

Year 7 PDC Booklet

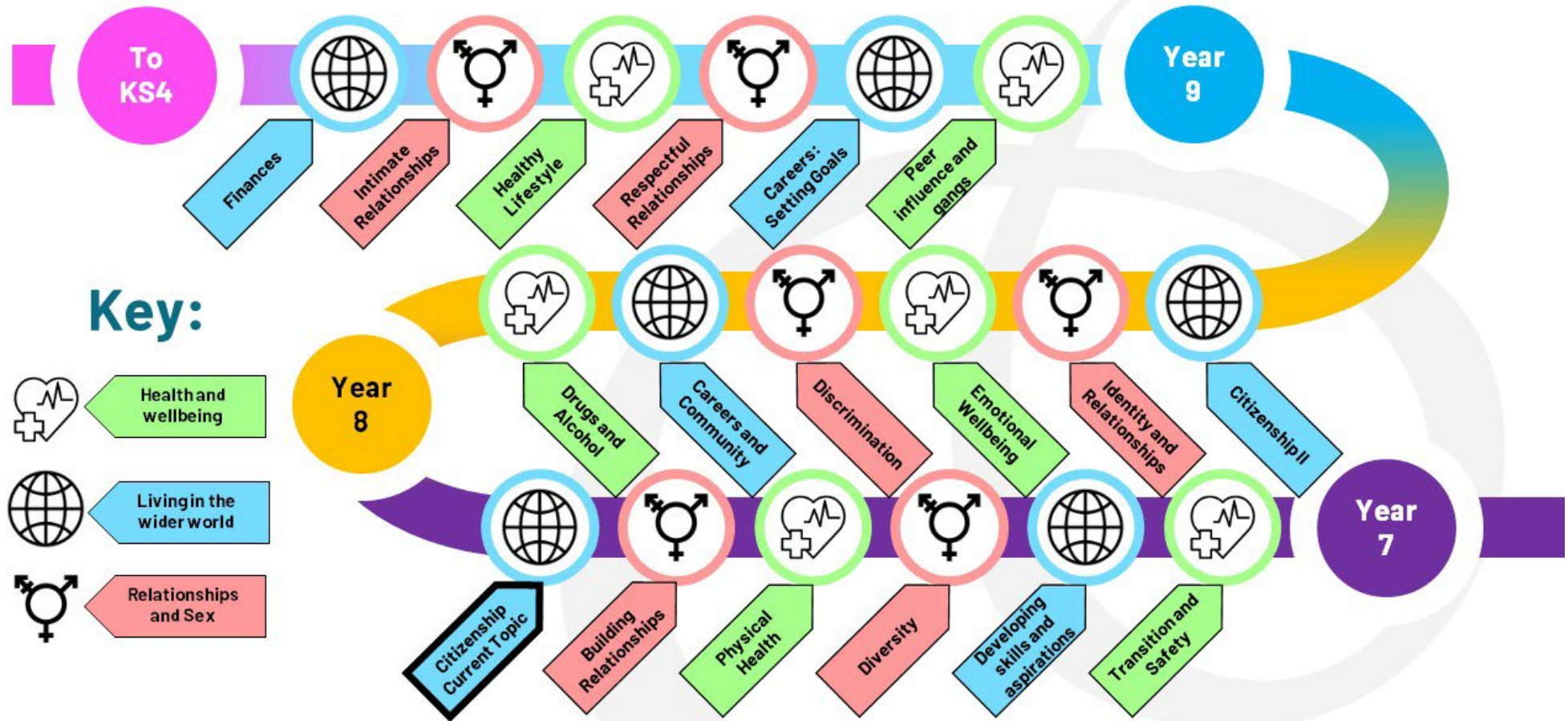
Living In The Wider World II



Name:

Form:

