



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
4 weeks (4 lessons)	<p>SMSC            Sp.- They will be encouraged to answer for themselves some of life's fundamental questions related to self and cultural identity.            C. - Students will acquire a respect for their own personality and culture and that of others, an interest and curiosity about differences between people.            So.- students will be given an opportunity to work individually and in pairs, sense of belonging</p> <p>Sense of self and cultural identity:            - developing sense of self and cultural identity.            - understanding factors that make up an identity.            - comparing differences and similarities between personalities.            - identifying discrimination linked to personal and cultural identity.            - communicating what can be learnt from 'Remember the Titans'.            - understanding cultural identity and multiculturalism.            - debating the conflicts caused by cultural clashes.</p>	<p>All – pupils should be aware that we are all different and unique.            Most – pupils should know the meaning of identity and name their links with different cultural and social groups.            Some – pupils will have an understanding about the conflicts between different social/cultural identities e.g. in Asia.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Unit title – Sense of self-cultural identity.            Assessment to be completed as homework after the 4<sup>th</sup> lesson taught.</p>	<p>Lesson 3 – peer feedback.            After lesson 4 - teacher feedback.</p>	<ul style="list-style-type: none"> <li>o I can take part in decision-making activities with other people.</li> <li>o I am able to identify different views on topical and controversial issues and I can describe what influences those views.</li> <li>o I can describe appropriate research methods and I can evaluate sources for validity and bias.</li> <li>o I can reflect on the success of my actions in achieving influence or improving my community; and I can suggest ways of taking the project further in the future.</li> <li>o I show understanding of the complexity of identities and diversity in communities and can explain the impact of some of the changes in UK society and the global community.</li> <li>o I can begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of the political and legal systems.</li> <li>o I can compare the role of the citizens of the UK with those in other parts of the world in order to show the strengths and weakness of other political systems.</li> <li>o I can look at different situations and weigh up the implications of where an individual's or group's rights and obligations are contested.</li> <li>o I question assumptions and my own views after I have examined relevant evidence.</li> <li>o I can take part in an informed debate and can argue points well.</li> </ul>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	<p>L.O. - To understand the definition and characteristics of personal identity.</p> <p>K.Q. - <b>Who am I?</b></p>	<p><b>ALL</b> – will be able to describe their own personal identity.</p> <p><b>MOST</b> – will be able to define personal identity and explain what makes our identity.</p> <p><b>SOME</b> – will be able to analyse how far their identity is shared with others.</p>	<p>Using pictures of people with differing identities, pupils write down their views on what identity(s) each person has and guess what the lesson will be about. Then start class discussion and potentially a debate around what identities the pupils put for each person.</p>	<p>1. Pupils to draw the stick man of themselves and write down in the speech bubble at least six statements starting with 'I...'. Feedback.</p> <p>2. Pair discussion:</p> <ul style="list-style-type: none"> <li>- What do we mean by identity?</li> <li>- What factors make up your self (personal) identity?</li> <li>- Have we got just single or maybe multiple identities?</li> </ul> <p>3. Students to fill in worksheet asking them to look at different categories of their identity. One box left empty so the G&amp;T in the class can come up with their own category so that they are thinking deeper about their own identity.</p> <p>4. Working in pairs of 3, students to complete Venn diagram worksheet by filling in their names and the individual/shared identities in each section. Go4purple- Finish by writing a paragraph on the extent of those shared identities.</p>	<p>Model an example.</p> <p>Think/pair/share on the differentiated questions.</p> <p>When looking at pupils books, can check what they wrote in each box to assess to what extent they have understood. Also ask how many identity traits pupils have to see how far through the task they are.</p>	<p><b>MUST DO:</b> Design a logo to represent your personal identity.</p> <p><b>OPTIONAL:</b> Explain what factors can change someone's personal identity.</p>	<p>Ask pupils questions relating to the lesson and get them to answer by putting thumbs up (if they know the answer), side (if unsure), down (if they don't know the answer). Ask individuals to give answers.</p> <p>Every question asked to be differentiated and tailored to see how much they have learned in this lesson.</p>



