

# Spring 1 Power To The People

## SPRING 1 TOPIC:

### Historical, Geographical and Social Understanding

***L1 How societies have been organised and governed in different ways and at different times (this includes how different societies in the past were ruled as well as key features of local and national government in the UK today. The study of the UK today could include what the local councillor or MP does to represent people and the role of the local council and parliament. Often this includes learning through practical participation, for example, in the student council).***

I know the difference between a democracy, a dictatorship and an oligarchy.
---

I know how decisions are made through the means of debate.
--

I know why representatives are elected.
---

***L2 To distinguish between fact and opinion and make choices about communities, locations and events.***

I know why people have different opinions.
--

I know that different groups and cultures have different needs.
---

***L3 To investigate local and global issues by using ICT to analyse and process data (including census, weather and GIS data).***

I can research local, national and international issues.
--

I can understand and analyse statistics.
--

***L4 How rights need to be balanced to protect individuals and communities from injustice (examples of rights and responsibilities might include: at school, the right to learn and responsibility not to disrupt other children from learning; in the neighbourhood, the right to be safe, including from discrimination, and responsibility not to hurt others physically or emotionally).***

I know my rights as a citizen.
--------------------------------

I know what to do if my rights are infringed upon.
--

I can demonstrate responsible behaviour towards others.
---

***L5 To engage actively with democratic processes, and address issues of concern to them through their actions and decision making (democratic and responsible actions could be within the class, school or wider community and might include taking part in a debate on an issue affecting the community, voting in a class or school election, raising awareness about issues of concern and trying to improve the environment for others).***

I can express and explain my opinion clearly.
---

I can listen and respond to the opinions of others.
---

I can suggest ways to improve the school and local community.
---

***L9 How human patterns and distributions are influenced by both human and physical geography.***

I can understand the different wants and needs of people in different locations.
--

***L14 To understand the broad chronology of major events in the UK, and some key events in the wider world from ancient civilisations to the present day***

I can identify when different groups of citizens were entitled to vote and compare that to other citizens around the world.

**History/Suffragettes**

I can identify the period in history when the suffragette movement began and why it began.

I know and can name some important people who were part of the suffragette movement.

I can identify some important developments in the rights for women as an effect of the women's suffragette movement

**Understanding Physical Development, Health and Wellbeing**  
**(Science)**

***L To understand the importance of having a healthy lifestyle***

I can make well informed choices about diet and exercise to develop a healthy lifestyle.

I can list commonly available drugs that are legal and illegal, and describe some of the effects and risks of taking these.

***Forces***

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.

I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

***L1 To take the lead, prioritise actions and work independently and collaboratively towards goals.***

I can lead a debate.

I can discuss and identify which issues are of greater importance than others.

I can form a political party and campaign towards a common goal.

***L2 To listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views.***

I can listen to others during a debate and respond appropriately.

I can show willingness to consider and change my opinion.

I can present my views using persuasive techniques.

***L3 To recognise and challenge stereotyping and discrimination***

I know the importance of equality.

I can be fair to other people.

***L4 To self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions***

I can reflect upon my achievements and difficulties.

I can work towards a deadline and share responsibilities.

**L5 To recognise their strengths and how they can contribute to different groups**

I know how to make the best of my personal qualities.

**L9 About the factors influencing opinion and choice including the media (this includes increasing children's awareness of consumerism and how advertising and access to the internet can influence choice and behaviour).**

I can recognise bias in the media.

I know how powerful the media is in shaping opinions.

I can recognise different influential factors in my life.

**L10 To recognise how their behaviour and the behaviour of others may influence people both positively and negatively**

I know the importance of taking responsibility as a citizen.

**Religious Education**

**L1 To describe and discuss some key aspects of religions and beliefs.**

I can make links between the beliefs of Sikhs and show how they are connected to believers lives. AT1

I can name the five K's of the Sikh religion.

I can discuss some of the key symbols and rituals of the Sikh religion.

**L4 To reflect on the challenges of belonging and commitment both in their own lives and traditions, recognising how commitment to a religion or belief is shown in a variety of ways.**

I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. AT1

I can talk about some of the things that are the same for different religions. AT1

I can talk about what is important to me and to others with respect for their feelings. AT2

**Speaking and Listening Opportunities**

**5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking**

**PSHE**

**Inquire, Research, Investigation**