>● Technology</li> <li>● Keeping safe online - Photos</li> <li>● Social Media</li> <li>● Cyberbullying</li> <li>● Online Safety</li> </ul>	<p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>● Health and Wellbeing</li> <li>● Lifestyle</li> <li>● Alcohol and Drugs</li> <li>● Emotion and Personal Goals</li> <li>● Media Health</li> </ul> <p><b>RSE Puberty</b></p> <ul style="list-style-type: none"> <li>● Puberty</li> <li>● Emotional Changes</li> <li>● Relationship and Families</li> <li>● Body Changes</li> <li>● Reproductive Organs</li> </ul>
<p><b>Disciplinary knowledge - what skills are practised?</b></p>	<p>Talking and writing about opinions. Advocating for others Summarising and interpreting information Problem solving To research, discuss and debate topical issues, problems and events. Reflecting on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. Develop relationships through work and play.</p>	<p>Talking and writing about opinions. Problem solving Summarising and interpreting information. To research, discuss and debate topical issues, problems and events. Reflecting on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. Develop relationships through work and play.</p>	<p>Talking and writing about opinions. Problem solving Summarising and interpreting information To research, discuss and debate topical issues, problems and events. Reflecting on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. Develop relationships through work and play.</p>

<p><b>Key questions</b> (What is the learning about?)</p>	<p><b>Rights and Responsibilities</b>          Can I get an understanding of what Human Rights are?          Can I understand what my rights are as a child?          Can I understand the differences in children’s rights?          Can I think about the choices we make and how they impact others?          Can I explore my moral responsibilities?          Can I explore and understand my values?</p> <p><b>British Values</b>          Can I describe what personal identity is?          Can I identify our British values?          Can I understand what the Government is and why Britain has one?          Can I understand what it means to be ‘British’?</p>	<p><b>Finance</b>          Can I explain some financial risks we might encounter and how we can avoid them?          Can I understand how retailers try to influence our spending?          Can I discuss the spending decisions people have to make?          Can I explain why budgeting can be helpful and how a budget can be made?          Can I discuss the impact that money can have on people’s emotional wellbeing?          Can I explain the impact spending has on our environment?</p> <p><b>E-Safety</b>          Can I assess the impact of technology on individuals?          Can I explore the dangers of taking personal photos and sharing them online?          Can I explore the dangers of talking to people you don’t know online?          Can I identify cyberbullying and its consequences?          Can I explain how to stay safe on the Internet?</p>	<p><b>Healthy Living</b>          Can I understand the positive and negative influences on health and wellbeing?          Can I evaluate a lifestyle and offer changes that may help a person become healthier?          Can I understand the effects of legal and illegal substances on our bodies and explore ways to say “No”?          Can I reflect on emotional well-being and link this into achieving your personal goals?          Can I create an advertisement that will explain the benefits of buying and eating healthy food?</p> <p><b>SRE</b>          Can I understand how you will feel during puberty?          Can I understand that all relationships and family structures can be different?          Can I describe how you need to change your hygiene behaviours for puberty?          Can I describe the reason for puberty through knowing the different parts of the reproductive systems?</p>
<p><b>Assessment</b></p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.          Ability to answer enquiry questions, both verbal and written.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.          Ability to answer enquiry questions, both verbal and written.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.          Ability to answer enquiry questions, both verbal and written.</p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p>	<p>Oracy – Debating and sharing ideas, advocating for others, asking and answering questions.          Discussions with partners, group work and class discussions.</p>	<p>Oracy – Debating and sharing ideas, advocating for others, asking and answering questions.          Discussions with partners, group work and class discussions.</p>	<p>Oracy – Debating and sharing ideas, advocating for others, asking and answering questions.          Discussions with partners, group work and class discussions.</p>

	Literacy - Use of correct subject specific terminology Presenting ideas/arguments using correct SPAG	Numeracy - Money / Budgeting  Literacy - Use of correct subject specific terminology Presenting ideas/arguments using correct SPAG	Numeracy - Understanding data about healthy living  Literacy - Use of correct subject specific terminology Presenting ideas/arguments using correct SPAG
<b>Cross Curricular Opportunities</b>	Geography: Children of our world		Science: parts of the reproductive systems
<b>SMSC / Character/Careers/Cultural Capital</b> (personal development)	<ul style="list-style-type: none"> <li>• Becoming global citizens</li> <li>• Recognising right and wrong</li> <li>• Social responsibility for self and others</li> <li>• Imagination and creativity.</li> <li>• Understanding British values</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming global citizens through understanding the impact of human actions upon the world</li> <li>• Imagination and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Imagination and creativity.</li> <li>• Tolerance of others and their backgrounds</li> <li>• Mutual respect for the views and ideas of others</li> </ul>
<b>Equality and Diversity</b>	Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units.	Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units.	Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units.
<b>Super Curriculum</b> (personal development)	BBC bitesize - Primary KS2 Citizenship videos Awareness of School Council and participation in voting for School Councillors.	BBC bitesize - Primary KS2 Citizenship videos	BBC bitesize - Primary KS2 Citizenship videos