

ACTIVE CITIZENSHIP	YEAR 6 Summer Term
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<b>THEME OVERVIEW</b>	<b>PROJECT OUTCOMES</b>
In this project, pupils will work collaboratively and independently to raise money for a charity to make a global impact. They will use democracy skills to suggest and vote for a chosen charity that the majority are passionate about.	Aiming to develop the children’s knowledge of how to effectively fund-raise to make the most profit and how to distribute this to a charity that can make a global impact. Pupil’s will also learn about fund-raising over time and working together to meet an end goal.

<b>SKILLS FOCUS</b>	<b>SUGGESTED SEQUENCE FOR LEARNING</b>		
<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:  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;  e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences;  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;</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>	<p><b>Lesson 1:</b>  <b>I can discuss different types of responsibilities and know that these can sometimes conflict with each other</b>  <b>I can recognise the role of voluntary, community and pressure groups</b></p> <p>Introduce children to citizenship – explaining/recapping what it is and means.</p> <p>Explore the meaning of citizenship and what it means to be an active citizen. Focus on responsibilities that we have within our lives (personal, social, local, national, global) and how our actions can impact negatively or positively on this. Ensure understanding that sometimes our responsibilities can conflict with each other (example: needing to buy food, but it coming in packaging that is adding to environmental issues; needing paper to print on etc, but this impacting on deforestation in other countries).</p> <p>Explain the role of voluntary, community and pressure groups (activists - <a href="https://www.bbc.co.uk/bitesize/clips/zpfmpv4">https://www.bbc.co.uk/bitesize/clips/zpfmpv4</a>) and how they are working to make a change.</p>	<p><b>Lesson 2:</b>  <b>I know what democracy is, and about the basic institutions that support it locally and nationally</b>  <b>I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</b></p> <p>Recap on what citizenship is and what it means to be an active citizen.  Explain that over this project we are going to be looking at how to be an active citizen and try and make a global impact and supportive change.  Discuss democracy and what this means – ensure pupils understand how this works within local environment as well as nationally and begin to explore this globally.</p> <p>Pupils to research different charities in groups and find one that they think will be the one that should be the focus for the year.  Present findings to Year Group and try and persuade them to choose this charity.</p> <p>Pupils then take a democratic vote to identify the chosen charity for the year.</p>	<p><b>Lesson 3:</b>  <b>I can make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</b></p> <p>Share information about pupils’ chosen charity and what impact raising money could have (often websites will show what each value of money can do) so pupils have a clear understanding of what they’re working towards.  Ask pupils on what, realistic, goal they would like to hit by the end of the year. Then focus on how they are going to achieve this sum through fund-raising.</p> <p>Explain that as a cohort, we will do one large fun-raise each term but then it is on them to do extra fund-raising outside of school. Pupils to work in teams to research best ways to fund-raise.</p>

<ul style="list-style-type: none"> <li>• I know what democracy is, and about the basic institutions that support it locally and nationally;</li> <li>• I can discuss different types of responsibilities and know that these can sometimes conflict with each other</li> <li>• I can recognise the role of voluntary, community and pressure groups</li> <li>• I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;</li> <li>• I can make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);</li> </ul>	<p><b>Lesson 4</b>  <b>I can make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</b></p> <p>Ask pupils to share what being a citizen means and how they can become more active within society to make changes. Discuss the process so far, and the journey we have made. Focus on the next steps to be successful.</p> <p>Pupils work in teams to begin to map out a journey of fund-raising. Identify where the large cohort fund-raising will come and what it will be to become most successful (explain that we can have £10 to start us off – if they want to sell something at break times, for example). They then need to identify what they are going to do personally to fund-raise. Ensure pupils understand that these will need to be advertised well in order for them to be successful.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.savethechildren.org.uk/how-you-can-help/events-and-fundraising/fundraising-ideas">https://www.savethechildren.org.uk/how-you-can-help/events-and-fundraising/fundraising-ideas</a></li> <li>• <a href="https://www.groundwork.org.uk/a-z-of-fundraising-ideas-for-schools-and-children/">https://www.groundwork.org.uk/a-z-of-fundraising-ideas-for-schools-and-children/</a></li> <li>• <a href="https://www.nspcc.org.uk/support-us/charity-fundraising/do-your-own-fundraising/a-z-fundraising-ideas/">https://www.nspcc.org.uk/support-us/charity-fundraising/do-your-own-fundraising/a-z-fundraising-ideas/</a></li> </ul> <p>Cohort Ideas: Singing performance (Christmas), Bingo evening, dress up day (need to write letter to Mrs Lee requesting), Film night, Name The...,</p>	<p><b>Lesson 5:</b>  <b>I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</b>  <b>I can make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</b></p> <p>Carry out project throughout the rest of the year, evaluating each step as they progress and adapting process when needed.</p> <p>Steps:</p> <ul style="list-style-type: none"> <li>- Create fund raising activity, advertising it appropriately.</li> <li>- Take part in activity as a group (allocating key roles).</li> <li>- Celebrate personal fund-raisers</li> </ul> <p>Keep grand total a secret as each sum is added to it – the final total will be revealed during Year 6 Graduation Assembly.</p>	<p><b>Lesson 6:</b></p> <p>Towards end of the year, regroup and discuss the things that have been done throughout the year. Explore that has been successful and why and identify areas that weren't as successful and what could be done differently to have improved these (was more advertising needed? Was it not popular enough?).</p> <p>During Year 6 Graduation, share the final total.</p> <p>(Charity could be informed of total prior to assembly to get a message from to read out)</p>
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	Personal Ideas: X-a-thons, car washing, taking part in a race, sell old toys, bake sale, sponsored events, head shave,		
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