

Year 5 – Citizenship Spring 1 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE unit builds on from the Year 4 Citizenship Topic. Through this topic, children will begin to gain an understanding of law, rights, freedom of expression, and their impact on the environment. They discuss what happens when an individual breaks the law and how to become an upstanding citizens. They will understand that people contribute to the society and how the law protects citizens. They will also discuss their own responsibilities towards the society and explore links between rights and responsibilities. They will understand that everyone is entitled to human rights which includes freedom of speech as long as it is not used to harm others in any way. They will end the topic by gaining a basic understanding of parliament and all its working parts.

Key knowledge

- To know what happens when someone breaks the law.
- To understand the waste hierarchy.
- To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
- To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
- To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.



Key Questions

- How do rights and responsibilities link?
- How does the UK government work?
- Who is the prime minister?
- Can you identify a way change can be brought to the society?
- What is the waste hierarchy?

If you are worried about your health, talk to an adult you trust or your doctor.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Star words—Key Vocabulary

- **Law:** A set of rules put in place to keep people safe, maintain order in society through good behaviour, and protect rights and property.
- **Rights:** Entitlement to certain things such as an education, religion and freedom of speech.
- **Sustainability:** The interaction of humans with the environment in a way that ensures there will be enough resources left for future generations.
- **Contribution:** Giving something of your own, e.g. money, possessions or time.
- **Campaign:** A series of actions or events with the intention of achieving a particular result.
- **Parliament:** The law-making group in government of the UK. The prime minister (leader of government) is a member of parliament.

✓ Reuse
✓ Reduce
✓ Recycle

The Waste Hierarchy shows that reducing our use of materials and energy is the best thing of the environment

Some individuals make a significant contribution to the local community and this can be recognised in a number of ways

Year 5 – Economic Wellbeing Spring 2 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE unit builds on from the Year 4 Economic Wellbeing. The children will explore income and expenditure, and different ways they are recorded. They will begin to understand the risks associated with many and what these risks are. They will understand that borrowing money is a way to pay for something, such as on credit cards, but this has to be repaid. They will add on to their knowledge from previous years about weekly budgeting, and thinking about their needs vs wants. At the end of the topic, they will discuss stereotypes and that they can exist in the workplace. They will discuss how stereotypes can affect people and how they can work to reduce them.

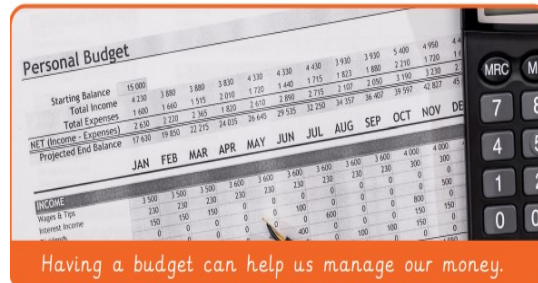
Key knowledge

- To know that when money is borrowed it needs to be paid back, usually with interest.
- To know that it is important to prioritise spending.
- To know that income is the amount of money received and expenditure is the amount of money spent.
- To know some ways that people lose money.

Star words—Key Vocabulary

- **Economic:** Actions relating to money and business, including the buying and selling of goods and personal finances.
- **Expenditure:** Money going out or spent on products, goods or services.
- **Risk:** An amount of uncertainty and /or potential loss.
- **Income:** An amount of money coming in or received.
- **Assumption:** Something we may think to be the case, without proof.

Sometimes people can experience discrimination at work, but help is available either at work or from other organisations.



Key Questions

- What are some risks associated with money?
- How do you make a budget based on priorities?
- Is money an important aspect of selecting a job?
- How can income impact feelings?
- What are some different ways that people pay for things?
- How can stereotypes in the workplace effect people?
- How can we reduce stereotypes in the workplace?

People sometimes borrow money and if they do this needs to be paid back.



Borrowing money usually has a cost, often an interest charge so you end up paying back more than you borrowed.

Knowing what our income and expenditure are can help us to budget and plan our spending.

How we spend money can have risks, such as buying something we then decide we don't like.