



LEADING THE WAY

Choices & Decisions
Power & Governance

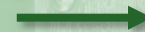


Click below to find out how
each year group will deliver
'Leading the Way'

FS1 & FS2



KS1



KS2

Y3&4

Y5&6

'Leading the Way' in the Foundation Stage

Rules prepare children for the real world. They teach children to understand what is expected of them and what happens if they don't follow them. They need to know what to do, what to avoid and why.

In EYFS we lay the foundations to learn about rules and consequences largely through our play and interaction with others within our school environment. We begin to take turns, to make decisions on our own and in groups, understand and identify our feelings and develop a mutual respect and tolerance for others. Together we agree and create our class rules and codes of behaviour, ensuring the children understand that the rules apply to everyone.

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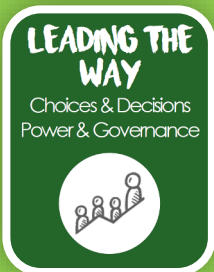


FS1 & FS2

Click for Knowledge
Organiser



ATTENBOROUGH CURRICULUM FOR GLOBAL CITIZENSHIP: **KNOWLEDGE AND UNDERSTANDING**

THEME OF GLOBAL CITIZENSHIP	EYFS (Ages 3-5)	KS1 (Ages 5-7)	KS2 (Ages 7-11)
Power and governance 	⇒ rules in class and school. ⇒ how rules can help us.	⇒ how to take part in making and changing rules in own class / school. ⇒ uneven sharing of power and how some people are excluded from decision-making.	⇒ the need for rules in own school and wider society and how people can take part in making and changing them. ⇒ basics of how own country and region is governed.

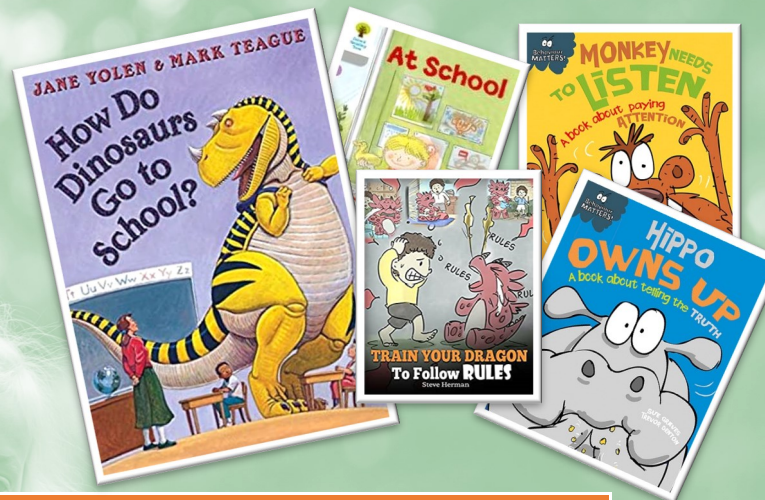


Learning Opportunities

1	Entry point: Share ORT big book 'At School' Discussion about the school in the story and our school.
2	Knowledge harvest: What are rules? Why do we have rules? Do you have any rules at home?
3	Speaking and listening/ Reading Read various books, how did the characters behave? Did they follow the rules? What should/ could they have done differently? Use blank level questioning
4	PSED-managing feelings and behaviour/ self confidence and self awareness In the moment planning opportunities to explore and begin to formulate class rules within the EYFS and school environment eg tidy up time. Children learn to make decisions and understand the consequences.
5	Exit point: Finalise class rules and celebrate the following of class and school rules

Parental involvement

1	Creating/ discussing home rules
2	Seesaw- home/ school links
3	'Settling in' meetings



Out and About

1	Exploring the school site eg. Playgrounds, forest school
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Related books

1	Kindness Rules
2	At School- ORT
3	Hippo owns up
4	Monkey needs to listen
5	Elephant learns to share
6	Little Red Riding Hood
7	How Do Dinosaurs go to school
8	Train your dragon to follow rules

Festivals, traditions and celebrations

1	Celebration assemblies
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FS1 & FS2

Vocabulary

1	rules
2	Sharing
3	Being kind
4	Working together (cooperation)
5	Telling the truth (honesty)
6	listening
7	Taking turns
8	behaviour



'Leading the Way' in KS1

The choices and decisions made by significant people can have a huge impact upon our lives. From a national level right down to those decisions made in school, our children deserve to understand the process taken when decisions are made and how certain decisions can be interpreted as right or wrong.

As children progress into KS1, their experiences of their school life so far leads them towards an awareness of how school rules make an impact upon their day to day life. We will explore the concept of rules, choices and decisions at a personal level both at home and in school. What would happen if we didn't have any rules? What would happen if we make bad choices?