Personal Development Curriculum KS3 Learning Journey





Year 7 – Block 5: Living in the Wider World II Knowledge Organiser



Key Words		Fundamental British Values		Dangers of Having a Criminal Record
Citizenship	Learning about the community (local, national and global) that we live in and how we can be actively involved.	Democracy	A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.	<ul style="list-style-type: none"> • Struggling to get a job in the future • DBS checks failing (potentially) • Not being able to travel • Being turned down for education • Not being able to buy a house
Government	The group of people with the authority to govern a country or state; a particular ministry in office.	Rule of Law	The need for rules to make a happy, safe and secure environment to live and work.	
Parliament	The highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.	Respect and Tolerance	Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.	
Citizen	A legally recognized subject or national of a state or commonwealth, either native or naturalized.	Individual Liberty	Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.	
Law	The system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.	The Political System		Positive Influences on a Community <ul style="list-style-type: none"> • Acceptance and respect for all • Fundamental British values • Activities for community engagement
Constituency	A group of voters in a specified area who elect a representative to a legislative body.	Parliament There are two houses of parliament that work together—House of Commons and house of Lords to make and shape laws, and		Negative Influences on a Community <ul style="list-style-type: none"> • Incoherent community • Lawbreaking unpunished • Community not respecting each other
House of Commons	Democratically elected house of the UK Parliament			
House of Lords	The second chamber of UK Parliament. It plays a crucial role in examining bills and questioning government action	Justice System The system for enforcing the law, made of judges, magistrates and the police		Income and Expenditure To set a budget, you need to know your income and your expenditure Income > Expenditure If not: <ul style="list-style-type: none"> • Increase your income by working more • Decrease your expenditure by saving on bills or spending less • Do not resort to short term loans to "fix your problems"
Monarch	A sovereign head of state, especially a king, queen, or emperor.	The Monarch The king or queen of the country, who still plays an important role, but often lets the democratic process continue.		
Constitutional Monarchy	The monarch exercises their authority in accordance with a constitution and is not alone in making decisions			
Budgeting	An estimate of income and expenditure for a set period of time.	Where To Go For Support:		
Borrowing	Receiving money from someone	Teachers and School Staff, Parents, Friends, Parents		
Income	Money received, especially on a regular basis, for work or through investments.	NPSCC	https://www.nspcc.org.uk	
		Young Citizens	https://www.youngcitizens.org/	

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Protecting Your Money	Error! Bookmark not defined.

Date:

Title: Role of Citizens, Parliament and Monarch

Retrieval Practice

1. Consent is an agreement made by _____
2. Consent can be both _____ and non-verbal
3. Consent can be shown with body language, facial expressions or _____
4. If someone consents to one thing they have _____ consented to another
5. It's important to always ask for _____ before borrowing someone's belongings.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is citizenship?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What are the roles of citizens, parliament and the monarch?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Video – Write down 5 reasons why citizenship matters

1.
2.
3.
4.
5.

Task 2: Agree/Disagree?

Statement	For/Against/Change	Challenge: Why?
The monarchy brings a huge amount of tourism and money to this country.		
Nobody voted for the monarchy, it would be better to have someone who is elected		
The monarchy is an important part of what makes us British		
Presidents and Prime Ministers can also unite people in difficult times		
The monarchy acts as a symbol of unity and togetherness in difficult times		
We could just keep the monarch and a few members of the royal family, but not pay for the others and reduce the number of palaces		
The monarchy is not associated with any political ideas, so this means everybody can support them		

Date:

Title: British Laws

Retrieval Practice

1. Citizens have the right to vote in _____ elections to choose their representatives.
2. Parliament is made up of the House of Commons and the House of _____.
3. The monarch's role in the UK is largely ceremonial, and they must _____ the decisions made by Parliament.
4. Parliament is responsible for making _____ that govern the country.
5. It's important for citizens to stay informed and _____ in the democratic process.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What are the differences between rules and laws?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How is the law carried out?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Gap Fill

