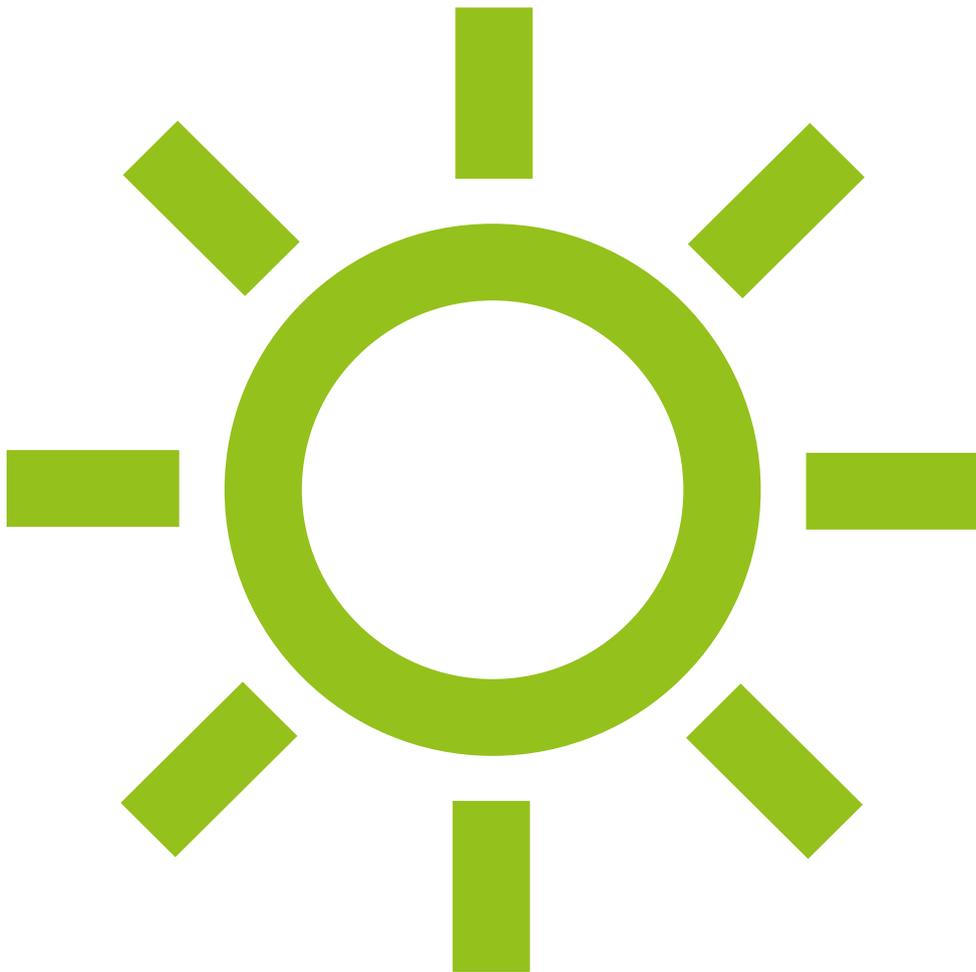


# Education unlocks climate action

Curriculum links (ages 7-11)



# England (Key Stage 2)

## Citizenship

Pupils should be taught:

### **Developing confidence and responsibility and making the most of their abilities**

1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

### **Preparing an active role as citizens**

2a. to research, discuss and debate topical issues, problems and events

### **Breadth of opportunities**

5a. take responsibility

5c. participate

5e. meet and talk with people

## English

### **Spoken language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

## Personal, Social and Health Education

Pupils learn...

### **Living in the Wider World**

- **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Relationships

- **R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

# Northern Ireland (Key Stage 2)

## Language and Literacy

### Talking and listening

Pupils should be enabled to:

- participate in group and class discussions for a variety of curricular purposes
- know, understand and use the conventions of group discussion
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals

## Personal Development and Mutual Understanding

### Mutual understanding in the local and wider community

Pupils should be enabled to explore:

- playing an active and meaningful part in the life of the community and being concerned about the wider environment

## The World Around Us

Pupils should be enabled to explore:

### Interdependence

- interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications
- the effect of people on the natural and built environment over time

### Change over time

- the effects of positive and negative changes globally and how we contribute to some of these changes

# Scotland (Second Level)

## 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 2-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**

## Literacy and English

### Listening and talking

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- When listening and talking with others for different purposes, I can:
  - share information, experiences and opinions
  - explain processes and ideas
  - identify issues raised and summarise main points or findings
  - clarify points by asking questions or by asking others to say more. **LIT 2-09a**
- 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 2-10a**

## Social Studies

### People, place and environment

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

# Wales (Progression Step 3)

## Humanities

**Events and human experiences are complex, and are perceived, interpreted and represented in different ways.**

- I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.

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

- I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.

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

- I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.
- I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.
- I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.

## Languages, Literacy and Communication

**Understanding languages is key to understanding the world around us.**

- I can listen empathetically to different people's viewpoints on various subjects.

**Expressing ourselves through languages is key to communication.**

- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.

## Science and Technology

**Being curious and searching for answers is essential to understanding and predicting phenomena.**

- I can understand how my actions and the actions of others impact on the environment and living things.



# 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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