

## Curriculum Links

The UN Convention on the Rights of the Child (UNCRC) states ‘every child has the right to an education’ and that education must ‘...develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’<sup>1</sup> The Plan International UK lessons take this as their starting point, and feed into the requirements of the four National Curriculums as outlined below.

Whilst the lessons can be taught in isolation, they are best viewed as a series of two lessons that complement each other. They fit with the Geography, English and Citizenship syllabus, as well as supporting PSHE, Sex and Relationship Education, Health and Wellbeing and Learning for Life and Work. The curriculum links below assume the two lessons are taught in succession. Suggestions for adapting and differentiating the lessons for KS3/KS4 are provided in the lesson plans.

The below suggestions for curriculum mapping are by no means exhaustive.

### ENGLISH NATIONAL CURRICULUM

	KS3	KS4
<b>Geography</b>	Students will ‘understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.’ ( <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a> )	Both existing and new syllabus’ for all exam boards contain links to development in one form or other. The Plan International UK lessons can be used to address issues of development and give country comparisons. Specific detail of specifications available on Awarding Organisations website ( <a href="http://www.geography.org.uk/news/gcseref orm/choosingyournewgcse/">http://www.geography.org.uk/news/gcseref orm/choosingyournewgcse/</a> )
<b>English</b>	Using text based case-studies and aspects of further literacy, it can be demonstrated that the lesson resources give students the... ‘chance to develop culturally, emotionally, intellectually, socially and spiritually’. ( <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a> )	Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through; <ul style="list-style-type: none"> <li>• adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li> <li>• selecting and organising</li> <li>• ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> </ul> ( <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a> )

<sup>1</sup> [http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC\\_summary.pdf](http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf)

<b>Citizenship</b>	<p>Teaching should develop pupils' understanding of... the rights and responsibilities of citizens. Pupils should be taught about;</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>(<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a>)</p>	<p>Teaching should build on the KS3 programme, and pupils should be taught about;</p> <ul style="list-style-type: none"> <li>human rights and international law</li> <li>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</li> </ul> <p>(<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</a>)</p>
<b>Sex and Relationship Education and PSHE</b>	<p>Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. The government White Paper Educational Excellence Everywhere published 17<sup>th</sup> March 2016 pledges to improve PSHE, safeguarding its position within the National Curriculum.</p> <p>(<a href="https://www.gov.uk/national-curriculum/other-compulsory-subjects">https://www.gov.uk/national-curriculum/other-compulsory-subjects</a>)</p> <p>(<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf</a>)</p>	

## WELSH NATIONAL CURRICULUM

	<b>KS3</b>	<b>KS4</b>
<b>Geography</b>	<p>Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and prepare for lifelong learning.</p> <p>(<a href="http://learning.gov.wales/docs/learningwales/publications/130424-geography-in-the-national-curriculum-en.pdf">http://learning.gov.wales/docs/learningwales/publications/130424-geography-in-the-national-curriculum-en.pdf</a>)</p>	<p>WJEC GCSE in Geography</p> <p>A Unit 1 Theme 6 Development – What progress is being made towards achieving the Millennium Development Goals? The MDG's have been superseded by the Sustainable Development Goals to replace and further the ambition of the MDG's. The lesson can be adapted to incorporate discussion around this.</p> <p>(<a href="http://www.wjec.co.uk/qualifications/geography/geography-gcse/16128.pdf?language_id=1">http://www.wjec.co.uk/qualifications/geography/geography-gcse/16128.pdf?language_id=1</a>)</p> <p>B Theme 3 Key Ideas 4 Development – Coverage of indicators of development must include economic and social indicators.</p> <p>(<a href="http://www.wjec.co.uk/uploads/publications/17213.pdf?language_id=1">http://www.wjec.co.uk/uploads/publications/17213.pdf?language_id=1</a>)</p>
<b>English</b>	<p>Learners are required to develop skills of oracy, reading and writing. Specifically relating to the lessons, students will 'respond orally to a variety of stimuli and ideas;' 'read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. Including... information and reference texts' and write to 'recount, inform, explain, argue, discuss, evaluate, describe and empathise'.</p> <p>(<a href="http://learning.gov.wales/docs/learningwales/publications/150717-nc-english-en-v3.pdf">http://learning.gov.wales/docs/learningwales/publications/150717-nc-english-en-v3.pdf</a>)</p>	<p>WJEC GCSE in English Language</p> <p>As well as further developing Learners oracy, reading and writing skills, the lessons can be used specifically to support and practice discussion and oracy as part of the non-examined assessment.</p> <p>(<a href="http://www.wjec.co.uk/qualifications/english/english-gcse/WJEC%20GCSE%20English%20Language%20Specification%202015%20(24-10-14)%20-%20Branded.pdf.pdf?language_id=1">http://www.wjec.co.uk/qualifications/english/english-gcse/WJEC%20GCSE%20English%20Language%20Specification%202015%20(24-10-14)%20-%20Branded.pdf.pdf?language_id=1</a>)</p>

<b>Sex and Relationship Education</b>	As part of schools sex education policy, the lessons can be used to explore 'online safety, social influences and sexual exploitation'. ( <a href="http://learning.gov.wales/docs/learningwales/publications/130425-sex-and-relationships-education-in-schools-en.pdf">http://learning.gov.wales/docs/learningwales/publications/130425-sex-and-relationships-education-in-schools-en.pdf</a> )
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## SCOTTISH CURRICULUM FOR EXCELLENCE

