

Citizen Me

In this theme students consider what it means to be part of a community. This is explored at a family, religious, school and national level. Many ideas in this theme relate to Citizenship. Students will initially consider the best conditions for learning and how these can be safe-guarded by a class charter that outlines rights and responsibilities. Further to this, students will develop ICT skills and explore the issue of e-safety. The central theme of identity is discussed in the contexts of religion and nationality and students are encouraged to view diversity as a key strength of the United Kingdom. As the idea of community is brought into focus, students will also consider how politics is a tool for change and how MPs are an integral part of this. The family heritage project underlines the whole theme connecting family life with concepts learned in the classroom.

In this theme I will learn...

- To describe the 7 nutrients needed for a balanced diet.
- To know the main political parties of the UK, recognise voting as an act of citizenship and describe the role of government.
- The importance of community involvement.
- To describe what land uses are and identify a variety of land uses in our local area
- The importance of symbols in our daily lives
- The importance of symbols within Christianity and other religions.
- The main issues we are facing as a global community.
- To describe religious festivals and explore the importance of them.
- Ways in which a building could be eco-friendly.
- To use features of narrative writing.
- To use a range of software tools in Microsoft Word.
- To use a range of software tools in Microsoft PowerPoint.
- The importance of being responsible and safe when using the road.
- To understand the rights of children.
- To understand the importance of making asylum seekers feel welcome in the community.
- To understand the significance of famous speeches in history and how speeches can be used to convey important messages.

In this theme the skills I will develop will be...

- Able to describe the benefit of a balanced diet.
- Able to consider my future aspirations and how I can reach them.
- Able to develop my map reading and map drawing skills.
- To learn how to plan and create a news report.
- To be able to mind map and write a discursive essay.
- Research and application.
- Analyse features of narrative writing and apply these features in my own writing.
- Apply the use of a range of software tools in Microsoft Word to produce a document.
- Apply the use of a range of software tools in Microsoft PowerPoint to produce a document.
- The use Dramatic techniques to create and perform an original campaign.
- Presenting and performing skills.
- To identify and understand the key points of a text.
- To evaluate the barriers that exist that prevent children accessing their rights.
- To analyse written speech and use the features to organise my ideas and write my own persuasive speech for a specific purpose.

Competencies studied as part of this theme:

Competency	Emerging	Developing	Proficient	Advanced
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PS.PR.01: Defines and demonstrates respect for self, others, and property.	Lists ways to identify self-respect, respect for the others and the environment.	Demonstrates respect inconsistently. Defines honesty (full-truth vs half-truth).	Consistently demonstrates respect for self, others, and property in a variety of situations. Describes different levels of honesty.	All of proficient and holds themselves responsible for their own actions.
*PS.PR.02: Demonstrates honesty and responsibility to oneself and others (respect).	Describes examples of responsibility.	Describes examples of accountability and responsibility.	Demonstrates accountability and responsibility consistently in a variety of situations.	Helps others with accountability and responsibility in a variety of situations.
*SE.HE.02 Evaluate the impact groups, individuals or institutions have within societies.	Identify the impact of an individual, group or institution.	Describe the impact of an individual, group or institution.	Explain how an individual, group or institution has impacted upon society.	Analyse how individuals, groups or institutions have impacted upon society.
*SE.HU.03 Analyse the origins and dynamics of culture and society, and political identities.	Define culture and society.	Explain how societies and cultures impact upon each other.	Evaluate the impact societies and cultures have on each other.	Analyse social, cultural and political change.
*PS.CSV.03 Understands the importance of community involvement.	Observes volunteers at a community event. May have participated as a volunteer in the past and can describe the experience.	Plans for a volunteering experience but could have considered needs better. Self-reflects on planning process.	Brainstorms areas of personal interest and community needs prior to volunteering. Reports and explains volunteer experience.	Coordinates a volunteer experience with a small group. Presents to peers about their experience. Evaluates the experience with clear expectation and improvements for future events.
*PS.HL. 03: Understands how the human body is affected by behaviours related to eating habits.	Identifies components of the food pyramid.	Describes components of the food web.	Creates and follows a nutritional plan that is supported by most recent research.	Creates and follows a nutritional plan that is supported by most recent. Research.
C.OT.02: Generate and express a variety of original thoughts and ideas.	Imitate existing ideas.	Imitate existing ideas with some variation.	Generates unconventional ideas.	Generates a range unconventional ideas.
Competency	Emerging	Developing	Proficient	Advanced

