

Citizenship	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>1. Key concepts</p> <p>1.1 Democracy and justice c) Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.</p> <p>1.2 Rights and responsibilities b) Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.</p> <p>1.3 Identities and diversity: living together in the UK b) Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them. d) Exploring community cohesion and the different forces that bring about change in communities over time.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p></p> <p>✓</p> <p>✓</p>
<p>2. Key processes</p> <p>2.1 Critical thinking and enquiry a) engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems</p>	<p>✓</p>	<p>✓</p>	<p></p>	<p>✓</p>	<p>✓</p>

<p>b) research, plan and undertake enquiries into issues and problems using a range of information and sources</p> <p>c) analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.</p>		✓	✓	✓ ✓	✓ ✓
<p>2.2 Advocacy and representation</p>					
<p>a) express and explain their opinions to others through discussions, formal debates and voting</p> <p>b) communicate an argument, taking account of different viewpoints and drawing upon what they have learnt through research, action and debate</p> <p>c) justify their argument, giving reasons to try to persuade others to think again, change of support them.</p>	✓	✓ ✓		✓ ✓	
<p>2.3 Taking informed and responsible action</p>					
<p>a) explore creative approaches to taking action on problems and issues to achieved intended purposes.</p>	✓				✓
<p>3. Range and content</p>					
<p>a) political, legal and human rights and responsibilities of citizens</p> <p>b) the roles of the law and justice system and how they relate to young people</p> <p>d) freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account</p> <p>g) the needs of the local community and how these are met through public services and the voluntary sector</p>	✓ ✓	✓ ✓ ✓	✓	✓ ✓ ✓	

<p>i) the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared</p> <p>j) migration to, from and within the UK and reasons for this.</p>	<p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
<p>4. Curriculum opportunities</p> <p>a) debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people</p> <p>b) develop citizenship knowledge and understanding while using and applying citizenship skills</p> <p>c) work individually and in groups, taking on different roles and responsibilities</p> <p>g) take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues</p> <p>h) take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics</p> <p>i) use and interpret different media and ICT both as sources of information and as a means of communicating ideas</p> <p>j) make links between citizenship and work in other subjects and areas of the curriculum.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>1. Key concepts</p> <p>1.1 Competence</p> <p>a) Being clear, coherent and accurate in spoken and written communication.</p> <p>1.2 Creativity</p> <p>d) Using creative approaches to answering questions, solving problems and developing ideas.</p> <p>1.4 Critical understanding</p> <p>b) Assessing the validity and significance of information and ideas from different sources.</p> <p>c) Exploring others' ideas and developing their own.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p>2. Key processes</p> <p>2.1 Speaking and listening</p> <p>a) present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal</p> <p>e) listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>		<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

<p>g) make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions</p> <p>h) take different roles in organising, planning and sustaining talk in groups.</p> <p>2.2 Reading</p> <p>a) extract and interpret information, events, main points and ideas from texts</p> <p>e) assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion.</p> <p>2.3 Writing</p> <p>a) write clearly and coherently, including an appropriate level of detail</p> <p>d) adapt style and language appropriately for a range of forms, purposes and readers</p> <p>p) present material clearly, using appropriate layout, illustrations and organisation.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p>3. Range and content</p> <p>3.1 Speaking and listening</p> <p>b) informal group or pair discussions</p> <p>c) individual and group improvisation and performance</p> <p>e) describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions.</p> <p>3.2 Reading</p> <p>h) forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts including film</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

<p>i) purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade.</p> <p>3.3 Writing</p> <p>b) analyse and evaluate subject matter, supporting views and opinions with evidence</p> <p>c) present ideas and views logically and persuasively</p> <p>d) explain or describe information and ideas relevantly and clearly</p> <p>e) stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports.</p>	✓	✓	✓	✓	✓
<p>4. Curriculum opportunities</p> <p>4.1 Speaking and listening</p> <p>e) make extended contributions, individually and in groups</p> <p>f) develop speaking and listening skills through work that makes cross-curricular links with other subjects</p> <p>4.2 Reading</p> <p>c) develop reading skills through work that makes cross-curricular links with other subjects.</p> <p>4.2 Writing</p>	✓	✓	✓	✓	✓

d) move beyond their current situation and take on different roles and viewpoints
g) develop writing skills through work that makes cross-curricular links with other subjects.



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History	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>1. Key concepts</p> <p>1.1 Chronological understanding c) Building a chronological framework of periods and using this to place new knowledge in its historical context.</p> <p>1.2 Cultural ethic and religious diversity a) Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.</p> <p>1.3 Change and continuity a) Identifying and explaining change and continuity within and across periods of history.</p> <p>1.4 Cause and consequence a) Analysing and explaining the reasons for, and results of, historical events, situations and changes.</p> <p>1.5 Significance a) Considering the significance of events, people and developments in their historical context and in the present day.</p>			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p></p> <p></p> <p></p> <p>✓</p>	<p>✓</p> <p>✓</p> <p></p> <p>✓</p> <p>✓</p>

<p>1.6 Interpretation</p> <p>a) Understanding how historians and others form interpretations.</p>				✓	
<p>2. Key processes</p> <p>2.1 Using evidence</p> <p>b) evaluate the sources used in order to reach conclusions</p> <p>2.2 Communicating about the past</p> <p>b) Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.</p>				✓	
<p>3. Range and content</p> <p>c) appropriate links should be made to some of the parallel events, changes and developments in British, European and world history</p> <p>f) The impact through time of the movement and settlement of diverse peoples to, from and within the British Isles</p> <p>g) the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes</p> <p>j) the changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust, and the role of European and international institutions in resolving conflicts.</p>			✓	✓	✓

4. Curriculum opportunities

b) investigate aspects of personal, family or local history and how they relate to a broader historical context

d) use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings

e) make links between history and other subjects and areas of the curriculum, including citizenship



Geography	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>1. Key concepts</p> <p>1.1 Place a) Understanding the physical and human characteristics of real places. b) Developing 'geographical imaginations' of places.</p> <p>1.2 Space a) Understanding the interactions between places and the networks created by flows of information, people and goods.</p> <p>1.3 Physical and human processes a) Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</p> <p>1.4 Cultural understanding and diversity a) Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. b) Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p>			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

<p>2. Key processes</p> <p>2.1 Geographical enquiry</p> <p>b) collect, record and display information</p> <p>c) identify bias, opinion and abuse of evidence in sources when investigating issues.</p> <p>2.2 Graphicacy and visual literacy</p> <p>a) use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data.</p>			<p>✓</p> <p>✓</p>	<p>✓</p>	
<p>3. Range and content</p> <p>b) a range of investigations, focusing on places, themes or issues</p> <p>c) the location of places and environments</p> <p>d) key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today.</p>			<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
<p>4. Curriculum opportunities</p> <p>a) build on and expand their personal experiences of geography</p> <p>b) explore real and relevant contemporary contexts</p> <p>d) use varied resources, including maps, visual media and geographical information systems</p> <p>h) investigate important issues of relevance to the UK and globally using a range of</p>			<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p>

skills, including ICT i) make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.			✓ ✓	✓	✓ ✓
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N.B. These charts include national curriculum requirements covered both during the lessons and through the suggested homework tasks.



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