	<b>National 2</b>	<b>National 3 / 4 / 5</b>
<b>Social Subjects / Geography</b>	<p>The lessons can be used to enable learners to develop skills in:</p> <ul style="list-style-type: none"> <li>• making a decision</li> <li>• making a contrast</li> <li>• organising and communicating information</li> <li>• showing knowledge and understanding of contexts from the social subjects and/or religious and moral education curriculum areas</li> </ul> <p>(<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N2_SocialStudies_SocialSubjects.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N2_SocialStudies_SocialSubjects.pdf</a>)</p>	<p>National 3 - This Course can help create informed and active citizens by helping learners develop a greater understanding of the human and physical processes which have an impact on their environment. (<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N3_SocialStudies_Geography.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N3_SocialStudies_Geography.pdf</a>)</p> <p>National 4 / 5 - This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. (<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_Geography.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_SocialStudies_Geography.pdf</a>)</p> <p>(<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N5_SocialStudies_Geography.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N5_SocialStudies_Geography.pdf</a>)</p>
<b>English</b>	<p>The general aim of the English course is to develop learners' skills in reading, watching, listening to and understanding texts and in communicating their responses. The English course aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> <li>• understand and respond to simple word-based texts</li> <li>• create simple word-based texts to communicate idea, opinions or information</li> <li>• listen and respond to simple spoken ideas, opinions or information</li> <li>• communicate simple ideas, opinions or information</li> </ul> <p>(<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N2_Languages_EnglishandCommunication.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N2_Languages_EnglishandCommunication.pdf</a>)</p>	<p>National 3 / 4 / 5 English aims to enable learners to develop the ability to:</p> <ul style="list-style-type: none"> <li>• listen and talk, read and write, as appropriate to purpose, audience and context</li> <li>• understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media</li> <li>• create and produce texts, as appropriate to purpose, audience and context</li> <li>• plan and research, integrating and applying language skills, as appropriate to purpose, audience and context</li> <li>• apply knowledge of language</li> </ul> <p>(<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N3_Languages_English.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N3_Languages_English.pdf</a>)</p> <p>(<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_Languages_English.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N4_Languages_English.pdf</a>)</p> <p>(<a href="http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N5_Languages_English.pdf">http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N5_Languages_English.pdf</a>)</p>
<b>Health and Wellbeing in Curriculum for Excellence</b>	<p>Relationships, sexual health and parenthood education</p> <p>Children and young people need to gain knowledge appropriate to their age and stage of education</p> <p>(<a href="http://www.gov.scot/Topics/Education/Schools/HLivi/sex-education">http://www.gov.scot/Topics/Education/Schools/HLivi/sex-education</a>)</p>	

# NORTHERN IRELAND CURRICULUM

	KS3	KS4
<b>Geography</b>	<p>Whilst promoting an awareness of their own relationships to other places, peoples and environments, from local to global, the Plan lessons support the wider curriculum objectives of developing pupils as individuals and as contributors to society. (<a href="http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/environment_society/ks3_geography.pdf">http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/environment_society/ks3_geography.pdf</a>)</p>	<p>Unit 2: Living in Our World – B: Contrasts in World Development</p> <ul style="list-style-type: none"> <li>• The Development Gap</li> <li>• Factors Contributing to Unequal Development</li> <li>• Sustainable Solutions to Deal with the Problems of Unequal Development</li> </ul> <p>(<a href="http://ccea.org.uk/geography/">http://ccea.org.uk/geography/</a>)</p>
<b>English</b>	<p>Whilst promoting reading, writing and oracy, the Plan lessons also support the wider curriculum objectives of developing pupils as individuals and as contributors to society. The lessons ‘provide the real and relevant contexts in which the knowledge, understanding and skills are developed...’.</p> <p>(<a href="http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/english/ks3_english_nonstat_guidance.pdf">http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/english/ks3_english_nonstat_guidance.pdf</a>)</p> <p>(<a href="http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/english/ks3_english.pdf">http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/english/ks3_english.pdf</a>)</p>	<p>CCEA GCSE English and English Language Unit 1: Personal Writing and Reading Multi-Modal Texts</p> <p>Unit 2: Functional Writing and Reading Non-Fiction</p> <p>(<a href="http://ccea.org.uk/english/">http://ccea.org.uk/english/</a>)</p>
<b>Learning for Life and Work</b>	<p>As part of Local and Global Citizenship aspect of the course, the Plan lessons align with the key themes of;</p> <ul style="list-style-type: none"> <li>• Diversity and Inclusion, Human Rights and Social Responsibility (Units 1, 2 and 3);</li> <li>• Equality and Social Justice (Units 4, 5 and 6)</li> </ul> <p>(<a href="http://ccea.org.uk/curriculum/key_stage_3/areas_learning/learning_life_and_work/local_and_global_citizenship">http://ccea.org.uk/curriculum/key_stage_3/areas_learning/learning_life_and_work/local_and_global_citizenship</a>)</p> <p>(<a href="http://www.nicurriculum.org.uk/curriculum_microsite/local_global_citizenship/index.asp">http://www.nicurriculum.org.uk/curriculum_microsite/local_global_citizenship/index.asp</a>)</p>	<p>As part of two of the three content areas; Local and Global Citizenship</p> <ul style="list-style-type: none"> <li>• Rights and social responsibilities, in relation to local, national and global issues</li> <li>• The role of society and government in safeguarding rights</li> <li>• Non-governmental organisations</li> </ul> <p>Personal Development</p> <ul style="list-style-type: none"> <li>• Understanding relationships and sexuality, and the responsibilities of healthy relationships</li> </ul> <p>(<a href="http://ccea.org.uk/llw/">http://ccea.org.uk/llw/</a>)</p>
<b>Relationships and Sexuality Education</b>	<p>All young people have the right to high quality Relationships and Sexuality Education that is relevant to their lives today.</p> <p>(<a href="http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/pdmu/rse/RSE_Guidance_PostPrimary.pdf">http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/pdmu/rse/RSE_Guidance_PostPrimary.pdf</a>)</p>	