

Caroline Haslett Primary School		
PSHE	Year 6	It's our world
<b>Knowledge - what I already know</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>I know the school rules of Caroline Haslett School</li> <li>I am aware of some issues in the environment</li> <li>I have some understanding of what sustainable is</li> </ul>	<ul style="list-style-type: none"> <li><b>Community</b> - a group of people living in the same area who share similar attitudes</li> <li><b>Responsibilities</b> - having a duty to deal with something</li> <li><b>Rights</b> - what you are entitled to</li> <li><b>Promises</b> - a declaration of assurance that something will happen</li> <li><b>Democracy</b> - a state of government by the whole population</li> <li><b>Power</b> - the ability to do something or act in a certain way</li> <li><b>Council</b> - a body of people elected to manage the affairs of a city or county</li> <li><b>Vote</b> - to choose without manipulation</li> <li><b>Civil rights</b> - the rights of citizens to political and social freedom</li> <li><b>Protect</b> - to keep safe</li> <li><b>Biodiversity</b> - a variety of plants and animals in an area considered to be vital</li> <li><b>Endangered</b> - a species at risk of extinction</li> <li><b>Climate change</b> - the unusual heating or cooling of the planet</li> <li><b>Impact</b> - an effect or influence</li> <li><b>Environment</b> - the surrounding area that we need to thrive</li> <li><b>Carbon dioxide</b> - a gas released into the air from unsustainable sources</li> <li><b>Emissions</b> - the production of gas or radiation</li> <li><b>Individual</b> - a single person</li> <li><b>Collective</b> - a group of people together</li> <li><b>Political</b> - government or public affairs of the country</li> </ul>	
<b>Knowledge - what I will know by the end of this unit</b>		
<ul style="list-style-type: none"> <li>To devise a class charter</li> <li>To understand how democracy works</li> <li>To develop environmental awareness and responsibility</li> <li>To develop an awareness of climate change</li> <li>To develop an understanding of sustainable issues</li> </ul>		
<b>Activities</b>		
<ul style="list-style-type: none"> <li>Create a class charter together. Discuss what we'd like in our dream school. What would be in a nightmare school?</li> <li>Class game: Ban a commonly used word. How does it feel not to be able to use it? Discuss the freedoms we have and why they are important.</li> <li>Research about current environmental problems and what are our responsibilities to solving them. Discuss local environmental issues we might have noticed.</li> <li>Create a poster about how carbon emissions are affecting our lives and wildlife.</li> <li>What are we responsible for? Is climate change a collective responsibility? How can we make our school more sustainable?</li> </ul>		
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues</li> <li>Identify and respect differences and similarities between people</li> <li>Recognise choices they can make and recognise the difference between right and wrong.</li> <li>Recognise the effect of their behaviour on other people, and cooperate with others</li> <li>Understands the rules needs to form an effective learning environment</li> <li>Understands how democracy works in a country</li> <li>Has an awareness of environmental changes and our responsibility to change it for a better future</li> <li>Understands climate change and can explain the importance to have an awareness of this.</li> <li>Understands the meaning of sustainable and how to make our lives more sustainable</li> </ul>		