



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.
- 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, community.

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 is a citizen?</p> <p>B: describe what a citizen is</p> <p>S: explain how people are citizens</p> <p>G: pros and cons of some citizens vs others</p>	<p>Post-it note on what a citizen is.</p> <p>PowerPoint on being a citizen and being a good or bad citizen.</p> <p>Worksheet on citizens.</p>	<p><a href="#">PowerPoint</a></p> <p><a href="#">Lesson plan</a></p>	Finish sheets.	Note taking. British Values. New vocabulary.
2	<p>What is a community?</p> <p>B: describe what a community is</p> <p>S: explain how people become a part of certain communities</p> <p>G: pros and cons of being in a community</p>	<p>PowerPoint hot seat intro...guess words.</p> <p>Create poster explaining 3 different communities.</p> <p>In workbooks, draw a picture of themselves and they draw the communities they are part of and which ones they would like to be part of in the future.</p>	<p><a href="#">PowerPoint</a></p>	Finish at home.	Note taking. Team work. New vocabulary. Values

3	<p>What are human rights? History. What are they.</p> <p>B: describe the history of human rights S: explain the different human rights G: pros and cons of human rights</p>	<p>Mind map on what human rights are.</p> <p>PowerPoint on human rights.</p> <p>Watch video on the history of human rights.</p> <p>Colour code human rights into 3 different categories.</p>	<p><a href="#">PowerPoint</a></p> <p><a href="https://www.youtube.com/watch?v=nCQWwkERit4">https://www.youtube.com/watch?v=nCQWwkERit4</a></p> <p><a href="#">Human rights articles</a></p>	Finish colour coding.	Values. New vocabulary. Note taking.
4	<p>Should zoos exist?</p> <p>Research Evidence Debate Arguments</p> <p>B: describe how animals lives in small confinements S: explain if zoos should exist G: Pros and cons of animal testing</p>	<p>PowerPoint on animal testing..pros and cons...describe and write opinion.</p> <p>Laptops to research and prepare debates for the question.</p> <p>Hold debates</p>	<p><a href="#">PowerPoint</a></p> <p><a href="#">Video 1</a></p> <p><a href="#">Video 2</a></p>	Finish research and preparation for the debates	Values. New vocabulary Team work Note taking
5	<p>Should zoos exist?</p> <p>Research Evidence Debate Arguments</p> <p>B: describe how animals lives in small confinements</p>	<p>PowerPoint on animal testing..pros and cons...describe and write opinion.</p> <p>Laptops to research and prepare debates for the question.</p>	<p><a href="#">PowerPoint</a></p> <p><a href="#">Video 1</a></p> <p><a href="#">Video 2</a></p>	Finish research and preparation for the debates	Values. New vocabulary Team work Note taking

	S: explain if zoos should exist G: Pros and cons of animal testing	Hold debates			
6	What is bullying?  B: describe what bullying is S: explain how bullying can make people feel G: evaluate the reason why people bully	Activity when students walk straight into the classroom. Hand out questions and statements and answers. They must find the person that goes with their text.  Read out answers and have a discussion for each one.  Reflection on bullying at the end of class.	Questions on bullying Statements on bullying Answers	Finish reflection at home if not done.	New vocabulary Values Extended writing
7	Assessment				

## Year 8

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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	How do individual citizens get to influence decision-makers and those in powerful positions?	Mind map  PowerPoint on how the public can influence the government  What do they believe in, and how would they go about it with the government to be heard and make an impact?	<a href="#">PowerPoint</a>	Finish writing at home	Extended writing Values New vocabulary
2	What is volunteering? Should we all do it to help our communities?	Discuss what volunteering is.  PowerPoint on what it is, why it is important, how people volunteer, what people should do, etc.  Research a volunteering group. Create a volunteering group, what would they do, why, etc.	<a href="#">PowerPoint</a>  Laptops	Research more	Extended writing Values New vocabulary
3	How can citizens work together to solve problems around the world?  Continued from the previous week about volunteering	Discuss what volunteering is.  PowerPoint on what it is, why it is important, how people volunteer, what people should do, etc.  Research a volunteering group. Create a volunteering group, what would they do, why, etc.	<a href="#">PowerPoint</a>  Laptops	Finish creating a volunteer program	Extended writing Values New vocabulary
4	Should we all give £2 daily to someone in need for the rest of	Brief discussion about volunteering and helping for the	Laptops	Finish preparing debate	New vocabulary British values

	<p>our lives?</p> <p>Maybe there would be no more starvation???</p> <p>Debate and arguments Pros and cons</p>	<p>previous weeks.</p> <p>Research for debate on whether everyone should have to give money to help the poor.</p> <p>Set out groups and research. Prepare debate.</p>			<p>Team work Note taking</p>
5	<p>Should we all give £2 daily to someone in need for the rest of our lives? Continued (debates)</p> <p>Maybe there would be no more starvation???</p> <p>Debate and arguments Pros and cons</p>	<p>Brief discussion about volunteering and helping for the previous weeks.</p> <p>Research for debate on whether everyone should have to give money to help the poor.</p> <p>Set out groups and research. Prepare debate.</p>	Laptops		<p>New vocabulary British values Team work Note taking</p>
6	<p>What is cyberbullying? How can we make it stop?</p>	<p>Mind map of bullying.</p> <p>Watch videos on cyberbullying, students who have been cyberbullied in the past, etc.</p> <p>PowerPoint on cyberbullying</p> <p>Children create a glossary on words such as bullying, cyberbullying, etc.</p>	<a href="#">PowerPoint</a>	Finish glossary	<p>Extended writing Values New vocabulary</p>
7	Assessment				

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