|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 | |