

Ashwell Primary School
PSHCE Curriculum
Economic Wellbeing Knowledge Organiser



Year 1 – Citizenship

Core Knowledge / skills to be acquired:

- Recognising why rules are necessary.
- Exploring the differences between people.
- To know the rules in school.
- To understand that people are all different.
- To understand the needs of younger children and that these change over time

Key Vocabulary:

- care
- democracy
- different
- fair
- pet
- responsibility
- rule
- similar
- unique
- vote

Curriculum Enrichment / Cultural Capital Opportunities

- Neurodiversity Awareness Day

Prior knowledge / skills this builds on (ELG):

- Beginning to understand why rules are important in school.
- To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special.
- To know that we all have different beliefs and celebrate special times in different ways.

What comes next (Y2):

- Explaining why rules are in place.
- Learning how to discuss issues of concern to me. To know some of the different places where rules apply.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To understand that everyone has similarities and differences.
- Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.

Year 2 – Citizenship

Core Knowledge / skills to be acquired:

- Explaining why rules are in place.
- Learning how to discuss issues of concern to me. To know some of the different places where rules apply.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To understand that everyone has similarities and differences.
- Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.

Key Vocabulary:

- election
- environment
- identity
- job
- opinion
- rule
- school council
- volunteer
- vote

Curriculum Enrichment / Cultural Capital Opportunities

- Neurodiversity Awareness Day

Prior knowledge / skills this builds on (Y1):

- Recognising why rules are necessary.
- Exploring the differences between people.
- To know the rules in school.
- To understand that people are all different.
- To understand the needs of younger children and that these change over time

What comes next (Y3):

- Exploring how children's rights help them and other children.
- Considering the responsibilities that adults and children have to maintain children's rights.
- To understand the UN Convention on the Rights of the Child.
- To know that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.
- To understand the role of charities in the community.

Year 3 – Citizenship

Core Knowledge / skills to be acquired:

- Exploring how children's rights help them and other children.
- Considering the responsibilities that adults and children have to maintain children's rights.
- To understand the UN Convention on the Rights of the Child.
- To know that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.
- To understand the role of charities in the community.

Key Vocabulary:

- charity
- community
- consequence
- council
- councillor
- law
- recycling
- rights
- United Nations (UN)

Curriculum Enrichment / Cultural Capital Opportunities

- Neurodiversity Awareness Day

Prior knowledge / skills this builds on (Y2):

- Explaining why rules are in place.
- Learning how to discuss issues of concern to me. To know some of the different places where rules apply.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To understand that everyone has similarities and differences.
- Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.

What comes next (Y4):

- Discussing how we can help to protect human rights.
- Identifying the benefits different groups bring to the local community.
- Discussing the positives diversity brings to a community.
- To know that human rights are specific rights that apply to all people.
- To know some of the people who protect our human rights such as police, judges and politicians.
- To know that there are a number of groups which make up the local community.

Year 4 – Citizenship

Core Knowledge / skills to be acquired:

- Discussing how we can help to protect human rights.
- Identifying the benefits different groups bring to the local community.
- Discussing the positives diversity brings to a community.
- To know that human rights are specific rights that apply to all people.
- To know some of the people who protect our human rights such as police, judges and politicians.
- To know that there are a number of groups which make up the local community.

Key Vocabulary:

- Authority
- Cabinet
- Community
- Council
- Council officer
- Diversity
- Environment
- Human rights
- Local government
- Protect
- Reuse
- United Nations/UN
- Volunteer

Curriculum Enrichment / Cultural Capital Opportunities

- Neurodiversity Awareness Day

Prior knowledge / skills this builds on (Y3):

- Exploring how children's rights help them and other children.
- Considering the responsibilities that adults and children have to maintain children's rights.
- To understand the UN Convention on the Rights of the Child.
- To know that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.
- To understand the role of charities in the community.

What comes next (Y5):

- Developing an understanding of how parliament and Government work.
- To know what happens when someone breaks the law.
- 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.

Year 5 – Citizenship

Core Knowledge / skills to be acquired:

- Developing an understanding of how parliament and Government work.
 - To know what happens when someone breaks the law.
 - 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.
- defendant
 - environment
 - freedom of expression
 - government
 - house of commons
 - human rights
 - judge
 - jury
 - Member of Parliament (MP)
 - parliament
 - Prime Minister
 - trial

Curriculum Enrichment / Cultural Capital Opportunities

- Neurodiversity Awareness Day

Prior knowledge / skills this builds on (Y4):

- Discussing how we can help to protect human rights.
- Identifying the benefits different groups bring to the local community.
- Discussing the positives diversity brings to a community.
- To know that human rights are specific rights that apply to all people.
- To know some of the people who protect our human rights such as police, judges and politicians.
- To know that there are a number of groups which make up the local community.

What comes next (Y6):

- Discussing how education and other human rights protect us.
- Discussing how people can influence what happens in parliament.
- Discussing ways to challenge prejudice and discrimination.
- Identifying appropriate ways to share views and ideas with others.
- To know that education is an important human right.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
- To know that prejudice is making assumptions about someone based on certain information.
- To know that discrimination is treating someone differently because of certain factors

Year 6 – Citizenship

Core Knowledge / skills to be acquired:

- Discussing how education and other human rights protect us.
- Discussing how people can influence what happens in parliament.
- Discussing ways to challenge prejudice and discrimination.
- Identifying appropriate ways to share views and ideas with others.
- To know that education is an important human right.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
- To know that prejudice is making assumptions about someone based on certain information.
- To know that discrimination is treating someone differently because of certain factors

Key Vocabulary:

- authority
- conflict
- earn
- expectation
- grief
- grieving
- protected characteristics
- resolve
- respect
- stereotype

Curriculum Enrichment / Cultural Capital Opportunities

- Neurodiversity Awareness Day

Prior knowledge / skills this builds on (Y5):

- Developing an understanding of how parliament and Government work.
- To know what happens when someone breaks the law.
- 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.

What comes next (Y7):

-