Dear Subject Coordinator

We hope that you will find the materials helpful when working with pupils who are achieving within the eight levels of the P Scales, the first two levels of the national curriculum and across all four key stages. In writing these examples of good working practice, special consideration was given to the current mainstream and Special Education guidance from the QCA at the time.

What is a Scheme of Work?
A Scheme of Work illustrates the different ways in which teachers can plan subject learning opportunities to respond to the specific needs and priorities of the children, their communities and the schools themselves. They also build on children’s experiences and earlier learning from the Foundation Stage onwards.

Who writes Schemes of Work?
Schemes of Work are written by teachers with expertise in Special Education who are currently teaching pupils who are working within the full range of the P Scales and the early levels of the National Curriculum.

Who would use a Scheme of Work?
Schemes of Work are used by teachers involved in the delivery of the National Curriculum and support the statutory responsibilities of Head Teachers and Governors to ensure delivery of a broad and balanced curriculum.

What does a Scheme of Work include?
A Scheme of Work is the overall planned provision of a subject in a Key Stage. It is made up of the units of work, which may be taught in any order across the Key Stage. Some of the units will be more appropriately taught at a certain time in the school year such as a unit on Christmas and a unit on spring festivals. Units are medium –term plans, usually designed for half a term. They set out specific learning objectives as well as possible teaching activities and learning outcomes.

What ages are Schemes of Work available for?
Schemes of Work are available for EYFS, Key Stages 1-4 and 16-19 pupils.

How useful are published Schemes of Work?
The use of published Schemes of Work gives valuable guidance to schools in their implementation of the curriculum and saves teacher planning time.

Are the Schemes of Work linked to the P Scales?
Yes, the Schemes of Work are linked directly to the P Scales through differentiated learning outcomes.
1) Key Stage 1

PSHE & Citizenship

Key Stage 1

1 Developing confidence and responsibility and making the most of their abilities
   1.1a Knowing myself
   1.1b Being aware in the community

2 Preparing to play an active role as citizens
   1.2a Belonging to groups
   1.2b Looking after our environment

3 Developing a healthy, safer lifestyle
   1.3a Ourselves
   1.3b Food/exercise – “healthy choices”

4 Developing good relationships and respecting the differences between people
   1.4a Caring
   1.4b The people around me

5 Sex and relationship education
   1.5a Making personal choices
   1.5b Personal responsibility
UNIT TITLE: Looking after our environment (KS1) Unit 1.2b

ABOUT THE UNIT

Through this unit pupils will:

- learn to identify different local environments that are meaningful to them
- learn to identify the properties of different environments
- learn about some ways to look after their environment.

WHERE THE UNIT FITS IN

Links with 'Caring' KS1

Links with Science studies and Geography

1.1b being aware in the community
1.5b Personal responsibility

VOCABULARY

Plants     Home       School
Garden     Bedroom    Classroom
Water      Kitchen    Office
Sunlight   Lounge     Playground
Flower     Bed        Table
Bud        Fridge     Computer
Leaf       Sofa       Chair
Stem       Mum        Teacher
Root       Sister     Teaching Assistant
Needs of plants.

Beautiful   Happy
Alive       Alive
Dead        Dead
Horrible    Horrible
Sad

RESOURCES

Indoor or outdoor garden.
Visits to different areas of the environment

Plants
Area for planting/tubs
Garden tools
Brushes
Watering cans.

Songs/stories

Video
Camera
Collage materials

EXPECTATIONS

At the end of this unit:

All pupils will:
Encounter opportunities to look after their immediate environment.

Most pupils will:
Take an active role in looking after the environment.

A few pupils will:
Take responsibility for looking after part of the environment.
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES</th>
<th>DIFFERENTIATED LEARNING OUTCOMES</th>
<th>POINTS TO NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils should:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Identify different local environments that are meaningful to them. | At home:  
Ask parents to take child around the home and highlight personal bedrooms, kitchen, lounge and garden.  
At school:  
Take children around school and highlight areas, e.g. my classroom, other classrooms, headteacher’s office, toilets, playground etc.  
Outside:  
Spend time in outdoor environment.  
Spend time with their group in the outdoor environment.  
Visit gardens in the local community. | Pupils will:  
- Encounter regular opportunities to visit parts of their immediate environment.  
- Show an awareness of their environment by a change in body language.  
- Show a preference for a particular place.  
- Move independently to an identified area.  
- Remain with group. | Health and Safety guidelines concerning 'safe' plants should be consulted. |
| To be aware of the different properties of each chosen environment. | Explore the specific properties of each of the chosen environments separately and in detail, in the following ways:  
The environmental category  
Identify where it is in relation to a base  
Identify objects and functions in that space  
Identify what you do in that space and who would be there  
Identify likes, dislikes, preferences within that space  
These properties should then be recorded in a similar way as expressed in the earlier part of this unit | - Pupils show an emerging awareness of people, objects and places  
- Pupils respond to options and choices with actions or gestures  
- Join in discussions by responding appropriately  
- Judge right and wrong on the basis of the consequences of their actions | Have a variety of watering implements that all can access e.g. watering cans, hoses, and sprays. Sprinklers. |

