

Education unlocks support for refugees

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

Pupils should be taught to:

Reading

Key Stage 3

- understand increasingly challenging texts through making inferences and referring to evidence in the text

Key Stage 4

- understand and critically evaluate texts through seeking evidence in the text to support a point of view, including justifying inferences with evidence

Spoken English

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, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation...

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

Environment and Society: Geography

Key Stage 3

Pupils should have opportunities to:

- develop a sense of place through the study of issues of topical significance; in order to develop an understanding of the dynamic nature of physical and human environments

GCSE Geography

Geographical concepts

Students must understand and apply the following concepts:

- interrelationships between people and the natural environment

Unit 2: Living in Our World

- Theme A: Population and Migration

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
- reading and viewing for key ideas, enjoyment, engagement and empathy

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

Scotland

Health and Well-being

Mental, emotional, social and physical well-being

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 3-08a/ HWB 4-08a**
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 3-10a/HWB 4-10a**
- 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

- I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a**
- I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. **LIT 4-07a**
- 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**

Reading

- To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. **ENG 3-17a**
- To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. **ENG 4-17a**

Social Studies

People in society, economy and business

- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**

Health and Well-being

How we process and respond to our experiences affects our mental health and emotional well-being.

Progression Step 4

- I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.

Progression Step 5

- I can empathise with others which helps me to be compassionate and kind towards myself and others.

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 can explain the connections between past, present and anticipated challenges and opportunities faced by people in my locality and in Wales, as well as in the wider world.
- 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. Within that context, I critically examine my attitudes, assumptions and behaviours.

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.
- I can use inference and deduction to understand more complex texts and can consider the reliability and impact of what I read.
- I can read empathetically to identify 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.
- I can use inference and deduction to gain in-depth understanding of complex texts, and can evaluate the reliability, validity and impact of what I read.
- I can read empathetically to respect and critically evaluate different people's perspectives, using 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

Please feel free to print, copy and distribute these materials in their entirety for non-commercial educational purposes only. However, alteration, modification, extraction or reproduction of any part of these materials and/or commercial use is prohibited.

We hope these materials will be of interest and use but ultimately defer to you to check and decide whether these materials are suitable. We do not provide any warranty or guarantee, or accept liability, as to the accuracy, performance and suitability of the materials or information provided for any particular purpose.