

## Year 4 Citizenship Spring 1 Knowledge Organisers



Heathfield Schools' Partnership

This unit builds on from the Year 3 Citizenship topic. Within this unit, the children will learn that human rights are specific rights that apply to all people. Furthermore, they will discover the role of those that protect our human rights, such as police, judges and politicians. After, we move on to exploring how recycling and reusing items benefits the environment, and the importance of recycling as citizen. Then the children re-visit the role of local councillors and how they balance looking after residents and the needs of the council.

### Key knowledge

Understand that human rights are specific rights that apply to all people.

To know some of the people that protect our human rights such as police, judges and politicians.

Appreciate that reusing items is of benefit to the environment.

Exploring the role of councillors and how they balance looking after local residents and the needs of the council.

Know that there are a number of groups that make up the local community.

### Key Questions

What are human rights and why are they important?

How are rights protected in this country?

What can we do if we think human rights are not being protected?

How does the hierarchy of waste work?

How does reusing things benefit the environment?

What can we do to reuse items?

What would the world be like if we were all exactly the same?

How does diversity help communities?

What is it like being a local councillor?

How do local surgeries with local councillors work?

How could you share your ideas with your local councillor?



People can set up their own community groups to help in a certain area, for example the environment or activities for certain groups

Communities are made up of lots of different people and working together makes a strong community

Reusing things is better for the environment because it reduces waste and means less new things need to be made

Local councillors represent local people and a big part of their role is to make things better for people who live in their area

### Star Words– Key Vocabulary

**Authority:** A person with high status and decision-making power.

**Cabinet:** A group of councillors who have responsibility for different things.

**Community:** A group of people living in the same area.

**Council:** A group of people who manage a city, county or organisation.

**Councillor:** A member of government that everyone can vote for.

**Diversity:** Recognising and valuing difference.

**Environment:** The local surroundings or place a person lives or works in.

**Human Rights:** Specific rights which belong to every person.

**Local Government:** The elected party who govern and make decisions for a local area.

**Protect:** To keep someone safe from something.

**Reuse:** Use something more than once.

**Society:** A large group of people who live together in an organised way, making decisions about how to do things and sharing the work that needs to be done.

**Volunteer:** A person who offers to help out with tasks or activities without getting paid.

The United Nations developed a set of human rights which apply to everyone



## Year 4 Economic Wellbeing Spring 2 Knowledge Organisers



Heathfield Schools' Partnership

This unit builds on the topic of Economic Wellbeing from Year 3. Through this topic, the children will gain financial literacy that involves comprehending factors that contribute to something being considered good value for money. They will understand the importance of effectively tracking money and the reasons behind it. They will recognise the various ways in which money can be lost and the diverse emotions associated with financial losses. The children will discuss the positive and negative influences on job choices in a way that is age appropriate. They will end the topic with acknowledging the potential for individuals to change their careers which adds a broader perspective to overall financial understanding.

### Key knowledge

- To recognise the diverse avenues through which money can be lost.
- To understand the significance of monitoring and tracking financial transactions.
- To be aware that individuals often pursue multiple jobs or careers throughout their lives.
- To investigate strategies to challenge and overcome stereotypes within the workplace.
- To examine the variables influencing the perception of value for money.
- To converse about the consequences associated with financial losses.
- To recognise both negative and positive factors that can shape our career decisions.

### Key Questions

- What makes something good value for money?
- How can you keep track of money?
- How can you lose money?
- How might this make people feel?
- How can you keep our money safe?
- What might influence your choice of job?
- How can you overcome these influences?
- Why is it good to be flexible about career plans?

### Star Words– Key Vocabulary

**Bank Statement:** Regular update on the money that has been put in or taken out of the bank account and includes the bank balance.

**Career:** A job in an area of work that has been undertaken for a long period of time.

**Debt:** Money that is borrowed and must be paid back with interest.

**Equality:** The right of every individual to equal treatment and opportunities, regardless of factors like gender, race and social position.

**Finance:** The system that includes the circulation of money, the granting of credit, the making of investments, and the provision of banking facilities.

**Influence:** The power to have an important effect on someone or something.



Keeping track of money is important to make sure you have enough money for what you need.

Money can be lost in different ways, such as misplacing it, having it stolen or lending it to someone and not getting it back