Health and Safety guidelines concerning 'safe' plants should be consulted.

Plant a variety of plants at different heights, with varying textures, scents, colours, leaf shapes etc.
Could have vegetable plants mixed with herbs, flowers and shrubs.
<table>
<thead>
<tr>
<th>Learn that they have responsibility for the care of their environment.</th>
<th>Taking a small part of their environment, in this case a garden/planted area, and finding out who planted it and who looks after it. Identify who the area is for i.e. the pupils and talk about who should also take some responsibility to look after it.</th>
<th>• Meet people who planted/look after gardens at school and in immediate environment. • Identify the people e.g. caretaker, council workers, gardeners. • Identify who the area is for. • Decide whether they should take part in looking after the garden.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handle plants and living things with care and have an understanding of what they need to survive.</td>
<td>Don't walk or push wheelchair over plants. Leave plants where they are to grow. Water plants - could link with science to do experiments to see what happens when plants don't get what they need.</td>
<td>• Encounter opportunities to touch, smell, and view different planted areas. • Handle plants with as much care as possible. • Don't walk on the garden if it isn't appropriate. • Identify what plants need to survive (linked with science) • Water plants with adult supervision</td>
</tr>
<tr>
<td>Take responsibility for part of the garden.</td>
<td>Identify a part of the garden or plant tubs or just have individual plants for each pupil or group of pupils to take care of. Remind them to water them etc. Have a specific routine.</td>
<td>• React to new activities and experiences • Actively explore objects and places in the garden • Carry out routine activities in terms of caring for the environment • They show a basic understanding of why care is important</td>
</tr>
</tbody>
</table>
2) Key Stage 2

PSHE & Citizenship

Key Stage 2

1 Developing confidence and responsibility and making the most of their abilities
   2.1a Being aware of my ability
   2.1b Choosing
   2.1c Communities
   2.1d Taking responsibility towards others

2 Preparing to play an active role as citizens
   2.2a Recycling
   2.2b Rules
   2.2c Topical issues
   2.2d Valuing money

3 Developing a healthy, safer lifestyle
   2.3a Medicines and drugs
   2.3b Healthy exercise
   2.3c Keeping safe
   2.3d Growing and changing

4 Developing good relationships and respecting the differences between people
   2.4a Friends
   2.4b My family
   2.4c Playing and learning together
   2.4d Special days

5 Sex and relationship education
   2.5a Knowing how I am changing
   2.5b Rights and choices
   2.5c Safety in the community
   2.5d Respecting privacy
UNIT TITLE: Growing and changing (KS2)

ABOUT THE UNIT

Through this unit pupils will:

- begin to develop a growing awareness of their bodies
- learn to identify their own physical growth and change

WHERE THE UNIT FITS IN

Sex and Relationships KS1
English "Literacy Hour"

VOCABULARY

Used in context, spoken, signed or using objects of reference or symbols:

RESOURCES

Photographs, pictures, books.
Family development pictures, mirror.
Stories about characters with different roles in their families.
Stories and poems about other children's lives.
Stories about the world around them.

Emma’s Lamb (ISBN 0-7445-2031-2)
Growing Pains (ISBN 0-7112-09553)
Once There Were Giants (ISBN 0-7445-1791-5)
Health 1 and 2 - Developing awareness of physical, social and emotional growth (ISBN 1-86400-605-6) and (ISBN 1-86400-606-4)
Health for Life, Noreen Wetton, Trefor Williams (ISBN0-17-423387-6)

EXPECTATIONS

At the end of this unit:

All pupils will:
Be aware of and enjoy physical contact with a familiar adult.

Most pupils will:
Participate in activities that show how growth has happened and the need for food for activity and growth.

