

Final Outcome: To create a poster that communicates what we have learnt about rules, laws, democracy and Parliament.

Component 6:

What we will know after this sequence:

How to collaboratively as part of a group, whilst taking into account the views of others.
How to create an eye-catching poster that showcases what we have learnt about rules, laws, democracy and Parliament.
How to draw attention to a particular issue or campaign to change a rule or a law that affects children.

Vocabulary:

Teamwork, collaboration, eye-catching, change, presentation, campaign.

SEN:

Mixed ability groups when creating the poster.



Component 4:

What we will know after this sequence:

The role of Parliament and MPs
That there is a process by which laws are made, involving discussion, debate and voting by MPs in Parliament.
That rules and laws are designed to protect us
How to express personal and group views on social issues and listen to the views of others.
How to deal with opposing viewpoints respectfully.

Vocabulary:

Parliament, MP, election, party leader, debate, discussion

How will this feed into my next learning:

The class will then study how they can take responsible action.

SEN:

Mixed ability groups for discussion based activities to allow for scaffolding from peers.

Component 5:

What we will know after this sequence:

How to identify laws often broken by young people.
To understand some of the reasons for breaking rules or laws, including peer pressure.
How to develop ways of taking responsibility for their behaviour, particularly when in a group.
How to know the consequences of their actions for themselves and for others.
The impact a criminal record can have on an individual's future.

Vocabulary:

Crime, law enforcement, peer pressure, responsible action.

How will this feed into my next learning:

SEN:

Mixed ability groups for discussion based activities to allow for scaffolding from peers.

Component 3:

What we will know after this sequence:

How to describe democracy in simple terms and link this to how rules are changed in class or in school.
That voting is an important means of contributing to group decision-making.
How to respectfully contribute to discussions in order to develop ideas.

Vocabulary:

Democracy, discussion, fairness, vote, decision-making.

How will this feed into my next learning:

Children will move on to learn about the process in which parliament makes laws.

SEN:

Mixed ability groups for discussion based activities to allow for scaffolding from peers.



Component 2:

What we will know after this sequence:

Who makes school rules.
Why rules are needed within school.
What could happen if school rules are broken.
Similarities and differences between the rules we follow in school and the rules we follow in the community.

Vocabulary:

Rules, enforcement, Venn diagram, protection, safety.

How will this feed into my next learning:

Pupils will look at democracy and how this affects who makes the rules.

SEN:

Mixed ability groups for discussion based activities to allow for scaffolding from peers.

Component 1:

We should know:

That there are consequences for breaking rules.
That different rules are applied in different situations.

What we will know after this sequence:

Why we need rules in society and what may happen if rules are broken.
How rules help us at home, at school and in our communities.
Understand that rules are needed to ensure fairness and protect rights – link to rights respecting schools.

Vocabulary:

Rule, law, fairness, right, wrong, democracy.

How will this feed into my next learning:

Pupils will then think about rules we have in school and how these may overlap or differ with rules we follow in the general community.

SEN:

Mixed ability groups for discussion based activities to allow for scaffolding from peers.

