

ACTIVE CITIZENSHIP	YEAR 3/4 Spring Term
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THEME OVERVIEW		PROJECT OUTCOMES		
In this project the children will work alongside the local council road safety department, with the aim to produce road safety signs to make drivers aware of the presence of children in the area. Year 3 children will take part in pedestrian skills training, whilst Year 4 children have a refresher presentation. Pupils will contact local authority and design potential signs.		Aiming to increase road safety in the local area around the school. The project aims to promote road safety alongside the local council.		
SKILLS FOCUS	SUGGESTED SEQUENCE FOR LEARNING			
<p><u>National Curriculum Coverage for Citizenship:</u></p> <p><u>Preparing to play an active role as citizens</u> 2. Pupils should be taught: a. to research, discuss and debate topical issues, problems and events; d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; f. to resolve differences by looking at alternatives, making decisions and explaining choices; g. what democracy is, and about the basic institutions that support it locally and nationally; h. to recognise the role of voluntary, community and pressure groups; i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; k. to explore how the media present information.</p>	<p>Lesson 1: I can research, discuss and debate topical issues, problems and events I can explore different types of responsibility, rights and duties at home, at school and in the community</p> <p>Re-cap citizenship; Identify ways in which to become a more active citizen within the local community. Ask children how they travel to school and, of those who walk, how they feel when walking to school with regards to traffic.</p> <p>Take children on a walk around immediate local area to take notes on traffic, speed, frequency of vehicles, and signage.</p>	<p>Lesson 2: I can research, discuss and debate topical issues, problems and events I know that resources can be allocated in different ways and that these economic choices affect individuals, communities I can consider social and moral dilemmas that I come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)</p> <p>Identify who and what can help. Guide pupils into identifying that road issues are sorted by the local council. Hold discussion on how we can contact them. (Opportunity to link with computing – emailing)</p>	<p>Lesson 3: I can research, discuss and debate topical issues, problems and events I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom I can consider social and moral dilemmas that I come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)</p> <p>Pupils research, discuss and share ideas on how to promote awareness of children in the area and reducing speed. By the end of the lesson, pupils will know who to contact and how and mind map ideas of what to say. Have an understanding that success will be the council agreeing to put at least one sign up.</p>	
<p><u>Sutton Park Skills Progression for Citizenship:</u></p> <p>Citizenship – ‘Preparing to play an active role as citizens ‘</p> <ul style="list-style-type: none"> I can research, discuss and debate topical issues, problems and events 	<p>Lesson 4: I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom I can consider social and moral dilemmas that I come across in life (for example, encouraging respect and understanding</p>	<p>Lesson 5: I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom I know that resources can be allocated in different ways and that these economic choices affect individuals, communities</p>	<p>Lesson 6: I can explore different types of responsibility, rights and duties at home, at school and in the community I know that resources can be allocated in different ways and that these economic choices affect individuals, communities</p>	

<ul style="list-style-type: none"> • I can explore different types of responsibility, rights and duties at home, at school and in the community • I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • I know that resources can be allocated in different ways and that these economic choices affect individuals, communities • I can consider social and moral dilemmas that I come across in life (for example, encouraging respect and understanding between different races and dealing with harassment); 	<p>between different races and dealing with harassment)</p> <p>Pupils work in groups to design 'Children in Area' posters to be made into potential signs (flyers/petitions if council not willing to agree to signage). Ensure pupils show an awareness of race and gender equality by not only displaying white children in posters. Discussion in inclusivity and how to promote this and ensure everyone feels welcome and part of the community.</p>	<p>Use their designs to create final signs to be sent to council. Ensure pupils have an understanding that funding may be limited in the area and that they may need a backup plan if these are not successful with the council. Opportunities to discuss why funding might be limited within the area.</p>	<p>Monitor impact, time to reflect and report your story. Share outcomes on social media with potential to reach out to local media (news/radio) to promote pupils' journey and impact.</p>
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