Coppice Primary School and Nursery

Year Five: Being Responsible

Subject Specific Vocabulary		Sticky Knowledge	How you can support your child at home
Debate	a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote.	• I can debate topical issues and express my point of view respectfully. • I can tell you why rules are needed in different situations. • I can name some human rights we have and explain why we have human rights. • I can tell you three skills I have that help me carry out responsibilities. • I can tell you what being part of a community means and how I belong in my community.	Book: 'We are all born free' Picture Power Point of the book available at www.amnesty.org.uk/resources/book-activities-we-are-all-born-free After World War 11 why did the world leaders make the United Nations? Why did they draw up a list of human rights? How many human rights are there? What do you think each picture represents? How many human rights can you think of? Why is each of these human rights important? Poem: The British Poem by Benjamin Zephaniah www.poemhunter.com/poem/the-british/ Why is celebrating diversity in a community important? What are the most important ingredients for doing this? Clip: Dream on by Martin Luther King www.bbc.co.uk/programmes/p00w4f4d What do you think the speech was about? Who do you think Martin Luther King was? What did Martin Luther King do instead of HATE? Why do you think this speech was important for America and the rest of the world? Think of your own dreams. What do you dream of happening in the world in the future? Present your dreams in any form you wish. Other activities to do at home: • Discuss the three following statements. Are they right? How could we do each? Then make your own responsibility pledges. 1. I have the right to a clean environment so I have the responsibility to look after the environment' 2. I have the right to be educated so I have the responsibility to learn as much as I can to help others learn' 3. I have the right to a full and happy life so I have the responsibility to help others who might need help' • Discuss the question 'Do we need rules?' What would happen without rules at school? At home? In the community? Play a game with rules. Replay it without rules. What happened? • What is a law? Why are they important? Every year parliament get rid of old laws and make new. If you could make a new law what would it be? What would the rights of this law be? What would the responsibilities of this law be? Write a letter to parliament persuading them to implement this law.
Topical issues	A subject that is of current interest or relevance		
Human rights	Being of current interest or relevance		
British law	The rules (laws) followed in England, Ireland, Scotland and Wales.		
Cultural practices	Routines / traditions that different cultural groups conduct as a customary practice		
Responsibilities	The state or fact of having a duty to deal with something or of having control over someone.		
Point of view	A particular attitude or way of considering a matter. The position from which something or someone is observed.		
Community	A group of people living in the same place or having a particular characteristic in common.		
Law	The system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.		
Democracy	The practice or principles of social equality. A way in which everyone can express their views. People can vote and decisions are made based on everyone's responses.		

Curriculum overview:
This unit focuses on the core theme 'living in the wider world'.
Throughout this unit, the children will research, discuss and debate topical issues. They will explore others' points of view and start to understand that there are some cultural practices against British Law. They will identify why rules are needed in different situations and will start to understand that there are human rights to protect everyone. They will explore rights and responsibilities at home, school, community and the environment and develop the skills needed to carry out responsibilities. They will explore what being part of a community means and how they belong.