

Department: PSHE+R

Year Group: 9

Unit Title: Being British

Description/Aims of unit: Students will gain an understanding of the core British values. This includes tolerance and respect, the rule of law, democracy and individual liberty.

Non-negotiable knowledge:

- Know what the British Values are
- Understand why the FBVs are important
- Consider what Britain would be like without the FBVs

Previous Learning:

KS2 learning, Citizenship form programme

Emerging:

Students can **identify** the Fundamental British values and give simple information about each. They can give examples of what Britain may be like without the FBV.

Students can show some signs of developing respect and tolerance for all.

Students know the importance of learning about the FBVs.

Developing:

Students can **describe** the Fundamental British values and give some information about each. They can give examples of what Britain may be like without the FBV.

Students can show many signs of developing respect and tolerance for all.

Students can describe the importance of learning about the FBVs.

Secure:

Students can **explain** the Fundamental British values and give some in depth information about each. They can give examples of what Britain may be like without the FBV.

Students can show many signs of developing respect and tolerance for all.

Students can explain the importance of learning about the FBVs.

Mastery:

Students can **explain in detail** the Fundamental British values and give in depth information about each. They can give examples of what Britain may be like without the FBV.

Students can show many signs of developing respect and tolerance for all.

Students can explain in detail the importance of learning about the FBVs.

Assessment Opportunities:

Low stake questions mid unit (every 3-4 lessons)

Final evaluation of the unit including ATL and BFL score.

Discipline related key terms:

British, value, law, democracy, dictatorship, liberty, respect, tolerance

Literacy and Numeracy opportunities:

Extended writing opportunities and reading of information.

SMSC opportunities:




FBVs

Careers Opportunities and Enrichment Opportunities:



N/A

Homework:

N/A

Tiered Learning Objectives:	Learning Activities:	Personalisation and Challenge:	AfL:	Creativity and Culture Logos
<p>Give ideas about what it means to be British. Describe British diversity (G3-4)</p> <p>Give ideas about what it means to be British. Explain British diversity (G5-6)</p>	<p>What countries make up Britain?</p> <p>What does it mean to be British?</p> <p>What is a stereotype?</p> <p>Watch clips about British stereotypes – are these accurate?</p> <p>What is diversity? How diverse is the class?</p> <p>Answer questions 1-5 and tally results to show diversity.</p> <p>Table – benefits and negatives of a diverse society.</p> <p>Teacher led discussion about why/how Britain is diverse.</p> <p>Read the article about diversity and highlight positives in one colour and negatives in a another.</p> <p>Look at the graph showing diversity in Britain. Answer the questions about what it shows.</p> <p>Why don't Bassett's sell only green jelly babies?</p>	<p>Pairings to foster knowledge</p> <p>Differentiated article</p>	<p>Prior knowledge check</p> <p>Questioning throughout all tasks</p> <p>Green pen ideas added to initial grid</p> <p>Answers to questions - Application</p> <p>Final knowledge check</p>	 
<p>Describe the British values of tolerance and mutual respect and give ideas about why they are important values (G3-4)</p> <p>Explain the British values of tolerance and mutual respect and give justified ideas about why they are important values (G5-6)</p>	<p>What is a value?</p> <p>What is a British value?</p> <p>Teacher led discussion about why we teach the FBVs</p> <p>What do the words mean – match up of values</p> <p>Why is it important to have tolerance and respect?</p>		<p>Prior knowledge check</p> <p>Questioning throughout all tasks</p>	

