



Citizen Me

Recommended year group: Year 7

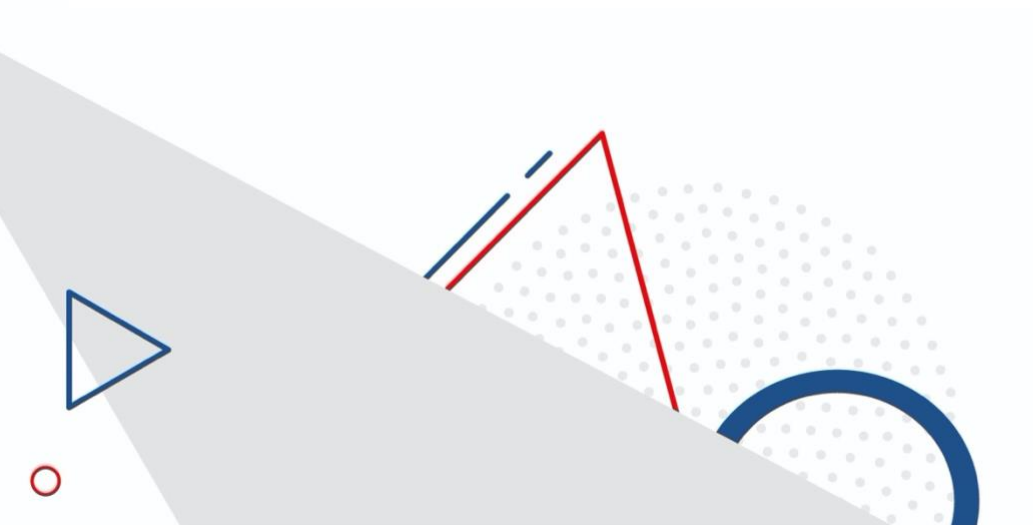
Subject focus: Citizenship, English, Geography, PSHE

Driving Question

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

Introduction

The intention of this theme is to expand students' awareness of what it means to be part of a community. This is explored at local, national, and international levels 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 inspiring global citizen. Finally, students will work collaboratively with their peers to complete a class agreed 'Citizen' project.



Assessment outcomes

Lesson 3 What does it mean to be British? Part 2: Create a collage that presents and interprets the ingredients of a diverse and cohesive, British community.

Lesson 4 Big Read: Benjamin Zephaniah: Write a series of paragraphs to show understanding of Benjamin Zephaniah's outlook on diversity in Britain.

Lesson 5 My identity: Creation of an identity passport that illustrates understanding of the concept of 'identity'.

Lesson 7 Big Write: letter to primary school: A letter to your primary school

Lesson 9 Big Write: plastic bottles speech: A written speech that demonstrates a good command of the conventions of spelling, punctuation and grammar and the techniques of effective speech writing.

Lesson 11 Celebrating global citizens: A magazine article to inform the reader about an inspirational global figure from history.

Linked reading

- *I'm a Global Citizen: Culture and Diversity* – by Georgia Amson-Bradshaw, 2020 – the book explores the concept of being a 'Global Citizen' through recognising how the world we live in can be unfair and unequal whilst also promoting ways in which we can change this.

Key vocabulary

accountability, advocate, annotate, balanced diet, beliefs, British values, Cabinet, campaigner, carbohydrates, celebration, charter, citizen, cohesion, community, compassion, compose, consequences, constitutional monarchy, continents, contract, counties, countries, culture, democracy, dietician, diversity, election, empathy, ensemble, equality, equator, ethnicity, executive, expression, faith, fat, festival, fibre, formal/informal, gender, Great Britain, heritage, House of Commons, House of Lords, identity, informative, instrumentation, latitude, longitude, lyrics, mediator, Member of Parliament, melody, migration, minerals, oceans, Opposition, paragraph, Parliament, pitch, politics, Prime Meridian, Prime Minister, protein, recommended daily allowance, relationships, religion, representation, respect, responsibility, rhythm, roles, rules, Shadow Cabinet, society, Song Form, statutory, structure, tempo, tolerance, tradition, Tropic of Cancer, Tropic of Capricorn, United Kingdom, vitamins

Flipped learning opportunities

- **Lesson 3 What does it mean to be British? Part 2:** Find images of UK that represent diversity and community cohesion.
- **Lesson 5 My identity:** Family tree
- **Lesson 6 Healthy eating:** Keep a food diary for three days. Bring in food packaging to share with peers.
- **Lesson 8 Representation – UK politics:** Keywords flipped learning definition match up.
- **Lesson 12 Popular music and the community:** Flipped homework: music and the community
- **Lesson 13 How can we use this theme in our future?** Flipped homework: personality test



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:** a visual overview of British influences at home and across the globe.
- **Time:** a visual timeline of key events from the theme including the Magna Carta and Universal Declaration of Human Rights.

Family learning opportunities

- Funky Fusion – a look at what happens when music styles are combined
- Twinned Towns – Exploring twinned towns across the globe.

Extended learning opportunities

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

Careers

These ideas can be used alongside the careers lesson from the theme in order to discover career pathways associated with key elements of learning from this theme.

