

CURRICULUM MAP (Long term plan)

SUBJECT : Citizenship

YEAR GROUP : Year 5

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Feelings</p> <ul style="list-style-type: none"> ● Building trust with peers ● Understanding a wide range of feelings ● Identifying positive and negative feelings ● Case study - human responses to emotions ● Emotions through facial expressions ● Listening to feelings and reacting to them <p>Safety</p> <ul style="list-style-type: none"> ● Firework safety ● Identifying emergencies ● Fire safety/drills/warning alarms ● Safety in the home ● Hazards within the home ● Road safety (create presentations) 	<p>Bullying</p> <ul style="list-style-type: none"> ● Defining bullying ● Cyber bullying ● Staying safe online ● The definition and impact of stereotyping ● Tackling bullying (create presentations) <p>Environment</p> <ul style="list-style-type: none"> ● Use of energy and the environment ● Human responsibility towards the environment ● Recycling ● How to reduce waste ● What is global warming ● Tackling global warming ● Human impact on the environment 	<p>Community</p> <ul style="list-style-type: none"> ● What is identity and diversity ● What is a community ● Creating a community ● The rule of law and its relation to community ● Impact of breaking the law ● Local government ● National government ● Democracy ● Human rights <p>RSE Puberty</p> <ul style="list-style-type: none"> ● Body changes during puberty ● Why the body changes ● Importance of personal hygiene ● The need to change hygiene routines ● Changes to emotions during puberty ● How to cope with strong emotions
<p>Disciplinary knowledge - what skills are practised?</p>	<p>Talking and writing about opinions. Problem solving Summarising and interpreting information Listening to others Reflecting on spiritual, moral, social and cultural issues, using</p>	<p>Talking and writing about opinions. Problem solving Summarising and interpreting information. Reflecting on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>	<p>Talking and writing about opinions. Problem solving Summarising and interpreting information. Reflecting on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. Develop relationships through work and play.</p>

	<p>imagination to understand other people's experiences. Develop relationships through work and play.</p>	<p>Develop relationships through work and play.</p>	
<p>Key questions (What is the learning about?)</p>	<p>Feelings Can I understand what Citizenship is? Can I recognise a wide range of feelings? Can I explain positive and negative feelings? Can I learn about our body's response to different types of emotions? Can I understand how our facial expressions show emotion? Can I identify what to do if I feel uncomfortable?</p> <p>Safety Can I think about how I would react in an emergency? Can I understand what we mean by an emergency? Can I understand the importance of fire safety? Can I understand and explain how to keep safe in my home?</p>	<p>Bullying Can I understand what makes a bully? Can I explain what cyberbullying is and how we can stay safe online? Can I identify what a stereotype is and how to challenge it? Can I show an understanding of bullying by creating an anti-bullying presentation? Can I practise and present my anti-bullying presentation?</p> <p>Environment Can I understand what we mean by the term environment and begin to think about our own energy use? Can I explain why we need to be responsible in our care for the environment? Can I demonstrate steps that we can take to ensure we are responsible for our waste?</p>	<p>Community Can I explore my identity and understand what the term diversity means? Can I reflect on our community and my role within it? Can I create an ideal community? Can I explain why and how laws are made and identify what might happen if laws are broken? Can I discuss the terms democracy and human rights in relation to local government? Can I discuss the terms democracy and human rights in relation to national government?</p> <p>SRE Puberty Can I set some respectful ground rules I will use in the classroom? Can I understand that puberty will cause physical changes? Can I reflect on why physical changes occur during puberty? Can I think about how I may need to change my personal hygiene and cleanliness during puberty? Can I evaluate how puberty may change me emotionally and the relationships I have?</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>Literacy - Use of correct subject specific terminology</p>	<p>Literacy - Use of correct subject specific terminology</p>	<p>Literacy - Use of correct subject specific terminology</p>

	<p>Presenting ideas/arguments using correct SPAG</p> <p>Oracy – Debating and sharing ideas, advocating for others, asking and answering questions. Discussions with partners, group work and class discussions.</p>	<p>Presenting ideas/arguments using correct SPAG</p> <p>Numeracy - Understanding percentages when talking about the environment</p> <p>Oracy – Debating and sharing ideas, advocating for others, asking and answering questions. Discussions with partners, group work and class discussions.</p>	<p>Presenting ideas/arguments using correct SPAG</p> <p>Numeracy - Understanding timelines</p> <p>Oracy – Debating and sharing ideas, advocating for others, asking and answering questions. Discussions with partners, group work and class discussions.</p>
Cross Curricular Opportunities	Food & Nutrition - kitchen safety	ICT - online safety Geography - global warming	Science: Biology - puberty
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	Nurse Firefighter	Social worker YouTuber	Community support jobs Paramedic
Equality and Diversity Gender Disability Religion Race Sexuality	<p>Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units.</p> <p>Differences and diversity KS2 Citizenship Primary - BBC Bitesize</p>	<p>Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units.</p>	<p>Diverse representation used with slides presented to children. Representation and discussion of the wide variety of family units.</p>
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 		

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| | <ul style="list-style-type: none">● 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● 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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