

CURRICULUM MAP (Long term plan)

SUBJECT : Citizenship

YEAR GROUP Year6

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> ● Human Rights ● Child Rights ● Children around the World ● Moral Choices ● Moral Responsibilities ● Individual Values <p>British Values</p> <ul style="list-style-type: none"> ● Identity ● British Values ● Ruling a Country ● Political Party ● Leadership 	<p>Finance</p> <ul style="list-style-type: none"> ● Looking after Money ● Critical Consumers ● Value for Money and Ethical Spending ● Budgeting ● Money and Emotional Wellbeing ● Money in the Wider World <p>E-Safety</p> <ul style="list-style-type: none"> ● Technology ● Keeping safe online - Photos ● Social Media ● Cyberbullying ● Online Safety 	<p>Healthy Living</p> <ul style="list-style-type: none"> ● Health and Wellbeing ● Lifestyle ● Alcohol and Drugs ● Emotion and Personal Goals ● Media Health <p>RSE Puberty</p> <ul style="list-style-type: none"> ● Puberty ● Emotional Changes ● Relationship and Families ● Body Changes ● Reproductive Organs
<p>Disciplinary knowledge - what skills are practised?</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>Key questions (What is the learning about?)</p>	<p>Rights and Responsibilities 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>British Values 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>Finance 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>E-Safety 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>Healthy Living 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>SRE 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>Assessment</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>Literacy (L), Numeracy (N), Oracy (O) opportunities</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
Cross Curricular Opportunities	Geography: Children of our world		Science: parts of the reproductive systems
Super Curriculum (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
Careers	HT 1 Human rights lawyer ▶ How can I become a huma... HT 2 MP ▶ Member Of Parliament : C...	HT1 Financial Advisor ▶ A Day in the Life of a Financial... HT2 Ethical Hacker ▶ A Day in the Life of an Ethical ...	HT1 GP ▶ A career in general practice HT2 Youth Worker ▶ Youth worker
Equality and Diversity Gender Disability Religion Race Sexuality	Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units. Differences and diversity KS2 Citizenship Primary - BBC Bitesize	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.
Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p>We aim to ensure that our pupils are respectful and tolerant of all people and that they celebrate the uniqueness in everyone. Teaching British Values is fundamental and we ensure that we:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • enable students to distinguish right from wrong and to respect the civil and criminal law of Britain • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures 		

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| | <ul style="list-style-type: none">● encourage respect for other people● encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain● encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. |
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