

ACTIVE CITIZENSHIP	YEAR 2
--------------------	--------

THEME OVERVIEW		PROJECT OUTCOMES	
In this project the children will work to create a wildlife area within the school grounds. This will then be accessible to all children to support with the science and geography curriculum. They will conduct surveys and then create an environment based on what they discover.		Aiming to increase the amount of wildlife in the immediate area around the school. The project aims to promote the encouragement of wildlife in our local area.	
SKILLS FOCUS	SUGGESTED SEQUENCE FOR LEARNING		
<p><b><u>National Curriculum Coverage for Citizenship:</u></b></p> <p><u>Preparing to play an active role as citizens</u> 2. Pupils should be taught: to take part in discussions with one other person and the whole class; to take part in a simple debate about topical issues; to recognise choices they can make, and recognise the difference between right and wrong; to agree and follow rules for their group and classroom, and understand how rules help them; to realise that people and other living things have needs, and that they have responsibilities to meet them; that they belong to various groups and communities, such as family and school; what improves and harms their local, natural and built environments and about some of the ways people look after them; to contribute to the life of the class and school;</p> <p><b><u>Sutton Park Skills Progression for Citizenship:</u></b></p> <p><b>Citizenship – ‘Preparing to play an active role as citizens ‘</b></p> <ul style="list-style-type: none"> <li>I can take part in a simple debate about topical issues</li> <li>I realise that people and other living things have needs and that I have a responsibility to meet them</li> <li>I can explain various groups and communities that I belong to</li> <li>I can explain what improves and harms my local area, natural and built environments and about some of the ways people look after them.</li> </ul>	<p><b>Lesson 1:</b> <b>I can take part in a simple debate about topical issues</b> <b>I can explain various groups and communities that I belong to</b> <b>I realise that people and other living things have needs and that I have a responsibility to meet them</b></p> <p>Remind children about citizenship – what can they remember from previous years? Discuss definition. Identify ways in which to become a more active citizen within the local community but particularly our school. Ask children how they think we could improve the environment at school. What do we already have? What would you like to have? Children to walk around the school grounds and identify areas that are good enough and areas that need developing.</p> <p>Take photos and annotate.</p>	<p><b>Lesson 2:</b> <b>I can take part in a simple debate about topical issues</b> <b>I realise that people and other living things have needs and that I have a responsibility to meet them</b> <b>I can explain what improves and harms my local area, natural and built environments and about some of the ways people look after them.</b></p> <p>Identify who and what can help. Guide pupils into identifying that various charities support wildlife conservation. Hold discussion on how we can contact them. (Opportunity to link with computing – twitter) Contact various charities and ask for advice in how to improve our pond environment.</p>	<p><b>Lesson 3:</b> <b>I can explain what improves and harms my local area, natural and built environments and about some of the ways people look after them.</b></p> <p>Look at various websites with good examples and ideas. <a href="https://www.rspb.org.uk/birds-and-wildlife/advice/gardening-for-wildlife/plants-for-wildlife/planting-plan-for-wildlife-gardens/">https://www.rspb.org.uk/birds-and-wildlife/advice/gardening-for-wildlife/plants-for-wildlife/planting-plan-for-wildlife-gardens/</a> <a href="https://www.wildlifetrusts.org/actions/how-start-wildlife-garden-scratch">https://www.wildlifetrusts.org/actions/how-start-wildlife-garden-scratch</a> <a href="https://www.nationaltrust.org.uk/features/nine-ways-to-build-a-wildlife-friendly-garden">https://www.nationaltrust.org.uk/features/nine-ways-to-build-a-wildlife-friendly-garden</a></p> <p>Children to design their ideal version of our wildlife area. Need to include pond, wildlife habitats e.g. bug hotel, hedgehog house, planting, bird house, butterfly house etc. and say why they are including their features.</p>
		<p><b>Lesson 4:</b> <b>I can explain what improves and harms my local area, natural and built environments and about some of the ways people look after them.</b> <b>I realise that money comes from different sources and can be used for different purposes</b></p>	<p><b>Lesson 5:</b> <b>I can explain what improves and harms my local area, natural and built environments and about some of the ways people look after them.</b> <b>I can consider social and moral dilemmas that they come across in everyday life</b></p>

<ul style="list-style-type: none"> <li>• I realise that money comes from different sources and can be used for different purposes</li> <li>• I can consider social and moral dilemmas that they come across in everyday life</li> </ul>	<p>Pupils work in groups choose their final design. Go to the area and mark out what will go where and make sure that we choose suitable places for everything that we need.</p> <p>Look at how much some of the plants etc will cost and where we can get them from. Write a letter to Mrs Lee explaining that we need £££ to create our school wildlife area and persuade her to give us the money.</p>	<p><b>I realise that people and other living things have needs and that I have a responsibility to meet them</b></p> <p>Discuss how we are going to make sure that the area is looked after and is sustainable for future children to use it. Put a plan in place for upkeep. Eg. Signs around the area, a timetable for people to keep it tidy, ensure it's locked when not in use etc.</p> <p>Create the area. Will need support with completing the pond, planting and putting up animals houses on the walls. Need to speak to caretaker.</p> <p>Will take several days.</p>	<p>Monitor impact, time to reflect and complete another survey. Have we now got more wildlife in school? Share outcomes on social media with potential to reach out to local media (news/radio) to promote pupils' journey and impact on our school.</p>
---	---	--	--