



Citizenship-Law	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
	<p><b>Objective:</b> To know who Danny and Chantelle are. To be able to name 3 ways that arguments at home can be avoided.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can sort pictures of people looking happy to people having arguments and looking angry or sad.  <b>Core:</b> I can identify what an argument is.  <b>Extension:</b> I can give example of what to do when there is an argument.                      LOtC:                      SMSC: Listen and respond to the views of others.</p> <p>Using IT: Watch what an argument might look like on YouTube.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• What are arguments? What can we do when arguments happen?</li> <li>• Key facts for Danny and Chantelle.</li> </ul>	<p><b>Objective:</b> To know what ‘provoke’ means. To be able to identify the possible consequences of your actions. To understand the best way to react if someone tries to provoke you</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can help to make a ‘feelings chart’ and match facial expressions  <b>Core:</b> I can act out scenarios where people ‘provoke’ others.  <b>Extension:</b> I can explain what ‘provoke’ means                      LOtC:                      SMSC Rights and wrong behavior.</p> <p>Using IT: watch videos of people ‘provoking’</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Key questions (See resource)</li> <li>• Students read the scenario about the situation Danny found himself in at school. In pairs or threes, they devise and act out a role play, construct a freeze frame or draw frame(s) of a storyboard of the possible outcomes of the story. Use the discussion points to look at these possible outcomes and decide what was the best/worst way for Danny to react.</li> </ul>	<p><b>Objective:</b> To understand the difference between crimes and moral wrongs. To be able to discuss your opinions on what should be a crime.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can take turns to do an activity.  <b>Core:</b> I can make choices on whether actions are crimes or not.  <b>Extension:</b> I can identify and discuss crimes.                      LOtC:                      SMSC Actions and consequences.                      Using IT: News reports</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Students are shown pictures of different scenarios. For each they decide if it is a crime or morally wrong and tick the correct box on their sheet. Use these scenarios to discuss why each action is wrong. Who could suffer? Why do people behave like this?</li> <li>• During turn taking staff or students can steal items and discuss students reactions to the crime.</li> </ul>	<p><b>Objective:</b> To know who the victim of the crime is. To find out about the other witnesses who saw the crime</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can make choices on people who look nice or nasty.  <b>Core:</b> I can identify good and negative traits of characters.  <b>Extension:</b> I can identify key facts about the characters                      LOtC:                      SMSC Recognising between rights and wrongs.                      Using IT: Victim interview</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Who are Jodie &amp; Jack, Ayesha and Spencer? As a class on a piece of large paper for each character, students cut out the pictures of Jodie and Jack, Ayesha and Spencer. On this they record some key facts about each character. These are displayed in the classroom and added to as the story progresses.</li> </ul>	<p><b>Objective:</b> To know who the victim of the crime is. To find out about the other witnesses who saw the crime</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can explore and copy tones of voice.  <b>Core:</b> I can understand what it feels like to be a victim  <b>Extension:</b> I can write a description of what a victim is.                      LOtC:                      SMSC: Actions and consequences.                      Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Who is the victim? Students are given scenarios of different crimes. They need to write down who the victims are for each crime. They should be encouraged to think wider than just the immediate victim.</li> </ul>
	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<p><b>Objective:</b> To know what an arrest is. To be able to identify the rights you have if you are arrested</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can role play police and criminal scenarios.  <b>Core:</b> I can act out what an arrest should look like  <b>Extension:</b> I can act out what an arrest should and should not look like                      LOtC:                      SMSC: Rights and responsibilities                      Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• To act out what an arrest should and should not look like</li> <li>• Students are given the list of statements about arrest. They need to decide if each one is true or false and tick the correct box.</li> </ul>	<p><b>Objective:</b> To know what an arrest is. To be able to identify the rights you have if you are arrested</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can identify the people who help me in my life  <b>Core:</b> I can identify the role of a police officer  <b>Extension:</b> I can identify characteristics of a police officer                      LOtC:                      SMSC: Understanding consequences.                      Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• As a class on a piece of large paper, students cut out the picture of P.C. Richards. On this they record some key facts about each character. These are displayed in the classroom and added to as the story progresses.</li> <li>• Identify what a police man does.</li> </ul>	<p><b>Objective:</b> To know what a charge is. To understand what criminal damage and actual bodily harm are</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can sort pictures of criminal damage and actual bodily harm  <b>Core:</b> I can make a collage of different crimes punishable in the UK  <b>Extension:</b> I can make a poster describing different crimes.                      LOtC:                      SMSC: Reflecting on actions and consequences                      Using IT: Powerpoint of images</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Look at the crimes Danny had been charged with ‘criminal damage’ and ‘actual bodily harm’</li> <li>• Answer questions about Danny’s arrest.</li> </ul>	<p><b>Objective:</b> To know what a youth court looks like and the people that work there. To be able to name 3 differences between a youth court and adult court. To understand the role of magistrates</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can experience being in a criminal court  <b>Core:</b> I can experience being in a criminal court  <b>Extension:</b> I can take on a role in a criminal court                      LOtC:                      SMSC: Actions and consequences                      Using IT: Watch what a court looks like</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Look at the inside a youth court</li> <li>• complete the diagram of a youth court by cutting out and sticking the people in the correct places.</li> <li>• show them the completed diagram of an adult magistrates’ court.</li> <li>• Students write a list of all the differences they can see between the two, or they could stick the 2 diagrams onto a larger piece of paper and annotate the differences.</li> </ul>	<p><b>Objective:</b> To know what happens at a trial. To decide if you think Danny is guilty or not guilty and to be able to justify your decision</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can vote and make choices  <b>Core:</b> I can give a verdict.  <b>Extension:</b> I can give and explain my reasons for a verdict.                      LOtC:                      SMSC: Actions and consequences                      Using IT:</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Students to act out a trial.</li> <li>• Look at different characters, witnesses and facts about the case.</li> <li>• Hot seating</li> <li>• Show how the verdict must be unanimous</li> </ul>
	<b>Week 11</b>	<b>Suggested Home Learning</b>			



**Medium Term Plan – Key Stage - - Books and Authors**

	<p><b>Objective:</b> To know what a Youth Offending Team is. To understand what a pre-sentence report is</p> <p><b>Success Criteria:</b> <b>Support:</b> I can identify and sort different crimes. <b>Core:</b> I can make a list of crimes committed by Danny <b>Extension:</b> I can write a pre-sentence report. <b>LOtC:</b> <b>SMSC:</b> Actions and consequences <b>Using IT:</b> <b>Suggested Activities:</b></p> <ul style="list-style-type: none"><li>• Write a sentence report.</li><li>• Identify what has happened and why.</li></ul>				<p>Follow crimes in the news and discuss as a family.</p> <p>Watch news round on the TV or internet.</p>
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