<p>2.</p>	<p><b>(Double lesson. Part 1)</b></p> <p>L.O. - To learn about discrimination linked to personal and cultural identity.</p> <p>K.Q. - <b><u>What can we learn about discrimination from 'Remember the Titans'?</u></b></p>	<p><b>ALL</b> – will be able to give examples of discrimination. <b>MOST</b> – will be able to explain why discrimination can be harmful. <b>SOME</b> – will be able to evaluate what changes have been made over time to prevent discrimination.</p>	<p>Play the song 'Don't laugh at me' in the background and ask students to write a paragraph explaining what today's lesson will be about, How does this song make them feel? How does it title link to self-identity? Feedback.</p>	<p>1. Working in pairs, students to brainstorm what they already know about discrimination. <b>Go4purple:</b> Can you think of some examples from history or your own experiences? How have these been reduced? Feedback. 2. Students to watch full video 'Remember the Titans'. Before watching go through the questions from the handout. Advice to take notes while watching as pupils will have to answer each of the questions in full sentences for homework. 3. Pause the movie after 15-20min and use Socratic questioning to discuss the content.</p>	<p>Independent work</p> <p>Socratic questioning about the content.</p>	<p><b>MUST DO:</b> Answer questions 1-4 in full sentences.</p> <p><b>OPTIONAL:</b> Find out 3 interesting facts about Titans in Greek.</p>	<p>Students to write a text message to a friend explaining what they did/learnt today in Citizenship.</p>
<p>3.</p>	<p><b>Part 2 of lesson 2</b></p> <p>L.O. - To communicate what can be learnt from 'Remember the Titans'.</p> <p>K.Q. - <b><u>What can we learn about discrimination from 'Remember the Titans'?</u></b></p>	<p><b>ALL</b> – will be able to give examples of discrimination. <b>MOST</b> – will be able to explain why discrimination can be harmful. <b>SOME</b> – will be able to evaluate what changes have been made over time to prevent discrimination.</p>	<p>Students to write down at least 3 questions about the movie or discrimination starting with: <i>Who... ? What... ? Where... ? Why... ? How... ?</i> Then to take turns to ask these question and give detailed answers. Model an example as a class.</p>	<p>1. Carry on watching the movie. Pause every 15-20min and use Socratic questioning to discuss the content.</p>	<p>Socratic questioning. Debate.</p>	<p><b>MUST DO:</b> Answer questions 5-6 in full sentences.</p> <p><b>OPTIONAL:</b> Draw a comic about the movie watched in the lesson.</p>	<p>Working as a group of four, students to decide what they think this film says about discrimination and racism. Answers brainstormed on a sugar paper then feedback to the rest of the class.</p>
<p>4.</p>	<p>KQ: How can I revise for the assessment on this topic?</p>	<p>To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.</p>	<p>Learners to mind-map everything they can remember about the topic.</p>	<p>Learners to complete revision activities.</p>		<p>Revise for end of unit test. Must bring in a revision resource.</p>	<p>Pop quiz on topic.</p>



5.	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
6.	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question.  Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.



<p>7.</p>	<p>L.O. - To understand the meaning of cultural identity and the importance of multiculturalism.</p> <p>K.Q. - <u>Do you choose your identity or is it chosen for you?</u></p>	<p><b>ALL</b> – will be able to describe your cultural identity and define multiculturalism.</p> <p><b>MOST</b> – will be able to explain how our personal identity is shaped by culture and how cultural identities can clash.</p> <p><b>SOME</b> – will be able to evaluate why a society with multiple cultures is more likely to develop protracted social conflicts.</p>	<p>Students to de-code the meaning of cultural identity.</p>	<p>1. Start by playing ‘Stand up.’ Take some identities brought up in the first lesson and get pupils to stand up if they share that identity. Do a few times before pointing out that the identity mentioned is shared between them all. Throw out questions regarding the importance of this and what it means to them and in wider society.</p> <p>2. Students to complete the worksheet. Share answers as a table and to compare various aspects of your individual cultures. Whole class feedback.</p> <p>3. Students to discuss the meaning of multiculturalism and to write 3 facts about it.</p> <p>4. Students to watch the video clip and describe conflicts caused by cultural clashes. Socratic questioning.</p>	<p>Whole class feedback.</p> <p>Socratic questioning. Debate.</p>	<p>Newspaper article – Citizenship End of Unit Assessment.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- You need to produce an article (at least one page long) for a local newspaper.</li> <li>- You can use the layout provided or come up with your own one.</li> <li>- It is up to you whether your article is handwritten or typed up.</li> <li>- Make your article eye-catching (an interesting headline, quotes, pictures/sketches, an editorial (this is the part of the page that will contain YOUR opinion)).</li> <li>- Take care of SPaG and your presentation.</li> <li>- Use the success criteria below to guide you. Tick them off as completed.</li> </ul>	<p>Students to finish the sentence - Cultural identity ...</p>
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