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?

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 1 Class charter	Citizenship	<ul style="list-style-type: none"> Identify reasons why we have rules and responsibilities. Discuss and explain important class rules. 	PS.PR.01: Defines and demonstrates respect for self, others and property.	KS3 Citizenship NC: The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
Lesson 2 What does it mean to be British? Part 1	Geography	<ul style="list-style-type: none"> Locate, label and name the major continents and oceans of the world. Outline the countries that make up the UK and pinpoint where our community is. Explain how we can pinpoint locations in our world using knowledge of longitude and latitude (atlas skills). Explore the heritage of peers and outline how migration has shaped the community we live in. 	PS.PR.01: Defines and demonstrates respect for self, others and property.	KS3 Geography NC: Geographical skills and fieldwork: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
Lesson 3 What does it mean to be British? Part 2	Citizenship	<ul style="list-style-type: none"> Define 'diversity'. Describe the key ingredients of a cohesive community. Explore the features of British diversity. 	PS.SC.02: Demonstrates examples of diversity, empathy and equality from their own life experiences.	KS3 Citizenship NC: The precious liberties enjoyed by the citizens of the United Kingdom.
Lesson 4 Big Read: Benjamin Zephaniah	English	<ul style="list-style-type: none"> Critically read a poem. Analyse a poem to extract meaning. Recognise a range of poetic conventions. 	Read closely to determine what the text says explicitly.	KS3 English NC: Develop an appreciation and love of reading and read increasingly challenging material independently through reading a

				wide range of fiction and non-fiction, including contemporary poetry.
Lesson 5 My identity	Citizenship	<ul style="list-style-type: none"> To define identity and outline the characteristics that make me who I am. To explain the importance of identity and respect 	PS.PR.04: Recognises traits of his/her culture that are unique, has an understanding of a variety of relationships both in and outside of personal culture, is able to compare personal traditions to others.	KS3 Citizenship NC: The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
Lesson 6 Healthy eating	Science	<ul style="list-style-type: none"> Identify the seven nutrients that foods are rich in, and the food groups dieticians often talk about. Describe how the food groups and nutrients are different. Explain the need for a balanced diet. 	PS.HL.03: Understands how the human body is affected by behaviours related to eating habits, physical fitness, personal hygiene and harmful substances.	KS3 Science NC: Structure and function of living organisms – Nutrition and digestion.
Lesson 7 Big Write: letter to primary school	English	<ul style="list-style-type: none"> Recount interesting information. Evaluate other people’s writing. Craft an interesting and varied letter. 	CL.WP.03: Organise and present whole texts effectively, sequencing and structuring ideas, information and events (organisation).	KS3 English NC: Write accurately, fluently, effectively and at length for pleasure and information through a range of other narrative and non-narrative texts, including letters.
Lesson 8 Representation – UK Politics	Citizenship	<ul style="list-style-type: none"> Define the term ‘representation’. Outline the basic system of government in the UK. Explain how decision made by a government may influence you. 	PS.SC.02: Demonstrates examples of diversity, empathy, and equality from their own life experiences.	KS3 Citizenship NC: Aims: acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government. The development of the political system of democratic government in the United

				Kingdom, including the roles of citizens, Parliament and the monarch ☞ the operation of Parliament, including voting and elections, and the role of political parties the precious liberties enjoyed by the citizens of the United Kingdom.
Lesson 9 Big Write: plastic bottles speech	Citizenship	<ul style="list-style-type: none"> Identify features of effective speech writing. Demonstrate that you can use these techniques in the context of your speech. Organise and develop ideas clearly. 	CL.WP.01: Write imaginative, interesting and developed texts to convey complex ideas clearly and accurately (ideas).	KS3 Citizenship NC: The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
Lesson 10 Festivals in the community	RE	<ul style="list-style-type: none"> Explain what happens in a festival. Identify and explore a festival celebrated within the community in detail. Evaluate the values and morals behind religious festivals. 	SE.RE.01: Make sense of religious beliefs. SE.RE.02: Make sense of religious practices.	NATRE Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.
Lesson 11 Celebrating global citizens	Citizenship	<ul style="list-style-type: none"> Explore the qualities that make a person inspirational. Research a celebrated female scientist. Begin to write a text to inform and explain. 	PS.SC.02: Demonstrates examples of diversity, empathy and equality from their own life experiences.	Citizenship: The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

Lesson 12 Popular music and the community	Music	<ul style="list-style-type: none"> • Identify and describe key features of the Song Form. • Explain how the community uses music to express their identity. • Experiment with Song Form to express yourselves. 	C.OT.02: Express a variety of relevant thoughts and ideas.	Music: Develop a deepening understanding of the music that they perform and to which they listen, and its history.
Lesson 13 How can we use this theme in our future?	Careers	<ul style="list-style-type: none"> • Identify how different careers can be suited to different people. • Describe the details of jobs that match certain personality traits and characteristics. 	PD.CA.02: Experiencing the world of work.	Gatsby Benchmark 4: Linking curriculum learning to careers.