

Becoming an Active Citizen (Y6)

What you have already learnt in Year 5:

- You know what democracy is and how a democratic government works
- You have taken part in democratic events in school (eg: voting for school council, mock election)
- You understand the consequences of breaking the law and how the criminal justice system works in the UK
- You know how to access local and national support groups both on and offline
- You know that circumstances in other countries and cultures may be different from our own
- You understand why some people have chosen to leave their country and migrate to the UK
- You understand the difference between economic migrant, asylum seeker and refugee
- You know about Fair Trade and what it means
- You know that individual and community rights and responsibilities need to be considered when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)
- You understand that choices we make as individuals, a community and a nation impact internationally
- You understand that 'poverty' might have different meanings to different people in different circumstances
- You recognise and challenge stereotypes
- You know where to find impartial advice to inform my decision making and understand about media bias
- You can express your views confidently and listen to and show respect for the views of others
- You can talk and write about your opinions confidently and listen to and show respect for the opinions of others
- You can resolve differences, looking at alternatives, making decisions and explaining choices

Opportunities for teaching diversity, equality and expanding cultural capital

- Invite Simon Carson in to teach The Game of Actual Life.
- Fiver Challenge - all children are given £5 to start up their own business. How much money can they make from £5?

What you will have learnt by the end of Key

Stage 2:

By the end of Key stage 2, you will have developed a secure understanding of the different types of rules we have and why we have them. You will begin by exploring rules in school and at home, how these are similar and different before learning about UK laws. You will learn about our 'British Values' and be able to apply these to different kinds of sensitive topics and issues. You will learn about the media and how it can be bias. As you reach year 5/6, you will begin to critique the media and how they present information, weighing up the positives and negatives. You will have a secure understanding of how circumstances are very different in other countries and why this might make people leave their country. Finally, you will learn about Human Rights, what they are and why they are important. Legislation you will become familiar with is the United Declarations of the Rights of the Child.

Key Skills

Personal Effectiveness

- Strategies for identifying and accessing appropriate help and support

Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision making and behaviour)
- Respect others' right to their own beliefs, values and opinions
- Recognising, evaluating and utilising strategies for managing influence

Managing risk and decision making

- Identify links between values and beliefs, decisions and actions
- Making decisions

What you will have learnt by the end of this unit.

- You will understand how democracy works in the UK at a local, regional and national scale
- You will understand that there are other forms of government that are not democratic and can give some examples of these
- You will understand what being part of a community means and can take part more fully in school and community activities
- You will understand the mental health benefits of community participation and volunteering
- You will demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment
- You will understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child
- You will understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment
- You will research, discuss and debate topical issues, problems and events
- You will appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation
- You will become aware of how the media present information and that the media can be both a positive and negative influence
- You will critique how the media present information
- You will be able to discuss controversial issues on a sensitive manner such as terrorism, racism and migration

Skills and knowledge I may use from other subjects:

English:

You will continue to develop skills learnt in reading such as being able to discuss information you have read to aid your understanding, identifying themes and checking that what you have read makes sense to you. You will be able to practice summarising, retrieving and recording information from non-fiction texts. You will continue to develop handwriting skills such as letter formation and joined up handwriting. You may be asked to write in different styles of writing such as a short story or diary entry.

Geography:

You will embed your knowledge of countries around the world and what difficulties they face. You will learn about Fair Trade and why it is important.

Key Vocabulary

advice - an idea offered as help in making a choice or decision
aggressive - mean or unfriendly in one's actions
anti-social - hostile or unfriendly
asylum seeker - one who seeks safety in another country
bias - an opinion that does not let one be fair
choice - the act of picking and choosing
community - a particular area where people live
consequences - something that happens as a result of something else
culture - the language, customs, ideas and art of a particular group of people
decision - the act of making up one's mind
empathy - feeling or sharing another's emotions, situation or attitude
Fair Trade - an agreement made by which sellers receive fair wages for goods produced in a developing country
global - having to do with the whole earth
government - a group of people that has power or authority to make laws and important decisions
homophobia - an extreme fear or hatred of homosexuals or homosexuality
impartial - not favouring one more than another
international - dealing with two or more countries or what happens between two or more countries
laws - a set of rules that people in a society must follow
local - having to do with a particular place such as a town or neighbourhood
migrants - a person who travels from another country to find work
national - something about an entire nation
offline - not connected to or controlled by a computer
online - connected to or reached through a computer or computer network
participate - to take part
racism - the opinion or belief that a particular race of people is better than another race or races
refugee - a person who is forced to leave their home or country to seek safety or protection
respect - treating someone how you would want to be treated
resolve - to deal with or address in a successful way
rules - a law or direction that guides behaviour or action
society - the members of a community or group considered together
stereotypes - an oversimplified and often inaccurate conception held in common by many people
travellers - a group of people who travel
tolerance - the willingness to accept people whose race, religion, opinions or habits are different from your own

Overview and Recap

We are learning about how British democracy works and that it is not the same in all countries. We are also learning about participating in the community and how it can improve our mental health. We are learning about our human rights. We are learning about topical issues and how to broach and discuss these sensitively, including things like racism and the benefits of being a multi-cultural nation.

