Medium Term Unit Planning

Topic Name: PSHE – Living in the Wider World

Learning outcome:
The children will learn about belonging to a community, specifically the value of rules and laws; rights, freedoms and responsibilities. They will look at media literacy and digital resilience, including how the internet is uses and assessing information online. Finally, they will learn about money and work, specifically identifying job interests and aspirations, what influences career choices and workplace stereotypes.

Hook: Children to complete a quiz about the environment.	**Topic Showcase (e.g. display, museum, performance, presentation):** Create posters to go up around school about living in the wider world.
Oracy: Children to present their own assembly to Year 4 about relationships.	**Key Vocabulary:** Community, laws, rights, freedom, responsibilities, media, digital resilience, internet, online, money, work, careers, aspirations, influence, workplace stereotypes.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):
- About international Women's Day – WCR text
- Cesar Chavez – WCR text
- The Youngest Marcher by Cynthia Levinson – WCR text
- Kick by Mitch Johnson – WCR text
- Street Child by Berlie Doherty – WCR text
- Wonder by RJ Palacio – end of the day book
- The Story of Rubbish by Katie Daynes
- Be Plastic Clever by Amy Meek and Ella Meek
- Why Do we need to Recycle? textbook

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• The Adventures of a plastic Bottle by Alison Inches • See Inside Recycling and Rubbish by Alex Frith • One Plastic Bag by Miranda Paul	

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference:
The children to talk in assembly about their 'Living in the Wider World' learning.

Experiences/Visits/Visitors:
Talks from various staff members about other jobs they've had before working in the school.

Main subjects covered:
PSHE

PSHE threshold concepts:
Belonging to a community
Media literacy and digital resilience
Money and work

Notes:
This scheme of work will be structured around living in the wider world, including belonging to a community, media literacy, digital resilience and finally money and work.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation

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1. To understand the importance of protecting the environment and how our actions either support or damage it.	**Belonging to a community**	Protecting the environment; compassion towards others.	Children to complete a quiz about the environment. Share results with the class. Discuss how resources are allocated and the effect this has on individuals, communities and the environment. Talk about the importance of protecting the environment and how everyday actions can either support or damage it. Share how to show compassion for the environment, animals and other living things. Discuss how money is spent and how it affects the environment. Encourage children to express their own opinions about their responsibility towards the environment.

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2. To identify the different purpose of media and be able to assess whether online content is based on fact or opinion or is biased.	**Media literacy and digital resilience**	How information online is targeted; different media types, their role and impact.	Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. Teach basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.
3. To know that some media and online content promote stereotypes and how to assess reliability of search results.	**Media literacy and digital resilience**	Understand how information online is targeted; different media types, their role and impact.	Demonstrate that some media and online content promote stereotypes. Talk about how to assess which search results are more reliable than others.
4. To identify unsafe or suspicious content online.	**Media literacy and digital resilience**	Understand how information online is targeted; different media types, their role and impact.	Demonstrate how to recognise unsafe or suspicious content online.

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5. To understand how devices store and share information.	**Media literacy and digital resilience**	Understand how information online is targeted; different media types, their role and impact.	Explain how devices store and share information.
6. To know what factors may influence people's decisions about a job or career.	**Money and work**	Identify job interests and aspirations; what influences career choices; workplace stereotypes.	Identify jobs that the children might like to do in the future. Talk about the role ambition can play in achieving a future career. Discuss how or why someone might choose a certain career. Talk about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.
7. To understand diversity, inclusion and stereotyping in the workplace.	**Money and work**	Identify job interests and aspirations; what influences career	Discuss the importance of diversity and inclusion to promote people's career opportunities. Talk about

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		choices; workplace stereotypes.	stereotyping in the workplace, its impact and how to challenge it.
8. To know the various routes into work.	**Money and work**	Identify job interests and aspirations; what influences career choices; workplace stereotypes.	Talk about the variety of routes into work e.g. college, apprenticeships, university, training.