SE.GE.02: Analyse and evaluate the physical and human features of places in a range of locations, contexts and scales.	List some of the geographical features of places with support.	Recognise the geographical features of places with support.	Identify and make simple statements about the geographical features of places with support.	Describe geographical features of a specific location.
C.EI.03: Express yourself in an innovative and collaborative manner.	Beginning to add details expands or develops ideas with assistance.	Adds details, expands or develops ideas with assistance.	Expands, develops and embellishes ideas by adding details.	Expands, develops and embellishes ideas by adding details and making changes.
SE.RE.02: Evaluate personally and critically religious traditions (learning from religion)	Identify what influences them, making links between aspects of their own and others' experiences	Ask important questions about religion and beliefs, linking their own and others' responses	Make links between values and commitments, and their own attitudes and behaviour	Begins to raise and suggest answers to questions of identity
SE.HU.03: Analyse the origins and dynamics of culture and society, and political identities	Describe how societies and cultures impact upon each other.	Explain how societies and cultures impact upon each other.	Evaluate the impact societies and cultures have on each other.	Analyse social, cultural and political change
PS.HL.01: Identify safety procedures for various leisure activities.	Identifies general risks in day to day life.	Describes risks in day to day life.	Explains risk in day to day life with some suggestions of how to minimise them.	Analyses risks in day to day life and suggests ways to minimise them.
C.DR.01: Using a range of dramatic approaches to explore ideas, texts and issues	Participates in dramatisations for others in the class, based on work they have done. May take on a role for a limited time in dramatic situation.	Participates in dramatisations for others in the class, based on work they have done. Able to take on a simple roles and maintain them for a short periods.	*Participates in dramatisations for others in the class, based on work they have done. Begins to develop ways to explore in role a variety of situations	Presents dramatisations to others in the class, based on work they have done. Uses improvisation and work in role to explore characters and situations.
CL.WP.06: Demonstrate command of the conventions of Standard English grammar and usage, capitalisation, punctuation, and spelling when writing (SPaG) (Writing a speech)	Writes simple and compound sentences (some complex with errors). Writes with some control of agreement and sentence construction.	Uses a variety of sentence forms linked in a variety of ways (some subordination with errors). Writes with some control of agreement and sentence construction.	Uses a variety of sentence forms and structures (mostly accurate). Writes with control of agreement, punctuation and sentence construction.	Accurately uses a variety of sentence forms and structures with more sophisticated conjunctions. Writes with control of agreement and sentence construction for effect.

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RL.ID.01a: Read closely to determine what the text says explicitly (Reading speeches)	Attempts to select information in response to a specific question but selection of points may be incomplete, or imbalanced, or reveal partial understanding of the text.	Identifies and understands the majority of key points in a text.	Identifies and understands the majority of key points in a text and can draw information from different points in a text or across different texts, linking the information to answer a specific question.	A range of key points identified across a text, with some attempt to summarise and synthesise points from different places in the text.
*TL.IT.01: Level 1 Explain, demonstrate and justify the use of Information Technology.	Collects, organises and presents data and information in digital content.	Uses a variety of software to manipulate and present digital content: data and information.	*Makes judgements about digital content when evaluating and repurposing it for a given audience.	Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. Recognises the audience when designing and creating digital content.
*RL.ID.01a: Read closely to determine what the text says explicitly	Attempts to select information in response to a specific question but selection of points may be incomplete, or imbalanced, or reveal partial understanding of the text.	Identifies and understands the majority of key points in a text.	*Identifies and understands the majority of key points in a text and can draw information from different points in a text or across different texts, linking the information to answer a specific question.	A range of key points identified across a text, with some attempt to summarise and synthesise points from different places in the text.

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How do I shape my community and how does my community shape me?