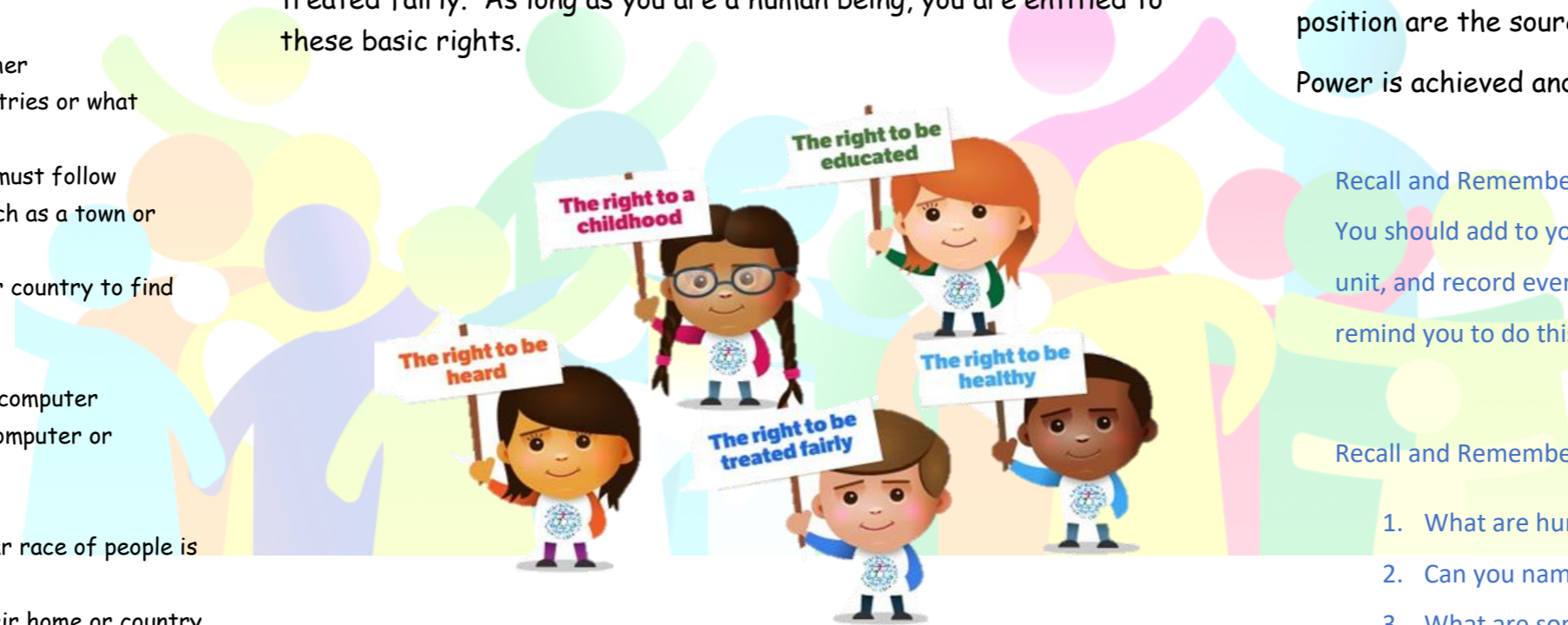
You should already know:

- That the UK runs through a democratic government.
- That all humans have rights and responsibilities.
- Why people leave their countries and migrate to the UK.
- What stereotypes are and how to challenge these.

Rights and Responsibilities

Human Rights:

Human rights are laws set by governments to ensure that humans are treated fairly. As long as you are a human being, you are entitled to these basic rights.



Community work

Some benefits of working/volunteering in your community are:

1. Meeting new friends outside of your normal circle.
2. Feeling connected to people around you.
3. Sharing your voice and opinions with like-minded people.
4. Feeling like you are making a difference.
5. Helping other people feel good.
6. You may find a new passion or hobby!



Types of Leadership

Monarchy

Head of state is a hereditary position (e.g. King/Queen)

Constitutional Monarchy

The King or Queen is only the ceremonial head of state.

Real power lies in another branch of Government.

Republic (Democratic)

People are the source of the authority.

The Government is made up of representatives elected by the people.

Dictatorship

Politicians and/or the military hold power. Wealth and social position are the source of the leaders' authority.

Power is achieved and maintained through force.

Recall and Remember!

You should add to your knowledge mind map throughout the unit, and record everything you have learnt. Your teacher will remind you to do this regularly.

Recall and Remember Quiz!

1. What are human rights and why do we have them?
2. Can you name all of the Human Rights?
3. What are some of the benefits of working/volunteering in the community?
4. Describe the different types of leadership.
5. How does the media present information? What are some good and bad things about how the media do this?