We begin to explore the idea of consequences and how consequences range depending on the severity of the choice made. Through a range of children's fiction, our younger learners will explore the concept of democracy and the impacts that uneven power and decision making can be detrimental to a peaceful society.

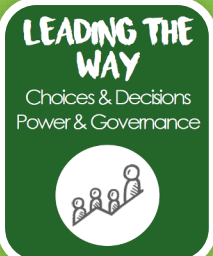
Our 'Global Heroes' for this theme are Queen Victoria and Heinz Nixdorf. We will be exploring these individuals and learning why the choices and decisions they made during their lives have contributed towards society today.

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Learning Opportunities

1	Entry Point - Exploring the concept of 'Rules'. What are rules and why are they important? What would happen if we didn't have any rules. The children will explore this through the idea of 'outdoor team games'. Without any rules, other players could cheat and the game may become unfair.
2	Why do we have rules? Who enforces the rules? We will further explore why we have rules and what might happen in a situation where there were no rules. This is explored at a local school level, e.g. no rules on the playground and we will begin to think about the wider society. We want the children to have an understanding over who actually helps to enforce these rules, e.g. parents, teachers, police officers, council workers etc.
3	What if the rules are broken? – (punishments and consequences) introducing the language or consequences / punishment– what do they mean and why do they exist? This is explored in the style of 'scenarios' and the children can work together to think of a suitable consequence for the actions / behaviour described. We want the children to become aware that 'going to jail' is not a consequence of not tidying your bedroom etc.
4	Have punishments always been fair? Looking at different time periods (Victorian and Medieval) the children will explore and research the various punishments/ consequences people would have to endure if rules were broken. Were punishments always fair? Class discussions about the research they have found—sharing ideas and decided if the punishments were fair or not.
5	Have punishments always been fair? Home Learning task—children to discuss with parents / grandparents at home about punishments and consequences. In class we will share these stories and compare them to Victorian, Medieval and our personal experiences
6	What is a leader? Sharing a key text with the children we will look at the team 'leader' and 'ruler' - what does it mean to be a leader? What does it mean to be a ruler?

History

1	Queen Victoria I - how did she lead her country? What rules did she enforce during her reign?
2	Heinz Nixdorf - how did he lead the way in his field of expertise? What impact has his actions made on our lives today?
3	Comparing Victorian and Medieval punishments - were there any similarities? What was different? Do we have any of these punishments today? Why / why not?
4	Changes within living memory - Home Learning task. How have punishments / consequences changed since your parents or grandparents were little?

Vocabulary

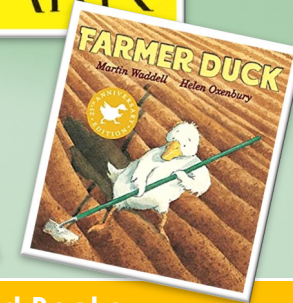
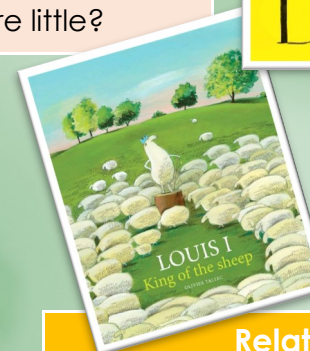
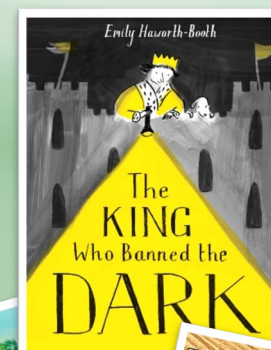
1	rules
2	punishment
3	consequence
4	fair / unfair
5	Leader / ruler
6	decisions / choices
7	revolt

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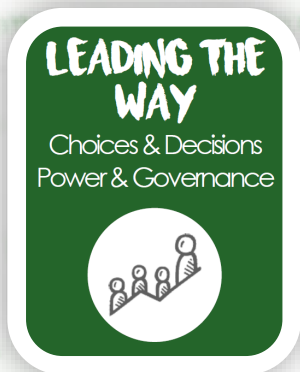
KS1 (Y1 & Y2)



Related Books

1	The King who Banned the Dark by Emily Haworth-Booth
2	Farmer Duck by Martin Waddell
3	Louis I, King of the Sheep by Oliver Tailec





KS2

Leading the Way in KS2 is divided into Lower KS2 (LSK2 - Years 3 & 4) and Upper KS2 (USK2 - Years 5 & 6)

Click the Area you Wish to visit

**Lower KS2
Y3&4**

**Upper KS2
Y5&6**

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'Leading the Way' in Y3 & 4

Every day we make choices. Individuals make a choice and choose between right and wrong. We live, work and socialise under a blanket of rules and laws. We are all governed by law; we are educated under rules and we all come from homes with their own set of rules and expectations. We aspire to be the best we can be as a citizen by making good choices and following the rules and laws that are set.