A few pupils will: (these expectations go beyond P8 Level Descriptors)
Know the process of growing young to old and how people’s needs change.

Developing a Healthy, Safer Lifestyle Growing and Changing (KS2) Unit 2.3d
## Developing a Healthy, Safer Lifestyle
### Growing and changing (KS2)  Unit 2.3d

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES</th>
<th>DIFFERENTIATED LEARNING OUTCOMES</th>
<th>POINTS TO NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils should:</td>
<td>Multi-sensory massage focusing on different body parts: - hands, feet, arms. Hydrotherapy/Halliwick Method of Swimming - the use of water to allow pupils to take control of their own bodies with varying degrees of adult support. MOVE (Movement Opportunities Via Education) - opportunities to practise functional movement which is integrated through daily school activities. Rebound Therapy - the use of the trampoline to improve body image, body awareness, vocalisation - with varying degrees of adult support. Communication games that involve finger rhymes, clapping. Circle Time: Possible experiences - birthdays and times to celebrate growing up. What is a birthday? Talking together, photographs, pictures, symbols, drawings - or published materials of families growing up. Class/group activity with the opportunity for individual work. Use family pictures of pupils to show how they have grown. Talk with the pupils about how much they have grown. Invite them to draw, label, use computer programs of people and things that helped them to grow.</td>
<td>Pupils will: • Encounter activities which involve movement. • Show increased body awareness • Imitate movements of other pupils and adults. • Communicate a wish for an activity to stop or to be repeated. • Interact with other pupils during games activities. • Indicate a wish to extend challenging activity. • Encounter celebrations which indicate growing up. • Respond to their name by smiling, eye contact, turning head or gesture. • Show awareness that they are the person who is having a special day by change in behaviour. • Give eye contact to photographs, images. • Indicate that they recognise basic differences in people.</td>
<td>Professional links are vital to ensure safety and clarity of appropriateness. Consultation with physiotherapist / occupational therapist to ensure the range of movements is appropriate and safely managed. Refer to school policy on Sex Education.</td>
</tr>
</tbody>
</table>

---

**Points to Note:**

- Professional links are vital to ensure safety and clarity of appropriateness.
- Consultation with physiotherapist / occupational therapist to ensure the range of movements is appropriate and safely managed.
- Refer to school policy on Sex Education.
| Recognise their own personal growth and change and the process of growing from young to old. | Use the pupils’ responses to make up a large shared picture.  
What do we need to grow?  
Baby food, lots of sleep, lots of dinner, water, drinks, Going out in the pram, fresh air, love  
Who has helped me to grow?  
Mum, dad, grandmother, people they live with doctor, nurse, dentist  
Photographs/objects of reference to be used if appropriate. | • Interact positively with practical activities.  
• Indicate an understanding that they have grown and changed. |
| --- | --- | --- |
| Explore the 'human cycle'  
Circle Time: Talking together, pictures, symbols, drawings. Make a wall story. Look at pictures of bodies showing development of physical features. How do they know that this growth has happened - hands have grown, they needed new gloves, clothes don’t fit, teeth fall out.  
Discuss about different shapes and sizes of people. Use pictures, objects of different people, pets, flowers and trees on the theme. Label with appropriate vocabulary.  
Offer pupils a range of clothing that may be worn by pupils as they get older - boxer shorts, underpants, vest, bra.  
Choosing activities for dressing dolls/models.  
Computer activities with dressing sequences.  
To sort a selection of pictures:  
Baby, child, adolescent / teenager, young adult, middle-aged person, old person / senior citizen | • Show an awareness of someone who is familiar by reacting consistently to them.  
• Enjoy and actively seek familiar people.  
• Recognise male and female bodies at varying stages of development.  
• Participate in choosing and dressing activities with prompting.  
• Communicate an understanding of the main body developments.  
• Communicate an understanding that everyone grows from young to old and how people’s needs change. |  
*Health 2, Jenni Harrold:  
The Human Cycle, page 24  
Looking After a Baby, page 25  
Childhood Changes, page 26* |
| Recognise the things they can now do for themselves. | Use pictures to talk about the things they can do now for themselves. | • Encounter activities which are new to them - watching/listening to a video of a personal/group achievement. |
| | Talk to the pupils about the things they can do now for themselves. | • Participate in activities which are new to them, eg. “Things I need to practise” - using symbols of reference, video coverage, etc. |
| | Provide the pupils with a collection of pictures cut from magazines. Photographs can be used for pupils who are working towards a target, targets achieved, e.g. MOVE programme, hydrotherapy. Include pictures of people of all ages from a variety of lifestyles doing a variety of activities. Ask the pupils to sort these into sets using the criteria: | • Respond to activities by independent movement. |
| | Things I can do now. Things I will be able to do soon. Things I can't do yet. Things I want to do. Things I need to practise. | • Interact with others during activities. |
| | Ask the pupils to talk through their sorting procedure. Talk about the things they want to be able to do, for example: choose a drink clean own teeth read a book put on shoes, coat walking to the toilet in a gait trainer | • Indicate an understanding they are responsible, for example: choose a drink clean own teeth read a book put on shoes, coat walking to the toilet in a gait trainer |
| | Gait trainer - to aid functional mobility. |
1) Key Stage 3

