

ACTIVE CITIZENSHIP	Year 5 Spring Term
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THEME OVERVIEW	PROJECT OUTCOMES		
In this project the children will work as a team to research global warming and the effects that this is having on the environment. They will look at how the media portrays environmental issues and what effect this is having on the rest of the world. The children will use this information to create a plan on how they can help clean up the beaches in our local area. They will then use this to make an advertisement about how everyone around the world can do their bit.	Aiming to raise awareness of global warming and help clean up their local area. To become more aware of how to be sustainable.		
SKILLS FOCUS	SUGGESTED SEQUENCE FOR LEARNING		
<u>National Curriculum Coverage for Citizenship:</u>			
<p><u>Preparing to play an active role as citizens</u></p> <p>2. Pupils should be taught:</p> <p>a. to take part in discussions with one other person and the whole class;</p> <p>c. to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>d. to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>e. to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>g. what improves and harms their local, natural and built environments and about some of the ways people look after them;</p> <p>i. to realise that money comes from different sources and can be used for different purposes</p>	<p>Lesson 1: I can discuss different types of responsibilities and know that these can sometimes conflict with each other.</p> <p>Re-cap citizenship; Identify ways in which to become a more active citizen (link to local/national level depending); Choose an issue to address (global warming) and research what global warming is.</p>	<p>Lesson 2: I know what democracy is, and about the basic institutions that support it locally and nationally. I can discuss different types of responsibilities and know that these can sometimes conflict with each other.</p> <p>Identify who and what can help with the effects global warming is having on the environment. Plus look at how this issue is portrayed by the media.</p>	<p>Lesson 3: I can make real choices and decisions (for example, about issues affecting their health and wellbeing) on the use of scarce resources.</p> <p>Decide what kind of action you will take (litter picking/clean-up of a local beach). Make a plan of how they could have an impact on helping the environment.</p>
<u>Sutton Park Skills Progression for Citizenship:</u>			
<p>Citizenship – ‘Preparing to play an active role as citizens ‘</p> <ul style="list-style-type: none"> that there are different kinds of responsibilities, rights and duties at home, at school and in the community, 	<p>Lesson 4: I can make real choices and decisions (for example, about issues affecting their health and wellbeing) on the use of scarce resources. I can discuss different types of responsibilities and know that these can sometimes conflict with each other.</p> <p>Plan activity (how will they get there in the most environmentally friendly way? How</p>	<p>Lesson 5: I can make real choices and decisions (for example, about issues affecting their health and wellbeing) on the use of scarce resources. I can recognise the role of voluntary and community groups</p> <p>Carry out project at a local beach of their choice.</p>	<p>Lesson 6: I know what democracy is, and about the basic institutions that support it locally and nationally. I can recognise the role of voluntary and community groups</p> <p>Monitor impact, time to reflect and report your story by making an advertisement to raise awareness of this issue.</p>

<p>and that these can sometimes conflict with each other;</p> <ul style="list-style-type: none">• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;• what democracy is, and about the basic institutions that support it locally and nationally;• to explore how the media present information.	<p>much will it cost? Do they need to raise money? Where will they have lunch? How will they dispose of the litter they pick? What resources will they use? What roles will each child have? Are they working in pairs or in groups?)</p>		
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