



## Prior Learning

Children all follow the 'Jigsaw' scheme of work and the topics are the same across the school every term. Therefore, each year, children will build upon their knowledge from the previous year.

## Key vocabulary for this unit

*Education*  
*Appreciation*  
*Opportunities*  
*Goals*  
*Motivation*  
*Vision*  
*Hopes*  
*Challenge*  
*Rights*  
*Responsibilities*  
*Citizen*  
*Denied*  
*Empathise*  
*Refugee*  
*Persecution*  
*Conflict*  
*Asylum*  
*Migrant*  
*Privilege*  
*Deprive*  
*Cooperation*  
*Collaboration*

Learning Sequence	
<b>1. My Year Ahead</b>	<p>I can face new challenges positively and know how to set personal goals</p> <p>I know how to use my Jigsaw Journal</p>
<b>2. Being a Citizen of My Country</b>	<p>I understand my rights and responsibilities as a citizen of my country</p> <p>I can empathise with people in this country whose lives are different to my own</p>
<b>3. Year 5 Responsibilities</b>	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p>
<b>4. Rewards and Consequences</b>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand that my actions affect me and others</p>
<b>5. Our Learning Charter</b>	<p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function as a whole</p>
<b>6. Owning our Learning Charter</b>	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>
Assessment milestones	
<ul style="list-style-type: none"> <li>• I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</li> <li>• I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</li> </ul>	