PSHE & Citizenship KS3

Key Stage 3

1 Developing confidence and responsibility and making the most of their abilities
   3.1a Recognising my needs
   3.1b Risk assessment
   3.1c Media and advertising
   3.1d Communities and cultures
   3.1e Money and environment
   3.1f Feelings

2 Knowledge and understanding about becoming informed citizens
   3.2a Everyday choices
   3.2b Earning and spending
   3.2c Groups I belong to
   3.2d Helping others
   3.2e Looking after our school
   3.2f Newspapers

3 Developing a healthy, safer lifestyle
   3.3a Health and exercise
   3.3b Leisure awareness
   3.3c Healthy lifestyles
   3.3d Medicines and medication
   3.3e Personal hygiene
   3.3f Exercise is fun

4 Developing good relationships and respecting the differences between people
   3.4a Changing relationships
   3.4b Self evaluation
   3.4c Respecting others
   3.4d Lifestyles
   3.4e Peer pressure
   3.4f Making compromises, goodwill and conflict resolution

5 Sex and relationship education
   3.5a My changing body
   3.5b Awareness and coping
   3.5c Being myself
   3.5d Community belonging
   3.5e Personal sensitivity
   3.5f Human development
Personal, Social and Health Education and Citizenship
Developing Confidence and responsibility and making the most of their abilities

UNIT TITLE: Media and advertising (KS3)  

ABOUT THE UNIT

Through this unit pupils will:

- have access to a variety of media information
- be aware of the influence of the media
- understand the importance of telling the truth
- learn the value of advertising

WHERE THE UNIT FITS IN

This is one of five units for Developing Confidence and Responsibility at KS3

Links to KS2 Sex Education and Relationships and Knowing Myself and Making Choices 1 KS3

Links to Knowledge and Understanding about becoming informed citizens KS2 - Newspapers

Links to Language, Literacy and Citizenship Possible links to

RE
Geography
History
Design and Technology
ICT
Art

VOCABULARY

Used in context, spoken, signed or using objects of reference or symbols.

TV
Video
Media
Newspaper
Advertising
True / false
Publish
Exaggerate

RESOURCES

TV
Video
Magazines
Newspapers - local and national
Computer programs
Publishing package for computer
Big switches
Art and craft materials
Tape recorder
Camera

EXPECTATIONS

At the end of this unit:

All pupils will:
Have encountered the impact of the media and of advertising.

Most pupils will:
Form personal opinions about what is true and what is false and recognise the value of advertising in relation to health issues.

