

SDG Learning Organiser – Year 2 Autumn 2 – “What would a peaceful community look like?”

Prior Learning (What we already know?):

We know rules are important in class

We know the police are trusted adults.

We know what peace is from our collective worship assemblies.

New Learning:

1. To learn more about Christianity from Father David.
2. To continue to learn more about family units, different cultures, communities and traditions.
3. To express our own commitments, including working hard at sport (P.E) or music, caring for animals and the environment, loving their family or serving God through creative art.
4. To develop an understanding of legal systems (police force and courts) and models of democracy (voting in class and school).
5. To understand concepts of justice (fined for speeding), inclusion and peace (fighting is not OK) and their relationship to law.
6. To begin to understand definitions of justice: (link to steps and behaviour management where a consequence is helpful and proportionate).
7. To begin to understand crime and punishment, comparing laws and punishments (speeding a course or a fine or points).
8. To understand climate justice – ensures climate change is viewed as political and ethical not natural.

New Global Development Skills:

1. To be able to use all senses to explore and find out about places, objects, beliefs, practices and forms of expression.
2. To be able to ask questions and reflect on feelings and experiences.
3. To be able to use imagination and curiosity to develop appreciation of and wonder at the world.
4. To contribute to discussions and debates.
5. To be able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.
6. To have confidence and respect for self and others.
7. To have appreciation of similarities and differences between people and places.
8. To have appreciation of multiculturalism.
9. Develop a sense of empathy towards others, and social tolerance.
10. To value co-operation. (skills builder teamwork)

Key Questions:

How do you feel when you see people being disrespectful of the planet?

How can we look after our planet?

Should there be a consequence when we do something wrong?

What does justice mean?

How does a judge keep us safe?

What rule might help us in the future?

Key Facts:

Consequences are proportionate to what goes wrong e.g. the first time somebody drives too fast you can go on a course to learn to do better.

A court is a place where arguments are settled.

A judge is in charge in a court.

A law is a rule that people must follow.

The courts and police enforce people following rules and punish people who break the law.

Climate justice ensures we take responsibility for climate change.

Key Resources:

<https://www.youtube.com/watch?v=-3cDFEw1bhY>

<https://worldslargestlesson.globalgoals.org/resource/peace-path/>

Can I do this?

Explain that all families are different and explain how that might be.

Explain how we are committed to a cause in a creative way.

Explain what might happen if we break a rule/law.

Explain how we are responsible for looking after our planet and explain what might happen if we don't.

Write a new rule/law that might help us in the future.

Describe the people and the system that keep our community peaceful.



Vocabulary:

Police, court, justice, rule, consequence, punishment, co-operation, teamwork, respect, institution, empathy, feelings, climate justice.