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| Progression of skills and knowledge – CITIZENSHIP |
| Sub-strand | Year 1 | Year 2 | Year 3 |
| Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Citizenship  | I can recognise why rules are necessary. I can discuss how to meet the needs of different pets. I can explore the differences between people. I can recognise the groups that we belong to. | I know the rules in school. I know that different pets have different needs. I understand the needs of younger children and that these change over time. I know that voting is a fair way to make a decision. I understand that people are all different. | I can explain why rules are in place. Identifying positives and negatives about the school environment. I can discuss issues of concern to me. I can recognise the importance of looking after the school environment. I can identify ways to help look after the school environment. I can recognise the contribution people make to the local community | I know some of the different places where rules apply. I know that some rules are made to be followed by everyone and are known as 'laws'. I know some of the jobs people do to look after the environment in school and the local community. I understand how democracy works in school through the school council. I understand that everyone has similarities and differences | I can explore how children's rights help them and other children. I can consider the responsibilities that adults and children have to maintain children's rights. I can discuss ways we can make a difference to recycling rates at home/school. I can identify local community groups and discussing how these support the community | I understand the UN Convention on the Rights of the Child. I understand how recycling can have a positive impact on the environment. I know that the local council is responsible for looking after the local area. I know that elections are held where adults can vote for local councillors. I understand some of the consequences of breaking rules. I understand the role of charities in the community |
| Key Vocab | . care, democracy, different, fair, responsibility, rule, similar, unique, vote | Election, environment, identify, job, opinion, responsibility, rule, school council, volunteer, vote | Charity, community, consequence, council, councillor, democracy, environment, law, recycling, responsibility, rights, UN/United Nations.  |

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|  | Year 4 | Year 5 | Year 6 |
|  | Skills | Knowledge | Skills | Knowledge | Skills | Knowledge |
| Citizenship  | I can discuss how we can help to protect human rights. I can identify ways items can be reused. I can explain why reusing items is of benefit to the environment.I can identify the benefits different groups bring to the local community. I can discuss the positives diversity brings to a community | I know that human rights are specific rights that apply to all people. I know some of the people who protect our human rights such as police, judges and politicians. I know that reusing items is of benefit to the environment. I understand that councillors have to balance looking after local residents and the needs of the council. I know that there are a number of groups which make up the local community | I can explain why reducing the use of materials is positive for the environment. I can discuss how rights and responsibilities link. I can explore the right to a freedom of expression. I can identify the contribution people make to the community and how this is recognised. I can tell you how parliament and Government work. I can identify ways people can bring about change in society | I know what happens when someone breaks the law. I understand the waste hierarchy. I know that parliament is made up of the House of Commons, the House of Lords and the Monarch. I know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work. I know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. | I know about environmental issues relating to food. I can discuss how education and other human rights protect us. I can identify causes which are important to us. I can discuss how people can influence what happens in parliament. I can discuss ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others. | I know that education is an important human right. I know that our food choices can affect the environment. I know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. I know that prejudice is making assumptions about someone based on certain information. I know that discrimination is treating someone differently because of certain factors |
| Key Vocab | Authority, cabinet, council, councillor office, councillor, diversity, environment, human right, local government, protect, reuse, volunteer UN/United Nations.  | Defendant, environment, freedom of expression, government, houses of commons, human rights, judge, jury, MP, Parliament, pressure group, PM, trial.  | Concern, discrimination, environment, government, human rights, ministers, prejudice, prime minister, protected characteristics, UN/United Nations  |