	<p>Display negative immigration headlines – Are these accurate? Match up of immigration, illegal immigration and refugee</p> <p>Why do people come to live in the UK? Colour code push and pull factors.</p> <p>Could you pass the test to become a British citizen? Have a go.</p> <p>Which is the strongest view on immigration from those displayed (negative and positive)</p> <p>What would Britain look like without respect and tolerance examples (Hitler, Putin)</p>	<p>HAPs – colour coding</p> <p>Pairings to foster knowledge</p>	<p>Colour coding</p> <p>Application of knowledge</p> <p>Final knowledge check</p>	 <p>REFLECT</p>
<p>Describe why Britain has laws and how these are put in place. Give your opinions (G3-4)</p> <p>Explain why Britain has laws and how these are passed. Justify your opinions (G5-6)</p>	<p>Are the UK laws true or false?</p> <p>What laws are there in the UK? Why do we need laws? Look at the common laws and think about what would happen if they were not in place.</p> <p>Summarise information about how UK laws are passed by government in 10 words.</p> <p>Think of a new law and prepare a speech for parliament.</p> <p>Would there be any benefits to having no laws?</p>	<p>More words for LAPS/Less words for HAPs</p> <p>Groupings to enable leadership skill development</p>	<p>Prior knowledge check</p> <p>Teacher questioning throughout the lesson</p> <p>Summary to show learning</p> <p>Speeches – given to the class</p> <p>Final knowledge check</p>	 <p>PARTICIPATE</p>  <p>REFLECT</p>
<p>Describe the British legal system. Give examples of how people have changed laws in history (G3-4)</p> <p>Explain the British legal system and give justifications</p>	<p>What happens if you break the law? Read about the court system and fill in the worksheet to show your understanding.</p> <p>Do you think the UK legal system is effective? Explain.</p>	<p>Differentiated information</p> <p>HAPs - Justifications</p>	<p>Prior knowledge check</p> <p>Questioning</p>	 <p>PARTICIPATE</p>

<p>about how people can change the law of a country (G5-6)</p>	<p>Working in groups of 4 students look at one of the following: Stonewall riots Stephen Lawrence Ford Strikes These are examples where laws have been changed due to social action.</p> <p>UK laws protect people equally. Do you agree?</p>	<p>Groupings to enable leadership skill development and support LAPs</p>	<p>Presentations</p> <p>Final knowledge check</p>	 
<p>Describe what democracy is and how general elections work. Give some ideas about how the UK would be different if it was not a democracy (G3-4)</p> <p>Explain what democracy is and how the general elections work. Give many ideas about how the UK would be different id it was not a democracy. (G5-6)</p>	<p>What is a democracy? What about a dictatorship?</p> <p>Gap fill to check understanding</p> <p>Read the story about different types of government and match the tribe to the type</p> <p>Look at the map – what do you notice about where democratic societies are?</p> <p>Look at the flow chart about the voting system. Put the information in the right place.</p> <p>What would life be like if Britain was not a democracy? Examples – Pol Pot</p> <p>Under 18s should be given the vote do you agree?</p>	<p>Differentiated information</p> <p>LAPs sentence starters</p> <p>Pairings to foster knowledge</p>	<p>Prior knowledge check</p> <p>Questioning throughout all tasks</p> <p>Completed flow chart</p> <p>Final knowledge check.</p>	 
<p>Describe what individual liberty is and the links it has to human rights. Give ideas about which human rights are most important and cases where these may not be granted. (G3-4)</p> <p>Explain what individual liberty is and the links it has to human rights. Give in</p>	<p>What is liberty?</p> <p>Look at the human rights – rank them</p> <p>Take it in turns to look at the human rights discussion cards.</p> <p>Sometimes the rights of two people conflict. Cases like this must be decided in court. Scenarios – which person would you support?</p>	<p>Differentiated cases/scenarios</p>	<p>Prior knowledge check</p> <p>Questioning throughout all tasks</p> <p>Conclusion and justifications</p>	 

<p>depth ideas about which human rights are most important and cases where these may not be granted.(G5-6)</p>	<p>Read the card on your table, give further examples and create a still to show your example.</p> <p>Watch the clip about what young people are doing to fight for people’s rights. (Amnesty)</p> <p>Example of not having rights – Child soldieries.</p> <p>Final unit evaluation.</p>		<p>Completion of still</p> <p>Final knowledge check</p> <p>Self assessment</p>	
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