

Ashwell Primary School
PSHCE Curriculum
Living in the Wider World Knowledge Organiser



Year 1 – Living in the Wider World

<p>Core Knowledge / skills to be acquired:</p> <ul style="list-style-type: none"> • That they belong to various groups and communities such as family and school 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Belonging • Groups • Community
<p>Curriculum Enrichment / Cultural Capital Opportunities:</p>	
<p>Prior knowledge / skills this builds on (ELG):</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 	<p>What comes next (Y2):</p> <ul style="list-style-type: none"> • What improves and harms their local, natural and built environments and about some of the ways people look after them • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Year 2 – Living in the Wider World

<p>Core Knowledge / skills to be acquired:</p> <ul style="list-style-type: none"> • What improves and harms their local, natural and built environments and about some of the ways people look after them • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Environment / Local / national / international • Pollution / Littering • Housing development • Borrowing / Sharing / Turn taking • Respect
<p>Curriculum Enrichment / Cultural Capital Opportunities</p>	
<p>Prior knowledge / skills this builds on (Y1):</p> <ul style="list-style-type: none"> • That they belong to various groups and communities such as family and school 	<p>What comes next (Y3):</p> <ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at school • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Year 3 – Living in the Wider World

Core Knowledge / skills to be acquired:

- That there are different kinds of responsibilities, rights and duties at school
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Key Vocabulary:

- Responsibilities
- Rights
- Duties
- Pressure Groups

Curriculum Enrichment / Cultural Capital Opportunities

Core Knowledge / skills this builds on (Y2):

- What improves and harms their local, natural and built environments and about some of the ways people look after them
- That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

What comes next (Y4):

- What being part of a community means, and about the varied institutions that support communities locally and nationally
- To think about the lives of people living in other places and people with different values and customs
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Year 4 Living in the Wider World

Core Knowledge / skills to be acquired:

- What being part of a community means, and about the varied institutions that support communities locally and nationally
- To think about the lives of people living in other places and people with different values and customs
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Key Vocabulary:

- Community / Local, national, global.
- Difference
- Diversity
- Values / Customs / Cultures
- Identity
- Religion

Curriculum Enrichment / Cultural Capital Opportunities

Core Knowledge / skills this builds on (Y3):

- That there are different kinds of responsibilities, rights and duties at school
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

What comes next (Y5):

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Year 5 – Living in the Wider World

Core Knowledge / skills to be acquired:

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Key Vocabulary:

- Rules
- Laws
- Sanctions
- Enforcement
- Community

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on (Y4):

- What being part of a community means, and about the varied institutions that support communities locally and nationally
- To think about the lives of people living in other places and people with different values and customs
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

What comes next (Y6):

- That there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment
- To realise the consequences of anti-social and aggressive behaviours

Year 6 – Living in the Wider World

Core Knowledge / skills to be acquired:

- That there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment
- To realise the consequences of anti-social and aggressive behaviours

Key Vocabulary:

- Responsibilities
- Rights
- Duties
- Anti-social behaviour
- Aggressive behaviour
- Consequences

Curriculum Enrichment / Cultural Capital Opportunities

- Trip to Houses of Parliament

Prior knowledge / skills this builds on (Y5):

- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules