

Springbank Academy

Curriculum Overview
Citizenship

Year	Discover	Explore Spring Term – Geography Focus	Belong
N		<p><u>Handa's Surprise</u></p> <p>PSED – Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can play Spider-man in the game.</p> <p>Ideas -</p> <ul style="list-style-type: none">• Play “I went to the market” game in small groups. Each child in the group to say what fruit they are going to buy. (Turn Taking)• Talk about the different fruit children eat at home and encourage them to share favourite foods that they enjoy with their families.• Set up a market themed role play area for children to use.• Play games to take turns and share.	

		<p><u>What is a Farm?</u></p> <p>PSED – Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can play Spider-man in the game.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Set up a farm small world area. Children to think of rules for playing with the farm. How will they look after it? How many children should play with it at one time? How can they share the toys fairly? • Play a parachute game to encourage children to work together and place a soft animal on the parachute and ask the children to work together to make it jump high or low. • Talk about the feelings of the characters and how they change throughout the story. 	
R		<p>African Adventure</p> <p>PSED - Build constructive and respectful relationships. Identify and moderate their own feelings socially and emotionally.</p>	

		<p>Be able to solve problems without an adult present. Learn to negotiate with the aid of timers. Be able to follow instructions with several steps. Think about the perspectives of others. Consider the feelings of others. Discuss the video of the Kenyan child living in a hut with a fire beside her bed and how she might be feeling. Show resilience and perseverance in the face of challenge. Set their own learning targets and next steps in their taught sessions.</p> <p>Transport and our local area</p> <p>PSED - Identify and moderate their own feelings socially and emotionally. Be able to solve problems without an adult present. Learn to negotiate with the aid of timers. Be able to follow instructions with several steps. Show resilience and perseverance in the face of challenge. Show an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly.</p>	
--	--	--	--

		<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Set and work towards simple goals.</p>	
Y1		<p>Posting and Places</p> <p>Curriculum Links –</p> <p>To share their opinion on things that matter to them and explain their views. To take part in discussions with one other person and the whole class. To take part in simple debate about topical issues. What improves and harms their local, natural and built environments and about some of the ways people look after them. To identify and respect the differences and similarities between people.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Debate on whether polar bear should be kept in zoos or left in the wild. • Conversation about Global Warming and the effect it is having on The Arctic. • How can we help the animals in The Arctic? What can we do to help the planet? 	

		<ul style="list-style-type: none"> • Look at the similarities between the Inuit way of life, and the way we live our lives here in Eastwood. 	
Y2		<p>Trading Places – Britain or Brazil</p> <p>Curriculum Links –</p> <p>To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. To share their opinions on things that matter to them and explain their views. To take part in discussions with one other person and the whole class. To take part in a simple debate about topical issues. To realise that people and other living things have needs, and that they have responsibilities. To realise that money comes from different sources and can be used for different purposes. To maintain personal hygiene. To identify and respect the differences and similarities between people. Take part in discussions.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Look at the similarities and differences between the way of life in Brazil and that of the United Kingdom. 	

		<ul style="list-style-type: none"> • Discuss Brazilian slums and the conditions people live in. • Research trade in Brazil. Is it done fairly? Are people paid properly? 	
Y3		<p>Source To Sea</p> <p>Curriculum Links –</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Discuss coastal erosion and the impact it is having on people, homes and businesses. • Research the method being used to slow down/prevent coastal erosion. Are these having an effect on the environment? ` 	

		<ul style="list-style-type: none"> • Debate on why people live in places that are prone to flooding. • Look into what happens to the people and their homes after a flood in the United Kingdom. 	
Y4		<p>The Amazon</p> <p>Curriculum Links –</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To explore how the media present information.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p>	

		<p>The differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. Where individuals, families and groups can get help and support.</p> <p>Ideas –</p> <ul style="list-style-type: none"> • Watch and discuss the Iceland campaign that was removed from tv. Use this to start a debate on the use of palm oil and the effect it is having on the animals in the Rainforest. • Research deforestation and why people are cutting down sections of the Rainforest for money. • Look into the protest and election issues that have been in the media recently. How has this effected the lives of the Peruvian people? 	
Y5		<p>The Americas</p> <p>Curriculum Links –</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p>	

		<p>To research, discuss and debate topical issues, problems and events.</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>To recognise the role of voluntary, community and pressure groups.</p> <p>To talk about the lives of people living in other places and times, and people with different values and customs.</p> <p>Ideas –</p> <ul style="list-style-type: none">• Research Mayan civilisation and their ways of life. Compare similarities and differences between life then and modern ways of life now.• Discuss some of the most recent political debates in America. Compare some of their rules and ways of life compared to ours in the UK.• Discuss deforestation of the Rainforest and the effect it is having on people and the animals of the world.• Research the British tourism industry and how that was affected by the Covid pandemic.	
--	--	---	--

Y6		<p>The Voyage of Discovery</p> <p>Curriculum Links –</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>That there are different kinds of responsibilities, right and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>What democracy is, and about the basic institutions that support it locally and nationally.</p> <p>The resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To explore how the media presents information.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p>	
----	--	---	--

		<p>To realise that nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Ideas –</p> <ul style="list-style-type: none">• Research the economic background of some of the countries visited on Darwin’s journey. Compare and contrast them.• Research the different cultures and ways of life in some of these countries.• Debate any current political/environmental issues that have come to light for any of the counties visited.	
--	--	---	--