As children progress into KS2, we will explore the impact that rules and laws have on our daily lives and the wider society. We will explore, compare and discuss similarities and differences between our own country and other countries around the world.

We will identify how countries are governed and discuss what is fair when creating new rules and laws. The children will discuss the history of laws in society and begin to reflect on their own impact and influences on future laws and the way countries are governed.

Our 'Global Heroes' for this theme are Sir Edmund Hillary, Tenzing Norgay and Genghis Khan. We will be exploring these individuals and their impact on society. How did they 'Lead the way'?

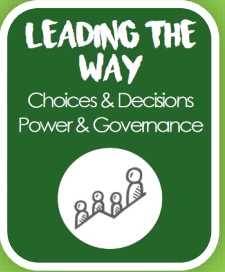
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Year 3&4

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Learning Opportunities—PSHE, History

1 **Entry Point - What is the purpose of rules?** How do they shape cultures and society. Exploring our rights and responsibilities when following rules and laws.

2 **Knowledge harvest: Why are rules important in our school culture?** How do rules change in different environments? Comparing laws, school rules and rules at home.

3 **What is democracy?** Explore how the UK is governed. Compare to other nations. What are the similarities and differences? **How can positive changes be made?**

4 **How do we make changes to rules and implement new ones?** Children to discuss the proposal of new rules and laws. Discuss the impact of a 'School Council'. **What impact could that have on our school?**

5 **How have rules in society changed over time?** Research the history of law in society. Explore how and why rules and laws were created. **Are all laws fair? Do all rules create a positive culture and society?**

6 **Exit points-**

- Create a class contract
- Elect a School Council



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Year 3&4

Global Heroes

Tenzing Norgay
Sir Edmund Hillary
Genghis Khan

English

- | | |
|---|-------------------------------|
| 1 | Non- Fiction - Letter Writing |
| 2 | Fiction - Narrative |
| 3 | Poetry - Rules poem |

Big discussions...Oracy

- | | |
|---|---|
| 1 | Debates - What's Fair? (Rules and Laws) |
| 2 | School Council - (Election campaign) |

Vocabulary

Democracy

Government

Diplomacy

Rights

Responsibility

Election



'Leading the Way' in UKS2

Each individual on our planet has a choice to make society a fair and just humanity. Each Attenborough learner has a voice therefore is emboldened to be part of the rules that make up our school and wider community.

We aspire our learners to be the positive change makers in our world. It is also important that our learners are aware of how their actions can make a positive impact for change and that they are able to appropriately use the obligatory skills and vocabulary to challenge disparities in our modern civilisation. Winston Churchill once said, 'Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.'

Our learners will learn how to think, act and verbally communicate their thoughts and ideas in order to contribute positively to future society.

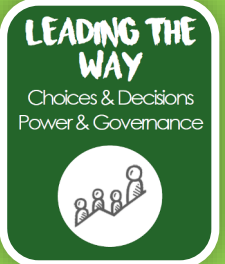
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Year 5&6

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Learning Opportunities-History/PSHE

Knowledge Harvest– What part do we play in our school rules? What part do we play in our school society?

What is a society? How can we play a positive part in making a change in society?

What is democracy? What is the history of democracy? Compare the democratic system of Ancient Greece to the current UK system. What's fair?

All about politics! What is politics? How does politics affect the way we live our lives and what difference does it make?

Big discussions...Oracy

- | | |
|---|----------------------------|
| 1 | Debate |
| 2 | Political Speeches-English |

English

Poetry-Study, write and perform poetry inspired by William Blake.

Read The Accidental Prime Minister.
Use our six key reading skills to comprehend the text-summarising, predicting, activating prior knowledge, clarifying and questioning.

Non-fiction-Write a political speech

Fiction-Write a character description

Fiction– Write a narrative based on choices and decisions.

Global Leaders/ Heroes

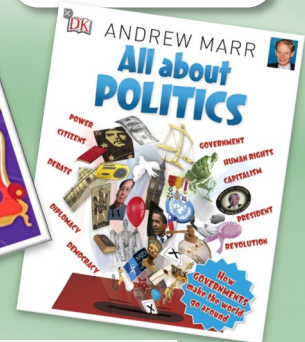
Angela Merkel
Boris Johnson
Emmeline Pankhurst



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Year 5/6



Vocabulary

Democracy

Government

Diplomacy

Human Rights

Revolution

Capitalism