Rules become _____ when they are backed up by the g_____ of the _____. These laws are _____ down and e_____ by _____. When people are accused of breaking the law, they are taken to court to try find out if they are guilty or _____. This _____ is then made by the courts. If you _____ with the decision made, you can ask for it to be _____ again. This is called having the right to a _____

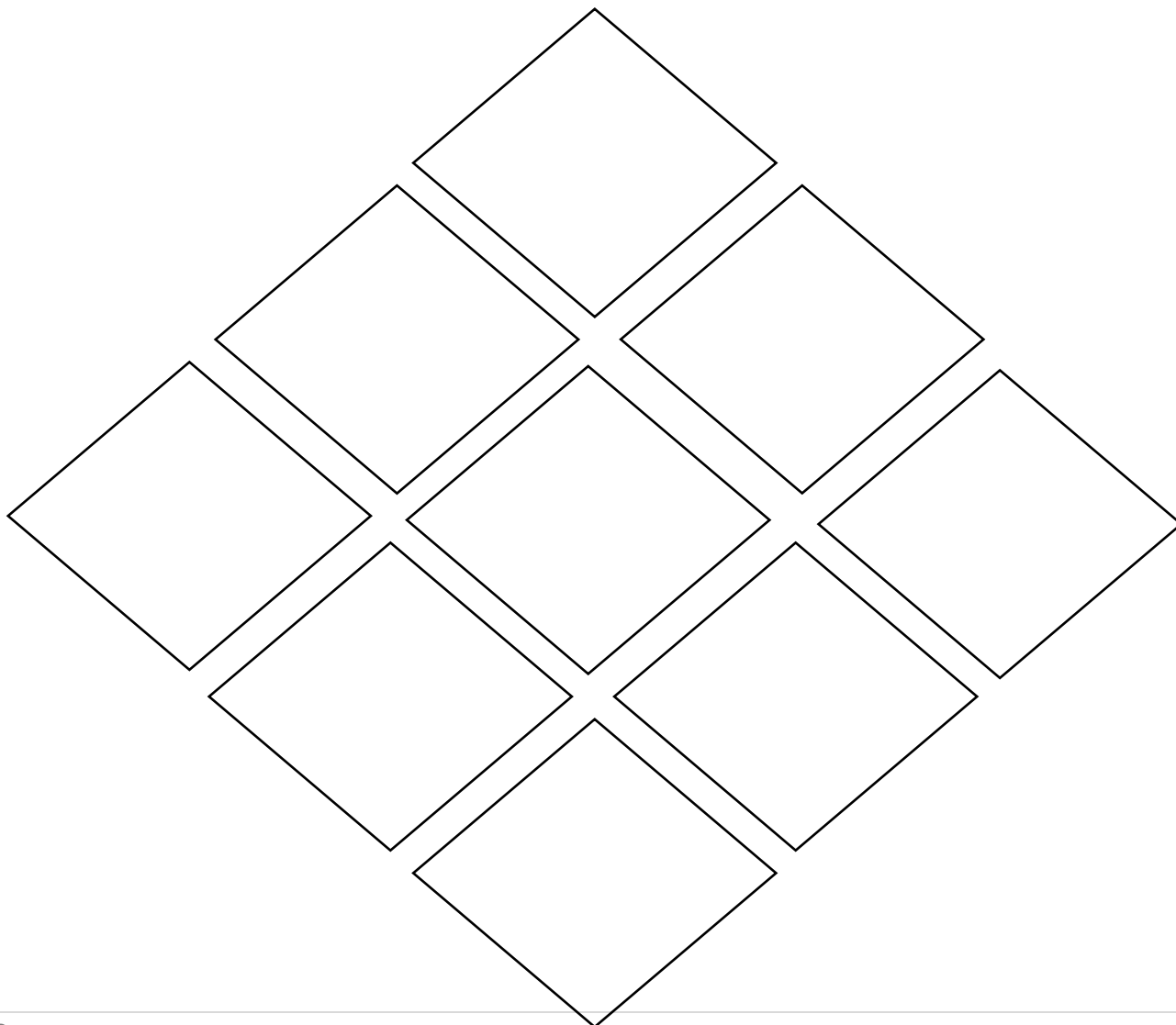
Words to Use

laws decision government appeal country written disagree innocent enforced police checked

