Logo, company name

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**DRIVING QUESTION: How do I shape my community and how does my community shape me?**

The intention of this theme is to expand student awareness of what it means to be part of a community. This is explored at local, national, and international level as well as secular and religious community structures. Students will consider the benefits of pluralism, diversity, and British Values. 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. Students will learn about inspiring people and will contemplate the qualities of a person who is an inspirational global citizen. Students will collaborate with their peers to create a class charter and reflect on the importance of community.

As the theme progresses, the focus will move towards a social and environmental context and students will start to directly address how planet earth rules the way we live our lives.

**Knowledge**

In this theme students will learn about:

* The meaning of rules and responsibilities and the difference between them
* The importance of class rules
* The creation of the universe from a scientific and religious perspective
* The names of the major continents and oceans of the world
* The names of countries that make up the UK and the location where our community is
* The definition of longitude and latitude (Atlas Skills)
* The meaning of a range of poetic conventions
* The definition of identity and what makes us who we are
* The food groups and nutrients within different types of food.
* The meaning of a balanced diet
* The conventions of writing a letter
* The definition of the term ‘representation’
* The basic system of government in the UK
* The techniques used in speech writing
* The values and morals behind a range of religious festivals

**Skills**

In this theme students will develop the following skills:

* How to Identify reasons why we have rules and responsibilities.
* How to discuss and explain important class rules.
* How to locate, label and name the major continents and oceans of the world.
* How to explain how we can pinpoint locations in our world using knowledge of longitude and latitude (Atlas Skills).
* How to explore the heritage of peers and outline how migration has shaped the community we live in.
* How to critically read a poem.
* How to analyse a poem to extract meaning, and recognise a range of poetic conventions.
* How to define identity and outline the characteristics that make you who you are.
* How to explain the importance of identity and respect
* To understand how the human body is affected by behaviours related to eating habits, physical fitness, personal hygiene and harmful substances.
* How to explain the need for a balanced diet.
* How to recount interesting information.
* How to evaluate other peoples’ writing.
* How to craft an interesting and varied letter.
* How to outline the basic system of government in the UK.
* How to explain how decision made by a government may influence you.
* How to demonstrate that you can use these techniques in the context of your speech.
* How to organise and develop ideas clearly.
* How to evaluate the values and morals behind religious festivals.

**Extended learning opportunities**

Students could use these ideas to explore different features of the theme.

**Careers**

Explore careers in Government services: <https://nationalcareers.service.gov.uk/job-profiles/mp>

**Places to visit**

This section offers a selection of virtual trips which support knowledge of key areas from the lessons <https://www.youtube.com/watch?v=URVGXu7ujL4&t=312s>

**Cultural capital suggestions**

**Read:** Healthy eating: an NHS priority A sure way to improve health outcomes for NHS staff and the public by Aseem Malhotra, Mahiben Maruthappu, Terence Stephenson

**Look:** Celebrating diversity: The Turner Prize, 2017 The Turner Prize 2017 features artists work in different mediums which explore different themes and ideas such as ethics, representation and identity.

**Listen:** The Why Factor–Identity by BBC World Service The Why Factor examines one simple question: Who are you? Did you choose your identity or was it given to you?

**Families: How can you help?**

Speak to your child about how the universe came to be. How was the universe created? Are there any religious beliefs about creation you can discuss with your child?

Discuss the family tree with your child as part of their family tree homework set during the theme.

As a family watch the weather forecast and discuss what the weather will be like for the week ahead.

As a family discuss the importance of rules and responsibilities in your community and the different communities your child is part of, for example the school community, the community where you live, a religious community.