



Citizenship at Amington Heath

How is this subject taught?

Children learn Citizenship through our mini adventure approach to the curriculum. Children become citizens for three week mini adventures where they learn the knowledge and skills set out in the national curriculum in a purposeful and inspiring way. Throughout their time at Amington Heath, children will go on at least 6 adventures where they are citizens.

In addition to the specific citizenship lessons, children also learn about citizenship within other subject areas such as RE, PSHE, History and Geography. There are many close links between the learning taking place in Citizenship mini adventures and the learning taking place in PSHE lessons in which we use SCARF to teach from. Children share their citizenship knowledge and skills with the whole school community through fantastic finishes and sharing assemblies. We also expect children to use what they have learnt in their citizen mini adventures in their behaviour and attitudes both in and outside of school.

Plan for progression

The curriculum has been mapped to ensure that knowledge and skills build upon prior learning from knowledge and understanding of the world in Nursery to Year 6 programmes of study.

Enrichment

Citizenship lessons are enhanced with enrichment activities such as visitors for assemblies, trips to places of local and national importance for a wide range of reasons in other mini adventures and whole school activities such as workshops with outside visitors to learn about different ways of life.

Mini Adventure outcomes - Whole School progression in Citizenship

EYFS

What the children will be learning to do:	How to support/teach this:
<p>UTW-0-3 years: Make connections between the features of their family and other families.</p> <p>Notice differences between people</p>	<p>Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences</p> <p>Model positive attitudes about the differences between people including differences in race and religion. Support children’s acceptance of difference. Have resources which include: • positive images of people who are disabled • books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity • materials which confront gender stereotypes.</p>
<p>UTW-3-4 years: Begin to make sense of their own life-story and family’s history.</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the</p>	<p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p> <p>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.</p> <p>Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other’s names, modelling correct pronunciation.</p> <p>Practitioners can create books and displays about children’s families around the world, or holidays</p>

<p>world and talk about the differences they have experienced or seen in photos.</p>	<p>they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences</p>
<p>UTW- Reception:</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p> <p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>

Year 1

Mini adventure	Outcomes
	<i>Additional Citizenship objectives covered in Forest School.</i>

Year 2

Mini adventure	Outcomes
Wriggle and Crawl	<p>SUMMARY Children decide how a creature can be looked after. Use communication skills and debating skills to make whole class discussions, showing awareness of needs and wants of others.</p> <p>ADVENTURE OUTCOMES</p> <ol style="list-style-type: none"> 1. to take part in discussions with one other person and the whole class; 2. to take part in a simple debate about topical issues; 3. to recognise choices they can make, and recognise the difference between right and wrong 4. to realise that people and other living things have needs, and that they have responsibilities to meet them;

Year 3

Mini adventure	Outcomes
	<i>Additional Citizenship objectives covered in Forest School.</i>

Year 4

Mini adventure	Outcomes
St Editha's Community Champions	<p>SUMMARY The class work together to make a difference in the local area in a positive way. They will work collaboratively and use communication and team work skills to agree what type of difference they will make, exploring different type of groups that help in the community, and plan and carry out their approach to how they will see their project out.</p> <p>ADVENTURE OUTCOMES</p> <ol style="list-style-type: none"> 1. to research, discuss and debate topical issues, problems and events; 2. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 3. to recognise the role of voluntary, community and pressure groups

Year 5

Mini adventure	Outcomes
	<i>Additional Citizenship objectives covered in Forest School.</i>

Year 6

Mini adventure	Outcomes
Harry Potter	<p>SUMMARY After learning all about different styles of leadership, argue and defend different choices for the school. Use communication skills and discussion to encourage others to agree with your view point. Take into consideration other people’s viewpoints and use these to adapt your own ideas.</p> <p>ADVENTURE OUTCOMES 1. Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting) 2. Learn what democracy is, and about the basic institutions that support it locally and nationally</p>
Pig Heart Boy	<p>SUMMARY Using research skills, identify the advantages and disadvantages of a topical issue for a character (e.g. Pig Heart Boy). Reflect on possible view points of different groups of people from a range of cultural, religious, social and moral groups and consider possible alternatives. Share this opinion through a discussion text or a letter.</p> <p>ADVENTURE OUTCOMES 1. to research, discuss and debate topical issues, problems and events; 2. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; 3. to resolve differences by looking at alternatives, making decisions and explaining choices; 4. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p>
We are Celebrating	<p>SUMMARY Use research, planning, team work, discussion and debating skills to decide what your end of Year 6 celebration will be. Work together as a team to carry out the necessary planning responsibilities and decisions to create an awesome celebration to be remembered!</p> <p>ADVENTURE OUTCOMES 1. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other 2. to resolve differences by looking at alternatives, making decisions and explaining choices 3. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 4. participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);</p>