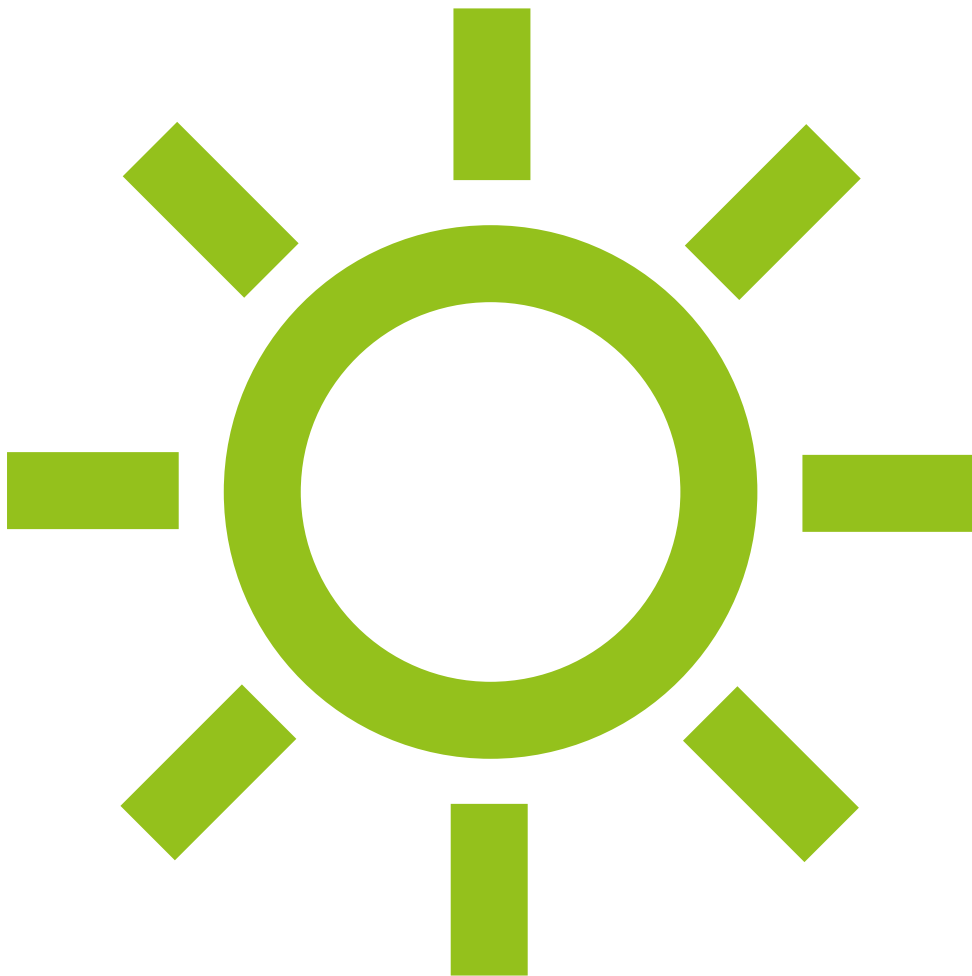


Education unlocks climate action

Curriculum links (ages 11-16)



England

Citizenship

Pupils should be taught about:

Key Stage 3

- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Key Stage 4

- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

English

Spoken English

Pupils should be taught to:

Key stage 3

- speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - participating in formal debates and structured discussions, summarising and/or building on what has been said

Key Stage 4

- speak confidently, audibly and effectively, including through:
 - working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
 - listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary

Geography

Key Stage 3 – Human and physical geography

Pupils should be taught to:

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

GCSE Geography

- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts

Northern Ireland

Key Stage 3 Environment and Society: Geography

Pupils should have opportunities... to develop an understanding of:

- the interrelationships between physical and human environments
- the need for social, economic and environmental change to be sustainable

GCSE Geography

Geographical concepts

Students must understand and apply the following concepts:

- interrelationships between people and the natural environment
- the need to manage both physical and human resources
- sustainable development

Key Stage 3 - Language and Literacy

Through engagement with a range of stimuli... pupils should have opportunities... to become critical, creative and effective communicators by:

- expressing meaning, feelings and viewpoints
- talking, to include debate, role play, interviews, presentations and group discussions

Key Stage 4 - Communication skills

Teachers should enable pupils to develop skills in:

- communicating meaning, feelings and viewpoints in a logical and coherent manner
- participating in discussions, debates and interviews

Learning for Life and Work: Local and Global Citizenship

Key Stage 3

Pupils should have opportunities to:

- investigate various ways to participate in school and society
- investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation

Key Stage 4

Pupils should be able to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues

Health and Well-being

Mental, emotional, social and physical well-being

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 3-12a/HWB 4-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a/HWB 4-13a**

Literacy and English

Listening and talking

- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- When I engage with others, I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.
I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**
- When listening and talking with others for different purposes, I can:
 - communicate information, ideas or opinions
 - explain processes, concepts or ideas
 - identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**
- When listening and talking with others for different purposes, I can:
 - communicate detailed information, ideas or opinions
 - explain processes, concepts or ideas with some relevant supporting detail
 - sum up ideas, issues, findings or conclusions. **LIT 4-09a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 3-10a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 4-10a**

Social Studies

People, place and environment

- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**
- I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a**

Humanities

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Progression Step 4

- I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.
- I have identified, planned, reflected upon and evaluated the effects of action I have taken in my local community, or in Wales or the wider world, either individually or collaboratively.

Progression Step 5

- I have built a detailed understanding of what it is to be an ethical, informed citizen and can critically evaluate my role as one, recognising my responsibilities and those of others towards society, the environment and creating a sustainable future.
- I have identified, planned, reflected upon and evaluated the impact of action I have taken in my local community or in Wales or the wider world, either individually or collaboratively.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Progression Step 4

- I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time.

Progression Step 5

- I can explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time.

Languages, Literacy and Communication

Understanding languages is key to understanding the world around us.

Progression Step 4

- I can listen empathetically to different people's viewpoints on various subjects, using them to arrive at my own conclusions.

Progression Step 5

- I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.

Expressing ourselves through languages is key to communication.

Progression Step 4

- I can respond to others' points of view, summarising and evaluating what I have heard, read or seen, structuring arguments and challenging what others say with confidence and sensitivity.
- I can share my thoughts, feelings and opinions with others using a range of techniques for different effect and showing empathy and respect.

Progression Step 5

- I can evaluate and respond critically to what I have heard, read or seen.
- I can communicate my thoughts, feelings and opinions in challenging and contentious contexts showing empathy and respect.



Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation.

Registered Charity 1092312

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