

Education unlocks support for refugees

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
- 2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

Breadth of opportunities

- 5a. take responsibility
- 5c. participate
- 5e. meet and talk with people

English

- Pupils should be taught to:

Spoken language

- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading - comprehension

- understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Geography

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Personal, Social and Health Education

Pupils learn...

Relationships

- **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

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

Northern Ireland (Key Stage 2)

Language and Literacy

- Pupils should be enabled to:

Talking and listening

- 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

Reading

- justify their responses logically, by inference, deduction and/or reference to evidence within the text

Personal Development and Mutual Understanding

Mutual understanding in the local and wider community

- Pupils should be enabled to explore:
- human rights and social responsibility
- valuing and celebrating cultural difference and diversity
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

The World Around Us

Movement and energy

Pupils should be enabled to explore:

- causes that affect the movement of people and animals
- how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods
- positive and negative consequences of movement and its impact on people, places and interdependence

Scotland (Second Level)

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 2-08a**
- 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 2-10a**
- 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**

Reading

- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a**

Social Studies

People in society, economy and business

- I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**

Wales (Progression Step 3)

Health and Well-being

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

- I can empathise with others.
- I can understand how and why experiences affect me and others.

Humanities

Human societies are complex and diverse, and shaped by human actions and beliefs.

- I have an understanding of how factors in the past and present have shaped my communities.

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

- I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.
- 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.
- I can use inference and deduction to understand texts and can consider the reliability of what I read.
- I can read empathetically to identify different people's viewpoints on various subjects.

Expressing ourselves through languages is key to communication.

- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.



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