

Education unlocks big change

Curriculum links (ages 11-16)



England

Citizenship

Pupils should be taught:

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
 - giving short speeches and presentations, expressing their own ideas and keeping to the point
 - 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
 - planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates

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
- develop an understanding of the need for social, economic and environmental change to be sustainable
- explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally

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
- interdependence between countries
- international co-operation to tackle global issues
- sustainable development

Key Stage 3 - Language and Literacy

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
- writing and presenting in different media and for different audiences and purposes

Key Stage 4 - Communication skills

Teachers should enable pupils to develop skills in:

- communicating meaning, feelings and viewpoints in a logical and coherent manner
- making oral and written summaries, reports and presentations, taking account of audience and purpose
- 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

Key Stage 4

Pupils should be able to:

- identify and exercise their rights and social responsibilities in relation to local, national and global issues
- develop their understanding of the role of society and government in safeguarding individual and collection rights in order to promote equality and to ensure that everyone is treated fairly

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**

- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a/LIT 4-06a**

- 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**

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.

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.

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

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.