Task 2: Diamond Nine

Fill in the diamond nine with consequences, from most severe at the top to least severe at the bottom

- | | | |
|---------------|-----------------|------------------|
| 1. Employment | 4. Jury Service | 7. Public Office |
| 2. Travel | 5. Housing | 8. Insurance |
| 3. Education | 6. Adoption | 9. Careers |



Date:

Title: Community Links

Retrieval Practice

1. Laws in the UK are made by _____.
2. Parliament consists of two houses: the House of Commons and the House of _____.
3. The monarch's role in passing laws is to _____ them.
4. Laws are designed to keep people safe and ensure _____ in society.
5. It's important for everyone to follow the _____ and understand their rights and responsibilities.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is a cohesive community?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Why is it important to have a good community?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Dear Prime Minister

1. What can be done in your **school community** to promote community cohesion?

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2. What can be done in your **local community** to encourage community cohesion?

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3. What can be done by the **government** to make people feel proud to be British?

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.....

Date:

Title: Money Choices: Borrowing, Budgeting and Spending

Retrieval Practice

1. The _____ British Values are a series of values for living in modern Britain
2. One FBV is _____, where people respect and tolerate each other's differences.
3. The rule of _____ ensures that everyone is treated equally and fairly under the law.
4. _____ allows people to participate in decision-making and have a say in how the country is governed
5. Individual _____ means that everyone has the freedom to make their own choices and exercise their rights.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is a cohesive community?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Task 1: Video Questions

As you watch the clip, start to list all the things you spend money on during an average week.

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Task 2: Examples of Student Budgets

Case Study: Student's Budgets	How much is the income and expenditure? What is the problem with the student's finances?	Where could changes be made to improve the student's financial situation?	Show some calculations you would make (sums) to improve the student's finances
<p>Example: Rob's weekly income: £100 from job Rob's weekly expenditure: Rent - £70 Bus Pass - £20 Food – £30 Petrol - £10 Electric - £10 Petrol - £10 Loan repayment - £20 Cigarettes - £10</p>	<p>Rob's income is £100 Rob's expenditure is £180</p> <p>Rob is overspending at £80 a week. He already as a loan he's trying to pay off</p>	<p>Rob seems to be using a car even though he has a bus pass. Just use one or the other to save money. Rob could stop smoking and put the money he would have spent on cigarettes towards paying off his loan. Rob could move back in with his with his parents for a while to save money</p>	<p>£180 (expenditure) - £10 (petrol) - £10 (cigarettes) - £70 (rent) = £90</p> <p>£100 (income) - £90 new expenditure = £10</p> <p>Rob would now have £10 left over every week.</p>
<p>Case Study One: Tara's weekly income: £40 from job Tara's weekly expenditure: Bus Pass - £10 Phone - £10 Going out - £20 Clothes shopping - £30 Coffee - £10 Rent and Bills - £0 (still lives at home)</p>			

<p>Case Study Two: Asha's weekly income: £200 from job Asha's weekly expenditure: Phone - £10 Rent - £50 Food - £30 Electric - £20 Petrol – £20 Charity Donations - £10 Sky Sports TV package - £20</p>			
<p>Case Study Three: Tom's weekly income: £20 from job Tom's weekly expenditure: Phone - £5 Takeaways - £10 Beer - £10 Rent and bills - £0 (lives at home)</p>			
<p>Case Study Four: Sam's weekly income: £40 from weekend job Sam's weekly expenditure: Petrol - £10 Phone - £10 Online Gambling - £10 Pay-Day Loan - £30 Free Rent and Bills at home</p>			