



Through this unit students will learning what a citizen is and volunteering.

- Know: how to debate, evaluate viewpoints, present reasoned arguments and take informed action.
- Understand: roles played by public institutions and voluntary groups in society. Which citizens work together, participate in school based activities.
- Develop skills in: researching a range of topics, weigh evidence, make persuasive arguments and substantiate their conclusions. Experience and evaluate different ways that citizens can act together to solve problems and contribute to society.
- Build on work that has gone before by: new topic
- Learn the following new vocabulary: citizen, volunteering, volunteer, evidence, viewpoint, argument, persuasive, individual.

Week	Learning Question (s) and Success Criteria B, S, G	Outcomes (Activities for Teacher & Students)	Ideas for Resources	Homework Opportunity to practise prior learning	SMSC & Lit & Num links
1	<p>What would you do in this situation?</p> <p>Starter intro class</p>	<p>Read out situations to students: Truth in friendship. Test your compassion. Respect. Be kind: rewind for responsibility. It takes guts.</p> <p>There can be many more. Read situations out....students write what they would do and then have a class discussion for each one.</p> <p>Starts giving an idea of what is right and wrong.</p>	<p>www.educationworld.com</p>		<p>Note taking. Discussion. British values.</p>
2	<p>How do you identify yourself?</p> <p>B: describe what an identity is S: explain what an identity</p>	<p>Mind map on what identify is?</p> <p>PowerPoint on what is an identity.</p>	<p>PowerPoint</p>	<p>Finish passport if not completed.</p>	<p>British values New vocabulary Note taking.</p>

	entails G: pros and cons of different identities	Students create passport for themselves...their identify. Present to each other what they have so far.			
3	Do cities have their own identities? B: describe how a city would have its own identity S: explain why G: pros and cons of different identities in different cities	PowerPoint on different cities around Europe and how they have different identities and diversities. Students take notes. Students will be placed in pairs and will need to choose a city to present. Research must be done to demonstrate knowledge. Students will present their research on their cities.	PowerPoint Lesson plan 3	Get some research on city to bring to school.	Note taking. Discussion. British values. New vocabulary.
4	Do cities have their own identities? Research. B: describe how a city would have its own identity S: explain why G: pros and cons of different identities in different cities	PowerPoint on different cities around Europe and how they have different identities and diversities. Students take notes. Students will be placed in pairs and will need to choose a city to present. Research must be done to demonstrate knowledge. Students will present their research on their cities.	Lesson plan 4	Finish project.	Note taking. Discussion. British values. New vocabulary. Teamwork.
5	Do cities have their own identities? Presentations.	PowerPoint on different cities around Europe and how they have different identities and diversities. Students take notes.	PowerPoint		Note taking. Discussion. British values. New vocabulary. Teamwork.

	B: describe how a city would have its own identity S: explain why G: pros and cons of different identities in different cities	Students will be placed in pairs and will need to choose a city to present. Research must be done to demonstrate knowledge. Students will present their research on their cities.	Lesson plan 5 Peer assess Self-assess		
6	What is culture? B: describe what culture is S: explain the different cultures around the world. Examples. G: pros and cons of understanding people's cultures	PowerPoint on the main topics explored including culture. Classify words into categories: diversity, identity and culture.	PowerPoint Sort Bank Words for sort bank		British values. Global values. Note taking. New vocabulary.
7	Assessment				

Year 8

Through this unit students will be learning what a citizen is and volunteering.

- Know: how to debate, evaluate viewpoints, present reasoned arguments and take informed action.
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- Develop skills in: researching a range of topics, weigh evidence, make persuasive arguments and substantiate their conclusions. Experience and evaluate different ways that citizens can act together to solve problems and contribute to society.
- Build on work that has gone before by: new topic
- Learn the following new vocabulary: citizen, volunteering, volunteer, evidence, viewpoint, argument, persuasive, individual, diversity, identity, culture

Week	Learning Question (s) and	Outcomes (Activities for Teacher	Ideas for Resources	Homework	SMSC & Lit & Num links
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S:\Curriculum\Staff Planner Information\Subject SOWs

	Success Criteria B, S, G	& Students)		Opportunity to practise prior learning	
1	<p>What would you do in this situation?</p> <p>Starter intro class</p> <p>More challenging than the previous year....related to diversity and nationalities, colour, etc.</p>	<p>Read out situations to students. Focus on diversity....right from wrong...get an idea. There can be many more. Read situations out....students write what they would do and then have a class discussion for each one.</p> <p>Starts giving an idea of what is right and wrong.</p>	<p>www.educationworld.com</p>		<p>Note taking. Discussion. British values.</p>
2	<p>What is diversity?</p> <p>B: describe what diversity is S: Explain why people are diverse G: pros and cons of diversity</p>	<p>Mind map on what diversity is.</p> <p>Discussion. PowerPoint on diversity and students reflect on whether immigration is good. Is diversity a good thing?</p>	<p>PowerPoint</p>		<p>Discussion. Note taking. Values. Reflection. New vocabulary.</p>
3	<p>What does it mean to be British?</p> <p>B: describe what being British means S: Explain what British values are G: Pros and cons of British values</p>	<p>Sticky note on being British. Stick on wall. Discuss.</p> <p>PowerPoint on being British. What does that mean?</p> <p>Students will work in pairs to create the opening day of the London Olympics. This must reflect what it means to be British...the opening day of the Olympics in London reflects being British to the world.</p>	<p>PowerPoint</p> <p>Diversity sheets</p>	<p>Get more research on being British and ideas from other Olympic openings.</p>	<p>British values. New vocabulary. Team work Note taking.</p>

4	<p>What does it mean to be British?</p> <p>Research</p> <p>B: describe what being British means S: Explain what British values are G: Pros and cons of British values</p>	<p>Sticky note on being British. Stick on wall. Discuss.</p> <p>PowerPoint on being British. What does that mean?</p> <p>Students will work in pairs to create the opening day of the London Olympics. This must reflect what it means to be British...the opening day of the Olympics in London reflects being British to the world.</p>	<p>PowerPoint</p> <p>Diversity sheets</p>	<p>Finish opening of Olympics</p>	<p>British values. New vocabulary. Team work Note taking.</p>
5	<p>What does it mean to be British?</p> <p>Presentations.</p> <p>B: describe what being British means S: Explain what British values are G: Pros and cons of British values</p>	<p>Sticky note on being British. Stick on wall. Discuss.</p> <p>PowerPoint on being British. What does that mean?</p> <p>Students will work in pairs to create the opening day of the London Olympics. This must reflect what it means to be British...the opening day of the Olympics in London reflects being British to the world.</p>	<p>PowerPoint</p> <p>Diversity sheets</p>		<p>British values. New vocabulary. Team work Note taking.</p>
6	<p>How do people have different cultures?</p> <p>B: describe how people have different cultures S: explain why people have different cultures</p>	<p>Review on what culture is. Mind map.</p> <p>Laptops. Research different cultures...create a chart for the different cultures found.</p>	<p>Laptops for students.</p>		<p>British values. Global values. Note taking. New vocabulary.</p>

	G: pros and cons of different cultures	Compare three. Work in pairs. Think-pair-share.			
7	Assessment				