

Year 3 - Citizenship

Spring 1 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE topic follows on from previous learning of citizenship studied in Year 2. The children begin the topic learning that they have rights, and how these benefit them. In addition, the children will explore how adults are responsible for supporting children's rights and how this is achieved. Next, the children will learn about different groups within the local community, and the use of local buildings. As a member of the community, the children will discover the importance of contributing to recycling in order to help their local environment. In the latter part of this unit, the children will gain an understanding of how charities support the local community, what democracy is and how it works and affects them. Finally they will understand the need for rules, and the consequences of breaking rules.

Key knowledge

- Understand the UN Convention on the Rights of the Child.
- The local council is responsible for looking after the local area.
- There are consequences of breaking rules.
- How recycling can have a positive impact on the environment.
- Elections are held where adults can vote for local councillors.
- The role of charities in the community.



Key Vocabulary

- Charity:** An organisation that raises money for those in need.
- Community:** A group of people living in the same area.
- Consequence:** The result of an action, usually one that is negative or involves punishment.
- Council:** A group of people who manage a city, county or organisation.
- Councillor:** A member of government that everyone can vote for.
- Environment:** The local surroundings or place a person lives or works in.
- Law:** Rules enforced by government that define what we can and cannot do.
- Recycling:** Converting waste into reusable materials.
- Responsibility:** Being in charge of our own actions.
- Rights:** A set of actions and principles that are entitled to someone.
- UN/United Nations:** An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living.

Key Questions

- What is the UN Convention on the Rights of the Child?
- How do we and others benefit from the rights of the child?
- How do we and other people look after our immediate environment?
- What are the benefits of recycling?
- What can we do to increase or improve recycling at home or at school?
- What buildings are part of our community and who uses them?
- What are the buildings used for?
- How do community groups work together and support each other?
- How could our school be involved in the local community?
- What charities work in our community?
- How does democracy work in our school?
- How does democracy work in our area?

Recycling materials helps the environment by reducing rubbish in landfills and reducing the use of raw materials



The United Nations has created a set of rights for children in those countries who have agreed to sign up to them

The rights of the child cannot be taken away and adults have a responsibility to make sure children enjoy their rights



There are local charities who help people in our community

Year 3 Economic Wellbeing Spring 2 Knowledge Organisers



Heathfield Schools' Partnership

This unit builds on the topic of Economic Wellbeing from Year 2. Through this topic, the children will develop financial literacy which involves recognising diverse payment methods for purchasing items and understanding that money is essential for transactions. They will learn basic budget making and articulate the impact of financial situations on emotions in an age appropriate manner. The children will discuss some factors that influence spending decisions and this will lead to the extensive array of jobs available. Furthermore, they will understand that stereotypes exist surrounding certain professions and that challenging those stereotypes is an important part of their responsibility as upstanding citizens.

Key knowledge

- To recognise the various methods of payment for goods and services.
- To understand the significance of budgeting in managing money.
- To acknowledge the diverse array of available job opportunities.
- To recognise the existence of stereotypes surrounding certain occupations and emphasizing that these should not unduly influence individual choices.
- To engage in conversations about the spectrum of emotions associated with money.
- To explore the various attitudes individuals may hold towards money.
- To examine how our spending behaviours can affect others and evaluating the pros and cons of different payment methods.

Key Questions

- What different ways can you pay for items?
- What is a budget and how do you make a budget?
- How can you change you feel about negative situations involving money?
- What choices can you make when you shop?
- What different jobs do you know about?
- What factors affect the jobs that you can do?
- What factors should not affect the jobs that you can do?

*Money can cause us to have different feelings.
These can be good and bad feelings.*



*Sometimes people think some jobs are only for males or only for females.
This is not true and anyone can do a job if they are qualified.*



Midwife



Computer developer



Police officer



Army soldier



Hairdresser



Football manager



Mechanic



Illustrator

Key Vocabulary

- **Budget:** A specific or limited amount of money you have to manage or spend.
- **Expense:** The cost of something.
- **Feeling:** The physical or emotional response to something.
- **Qualifications:** The skills or experience you have.
- **Save:** To keep money for something special or the future.
- **Spend:** Buying something with money.
- **Stereotype:** A view or idea about something, or someone, which is often untrue.