

Medium Term Plan

Subject: SMSC	Year: 9
Unit: Being British	Exam Specification (if appropriate):

Unit schedule: 6hrs (6weeks)

Key dates:

Unit Enquiry Questions: 1hr each

Enquiry Question: Why do all British people have big teeth?
 How diverse is the UK?
 Why is immigration good for the U.K.?
 Would you pass the British test?
 How can you legally kill a Scotsman?

Unit Learning Outcomes:

- Identify
- Describe your ideas
- Explain your ideas
- Justify your ideas
- Analyse – (social, environmental, economic, sustainable/unsustainable, ethical/unethical, moral/immoral/, reliable/unreliable, justifiable/unjustifiable, the cause/not the cause)
- Evaluate – Reach a judgement

Cross Curricular Links:

Literacy: Extended writing tasks, literacy focuses, key term mats

Numeracy: N/A

ICT: N/A

SMSC: Cultural – Being British

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Health/Science Specialism: N/A

Assessment tasks

'The U.K. should stop all immigration' Do you agree? Give reasons for your opinions showing you have thought about another point of view.

Lesson Enquiry Question: Why do all British people have big teeth?	<p>Starter; What is a stereotype? Write the keyword in books.</p> <p>Main; Students suggest stereotypes for different countries including the U.K. Students are shown a range of clips e.g. Mr Bean. And must suggest ways in which the media portrays British people. Class discussion about how accurate these stereotypes are. Students give ideas about what British people are actually like and either make a small holiday brochure about Britain or an advert.</p> <p>Plenary; How accurate are the British stereotypes?</p>	<p>Aims</p> <ul style="list-style-type: none"> • Describe some stereotypes of British people and give simple ideas about how these are inaccurate • Explain some stereotypes of British people and give simple ideas about how

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	<p>Differentiation</p> <ul style="list-style-type: none"> • Print keywords for lower ability students • Differentiated clips and media articles • Choice of task 	<p>these are inaccurate</p> <ul style="list-style-type: none"> • Explain in detail some stereotypes of British people and give simple ideas about hoe these are inaccurate
	<p>AG+T</p> <ul style="list-style-type: none"> • More complex language for the keyword • Leadership role when thinking of stereotypes • Choice of tasks 	
<p>Lesson Enquiry Question: How diverse is the UK?</p>	<p>Starter; What is diversity? Students suggest positive things about diversity.</p> <p>Main; Display pictures of everyday items/food e.g. curry, fish and chips, Iphone. Students suggest how their life would be different without these things. Student continue to use items to guess which country they originated from. Class discussion about how diversity brings good things.</p> <p>Give students some information about why the U.K. is diverse e.g. Britain asked for people to help re-build the country after WW2 etc.</p> <p>Plenary; How important is diversity to the mke up of the U.K.?</p>	<p>Aims</p> <ul style="list-style-type: none"> • Describe what diversity is and the positives of this within the U.K. • Explain what diversity is and the positives of this within the U.K. • Evaluate the importance of diversity within the U.K.

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	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiated pictures and prompts of country of origin (match up) • Lower ability students should be given different information about the origins of the U.K.s diversity. 	
	<p>AG+T</p> <ul style="list-style-type: none"> • HAPs should have more complex pictures to guess the origin • More complex information about the origins of diversity in the U.K. • Further keywords given e.g. multi-cultural 	

<p>Lesson Enquiry Question: Why is immigration good for the U.K.?</p>	<p>Starter; What is immigration? What is illegal immigration? What is the difference? Do you think immigration is a good thing?</p> <p>Main; Students are given a story/shown a clip about somebody that has immigrated to the U.K. and suggest reasons why people come to live in the U.K. Students are given newspaper articles about immigration and think about how the media portrays immigration and how this might impact people's views. Students are given key facts about immigration e.g. how many NHS workers are immigrants. Students write a diary entry imagining that the U.K. allowed no immigration thinking about how the country would differ.</p> <p>Plenary; How important is immigration to the U.K.</p>	<p>Aims</p> <ul style="list-style-type: none"> • Describe what immigration is and why it is a positive thing for the U.K. • Explain what immigration is and why it is a positive thing for the U.K. • Evaluate the importance of immigration to the U.K.
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	<p>Assessment question to be completed during this lesson – ‘The U.K. should stop all immigration’ Do you agree? Give reasons for your opinions showing you have thought about another point of view.</p>	
	<p>Differentiation</p> <ul style="list-style-type: none"> • Print definitions for lower ability students • Differentiated clip/story about immigration • Differentiated newspaper articles considering average reading age of the text • Sentence starters for the assessment 	
	<p>AG+T</p> <ul style="list-style-type: none"> • Differentiated clip/story about immigration • More complex (higher reading age) newspaper articles 	
<p>Lesson Enquiry Question: Would you pass the British test?</p>	<p>Starter; Explain that to gain nationalism in the U.K. people that were not born here must take a quiz. Students suggest three questions they would ask to find out if candidates knew enough about the U.K. to remain living here.</p> <p>Main; Students are given the nationalism test and must try to answer the questions. This will be held in exam conditions and instructions firstly read to the students etc. Go through the answers with students. Those that pass are given a U.K. passport and those that did not are told they have another chance at the test but must leave the country if they do not pass it. Those that did not pass are</p>	<p>Aims</p> <ul style="list-style-type: none"> • Describe what is needed for a person to gain British citizenship • Explain what is needed for a person to gain British citizenship • Evaluate the use of a test

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	<p>given some revision sheets to revise for a few minutes and then re-sit the test. Those that did pass must create a list of things they would now like to do as they are now British Citizens.</p> <p>Plenary; Should there continue to be a text to become a British Citizen?</p>	to gain British citizenship
	<p>Differentiation</p> <ul style="list-style-type: none"> • Modelling of questions for the starter • Differentiated revision sheets for the re-take test • Students are given a list of things they could do once British citizens and select their top priorities 	
	<p>AG+T</p> <ul style="list-style-type: none"> • Differentiated revision sheets with more complex wording and ideas • Extension considering how effective the test is 	

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<p>Lesson Enquiry Question: How can you legally kill a Scotsman?</p>	<p>Starter; True of false – weird U.K. laws</p> <p>Main; Students list as many U.K. laws ('normal laws') as they can. They then compare these to Human rights to see how many enforce basic human rights. Students suggest how these are decided and enforced. Students are given information about the legal/justice system in the U.K. Using this information they must either storyboard or act out a legal situation from the beginning (committing the crime) to the conclusion (prison?/release)</p> <p>Plenary; How important is the law at promoting freedom?</p>	<p>Aims</p> <ul style="list-style-type: none"> • Describe key parts of the U.K. law with a particular focus on freedom • Explain key parts of the U.K. law with a particular focus on freedom • Evaluate the use of the law in promoting freedom
	<p>Differentiation</p> <ul style="list-style-type: none"> • Students could be given picture clues about common British laws • Students match up human rights and laws using simplified language • Differentiation through task and grouping 	
	<p>AG+T</p> <ul style="list-style-type: none"> • Students are given more complex language when looking at human rights • Differentiation through task and grouping 	