A few pupils will:
Make judgments about information in the media and be fair and accurate in the reporting of information.
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES</th>
<th>DIFFERENTIATED LEARNING OUTCOMES</th>
<th>POINTS TO NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils should:</td>
<td>Use local and national newspapers, magazines and TV documentaries to look at factual information given in the media. Read a story which is dramatic about a recent event. Examine the differences between TV and newspapers i.e. strong images shown on TV have more impact. Do we accept what TV or newspapers tell us? Refer to work on portraying an image. Discuss the responsibilities of the media to tell the truth. Discuss exaggeration. What does it mean i.e. not quite the truth? How do media items hurt other people’s feelings? How do we know if they are telling the truth? Encourage pupils to use their judgment to say if something is true or not. Discuss broadcasting complaints watchdogs. Using your ability to complain if you have been treated unfairly.</td>
<td>Pupils will: • Encountering a range of media resources. • Responding to a range of media resources. • Responding to story being read to them i.e. indicating that they are listening. • Communicate understanding of what is meant by telling the truth. • Communicate an understanding of what is meant by exaggeration. • Make a judgment about truth and exaggeration.</td>
<td>Visual / hearing impairment. Pupils may need images describing to them.</td>
</tr>
<tr>
<td>Examine the advertising media.</td>
<td>Watch a variety of TV commercials. Look at advertising in magazines. Watch commercials which advertise health issues i.e. issues relating to alcohol or road safety, drink and drive campaigns. Watch commercials which suggest a choice i.e. sanitary protection. Discuss the importance of using advertising to give information and warn against health risks. Information must be accurate i.e. advertising watchdog to oversee standards. Do pupils think that they can believe advertisers better than media stories? i.e. better controls of the advertising.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schemes of Work for the National Curriculum for pupils with Learning Difficulties</td>
<td>© EQUALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be fair in their reporting / recalling of information.</strong></td>
<td><strong>Encounter practical activities which relate to advertising</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participate with prompting with negotiating poster information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participate fully with negotiating poster information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participate fully with creating the poster</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communicate an understanding of why the poster fulfils its purpose</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a make believe product for pupils to advertise i.e. a beauty product</td>
<td><strong>Encounter group activities which develop reporting techniques</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using previous information establish rules and criteria for advertising this product</td>
<td><strong>Show awareness by watching the event to be reported on</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use group / paired activities to make posters to advertise the product</td>
<td><strong>Participate with prompting with reporting activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use negotiation to decide what should be on the poster</td>
<td><strong>Participate fully with reporting activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the poster</td>
<td><strong>Communicate an understanding of reporting techniques i.e. operating a big switch to use a tape recorder</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the success by asking pupils if they would buy it on seeing this poster</td>
<td><strong>Use negotiation appropriately to decide on information to be used</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evaluate completed article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a school event to offer pupils the opportunity to be reporters</td>
<td>Use of big switches for less able pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss reporting techniques and the most important information needed</td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divide group into small teams, each to report on the event</td>
<td><strong>Evaluate completed article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give pupils a choice of recording methods i.e. making notes, using a tape recorder</td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage pupils to be fair and accurate</td>
<td><strong>Evaluate completed article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather information together after the event</td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare the information gathered</td>
<td><strong>Evaluate completed article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any major differences?</td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the reasons i.e. pupils watching an event from a different point, they may not have seen exactly the same things</td>
<td><strong>Evaluate completed article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use negotiation techniques to decide on final information to be published</td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce article, flyer or information sheet using publishing package and ICT</td>
<td><strong>Evaluate completed article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the article by asking those who took part in the event if they think it is accurate</td>
<td><strong>Participate fully with practical use of publishing materials</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) Key Stage 4

**PSHE & Citizenship KS4**

**Key Stage 4**

1 Developing confidence & responsibility and making the most of their abilities
   4.1a Self esteem
   4.1b Democracy and human rights
   4.1c Change in the community
   4.1d Rights in the community
   4.1e Co-operating
   4.1f Taking responsibility for employment

2 Knowledge and understanding about becoming informed citizens
   4.2a Accessing the community
   4.2b Banks and saving
   4.2c Decision making - voting
   4.2d Looking after the environment
   4.2e Raising money for charity
   4.2f The media

3 Developing a healthy, safer lifestyle
   4.3a Safe relationships and lifestyles
   4.3b Leisure and relaxation
   4.3c Personal care and hygiene
   4.3d Drugs awareness
   4.3e Healthy eating
   4.3f Exercise is for life

4 Developing good relationships and respecting the differences between people
   4.4a Stereotypes
   4.4b Planning the future
   4.4c Working relationships
   4.4d Ethnic diversity
   4.4e Communicating about feelings and relationships
   4.4f Crisis and response

5 Sex and relationship education
   4.5a Understanding my bodily needs
   4.5b Teenage pregnancy
   4.5c Sexual health
   4.5d Relationships and divorce
   4.5e Pregnancy and birth
   4.5f Sexuality and enjoyment
UNIT TITLE: Looking after the environment (KS4)  

ABOUT THE UNIT

In studying this unit, pupils will:

- develop awareness of their local environment.
- access their locality, express opinions on the area
- learn how to look after the environment.

WHERE THE UNIT FITS IN

Follows closely from KS3 unit ‘Looking after our School’

This is one of 6 units for Knowledge and Understanding about becoming informed citizens KS4

Links to:
Looking after our school KS4
Recycling KS2

VOCABULARY

Used in context, spoken, signed or using objects of reference or symbols.

- School
- Park
- Beach
- Pavement
- Shops
- Town
- Road
- Litter
- Tidy / Untidy
- Clean / Dirty
- Safe / Unsafe
- Road Cleaner
- Dustbin
- Refuse Collection

RESOURCES

Photographs of variety of local places.
National Trust and British Conservation Volunteers information

EXPECTATIONS

At the end of this unit:

All pupils will:
Have an awareness of and encountered the local environment.

Most pupils will:
Participate in the disposal of rubbish appropriately in a variety of environments.

A few pupils will:
Understand what improves their local environment and how to look after it.
### Knowledge and Understanding about becoming informed citizens

#### Looking after the environment (KS4).............Unit 4.2d

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES</th>
<th>DIFFERENTIATED LEARNING OUTCOMES</th>
<th>POINTS TO NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils should:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access a variety of environments appropriately.</td>
<td>Visit a variety of different public areas e.g. Beach, park, town centre, local shops. Identify areas from photos, objects of reference, smells or sounds. If photos are used, use more than one photo of each area, tidy and untidy.</td>
<td>Pupils will:</td>
<td>It is recognised that some of these concepts may not be appropriate for pupils in the earlier stages of development</td>
</tr>
<tr>
<td>Identify and tolerate a variety of environments.</td>
<td>Whilst in the different places, discuss whether the area looks ‘nice’, and what makes the area look ‘nice’ or ‘not nice’. Use photos, symbols or objects to determine, as a group, what makes a public area clean or dirty, tidy or untidy. Look at photographs or drawings of public places. Identify ways in which the environments could be improved. Identify items that should be removed, or added</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify places which are tidy / untidy, clean / dirty.</td>
<td>In each environment, identify ‘rubbish’. If pupils create rubbish whilst in the public area, e.g. Ice cream wrappers, tissues, discuss where these things should be put. Discuss what to do if there is no bin immediately available. Encourage pupils to carry their rubbish safely until a bin is found rather than staff taking responsibility for it. Discuss what can be done if rubbish is found when out in the community. Emphasise the need for care if handling refuse, protective gloves etc. and the dangers relating to glass, dirt and needles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify ‘rubbish’ and ‘bin’, and to put waste into the bin in a variety of environments. Keep rubbish safely until a bin is found.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Knowledge and Understanding about becoming informed citizens  Looking after the environment (KS4) Unit 4.2d
### Knowledge and Understanding about becoming informed citizens: Looking after the environment (KS4) Unit 4.2d

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Key Skills</th>
</tr>
</thead>
</table>
| Identify recyclable items. Recycle items wherever possible.         | Sort a selection of rubbish items into those which are recyclable and those which are not. Continue to categorise according to the type of item, for example, different colours of glass. Visit the recycling center and place items in the correct receptacles. Discuss what happens to these items, and what ‘recycle’ means. Discuss the benefits of recycling for the environment. Set up recycling systems in the classroom. | • Sort items to a variety of criteria  
• Identify which items are recyclable  
• Participate in the recycling of items  
• Demonstrate understanding of the recycling process |
| Recognise what items should or should not be in a particular environment. | Collect items found in a local park. Use these to recall visit to park. Categorise items into those that **should** be in the park and those that **should not**. Repeat activity using other areas visited. Discuss what could be done in order to improve public areas, encouraging pupils to express their own opinions, and make simple suggestions. | • Work cooperatively in order to categorise items  
• Respond to others during discussions  
• Make suggestions  
• Understand what will improve their local environment |
| Understand why it is important to keep public places clean and tidy. | Ask council worker responsible for environment to visit school and meet pupils. Interview worker regarding their work. Ask if there are ways to help. Possibly arrange to see workers tidying or cleaning public areas such as the park or beach. | • Encounter unfamiliar adults  
• Interact with unfamiliar adults  
• Treat their environment with care and concern |
| Identify those whose job it is to keep the environment clean and tidy. | As a group, join a local team in an environmental project. This may involve participating in removal of litter, clearing of canal paths, maintenance of footpaths, etc. Take photographs as the project progresses. Use photographs as a discussion aid when recalling the activity. Identify specific changes made and the benefits these provide for the local community, environment or wildlife. | • Participate in a project run by an out-of-school body  
• Recognise the benefits to the environment of the project  
• Identify specific changes made to the environment |
| Improve and maintain the local environment, as part of a project     | Depending on the local council involved, there may be an environmental officer, or a schools officer who would undertake this visit. The National Trust or British Conservation Volunteers run many projects where help is needed to improve the environment | |