

## Curriculum mapping: 11-13 years old

### LESSON ONE: Introduce the concept of world poverty

#### ENGLAND AND WALES

**Year 7 Maths:** Recognise the equivalence of percentages, fractions and decimals **Year 7 Geography:** Unit 1: Making connections

Section 3: What do we know, think and feel about other places?

**Year 7 English:** Sentence objective 13: a.) Information, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples; b.) Recount, which maintains the use of past tense, clear chronology and temporal connectives; c.) Explanation, which maintains the use of the present tense and impersonal voice, and links points clearly.

Writing objective 3: use writing to explore and develop ideas

Speaking and Listening objectives

2. recount a story, anecdote or experience, and consider how this differs from written narrative
  3. tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it;
  4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid
  5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;
- Year 8 English:** Speaking and Listening objectives
10. use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;
  11. recognise and build on other people's contributions;
  12. take different roles in discussion, helping to develop ideas, seek consensus and report the main strands of thought;
- Year 9 English:** Speaking and Listening objectives
9. discuss and evaluate conflicting evidence to arrive at a considered viewpoint;

**Year 9 Geography:** Unit 20: Comparing countries

Section 6: How and why are these countries similar and different

#### SCOTLAND

##### People and Places:

- A3.2 - describe features of their daily routine  
B3.2 - compare and contrast their daily routine with children elsewhere and identify everyday links between Scotland and other countries  
C3.2 - describe contrasting ways of life and give reasons why they differ  
F3.2 - explain some of the reasons for differences in economic and population growth at a global level

#### NORTHERN IRELAND

##### Geography, 'Education for Mutual Understanding' strands:

The cultures and lifestyles of people who are different from them, for example, in Europe or the developing world, in order to understand and respect others, and, where appropriate, to question and challenge prejudice and stereotypes,

Issues arising from inequalities and differences between the northern and southern hemispheres.

##### Geography, 'Health Education' strands:

Consider the relationship between diet, health, trade, aid and development and issues arising.

##### Geography, 'Economic Awareness' strands:

Explore imbalances between nations in trade and living standards;

##### Geography, 'Fieldwork Skills' strands:

Make explanations and conclusions related to a previously stated aim or idea.

### LESSON TWO: Imagine a life lived in poverty

#### ENGLAND AND WALES

**Year 7 Maths:** Recognise the equivalence of percentages, fractions and decimals

**Year 9 Geography:** Unit 20: Comparing countries

Section 6: How and why are these countries similar and different?

**Year 9 Geography:** Unit 20: Comparing countries

Section 2: Where are the countries I am going to compare?

**Year 9 Geography:** Unit 16: What is development?

Section 2: What is development? How do we measure development and identify differences?

**Year 7 English:** Reading objectives:

1. know how to locate resources for a given task, and find relevant information in them
  2. use appropriate reading strategies to extract particular information
  4. make brief, clearly-organised notes of key points for later use.
- Year 8 English:** Writing objectives:
6. portray character, directly and indirectly, through description, dialogue and action
  11. select and present information using detail, example, diagram and illustration as appropriate;
  14. describe an object, person or setting in a way that includes relevant details and is accurate and evocative.
- Year 9 English:**  
Writing objective 9: integrate diverse information into a coherent and comprehensive account.

#### SCOTLAND

##### People and Places:

- A3.2 - describe features of their daily routine  
B3.2 - compare and contrast their daily routine with children elsewhere and identify everyday links between Scotland and other countries  
C3.2 - describe contrasting ways of life and give reasons why they differ  
D3.2 - describe main features of economic life and how they are changing, for a developing and a developed area  
E3.2 - compare and contrast main features of lifestyle and population growth for a developing and a developed area

#### NORTHERN IRELAND

##### Geography, 'Education for Mutual Understanding' strands:

Explore the cultures and lifestyles of people who are different from them  
Explore issues arising from inequalities and differences between the northern and southern hemispheres.

##### Geography, 'Health Education' strands:

Consider the relationship between diet, health, trade, aid and development and issues arising.

##### Geography, 'Economic Awareness' strands:

Explore imbalances between nations in trade and living standards;

##### Geography, 'Geographical Skills' strands:

Practice identification of human features on maps.

##### Geography, 'Fieldwork Skills' strands:

Describe data noting obvious patterns and relationships.

Make explanations and conclusions related to a previously stated aim or idea.

##### Geography, 'Research, Data Handling and Presentation Skills' strands:

Analyse and extract relevant information from a range of secondary sources, using IT as appropriate.

### LESSON THREE: Think about responsibility for world poverty

#### ENGLAND AND WALES

**Year 7 English:**

Reading objectives:

5. appraise the value and relevance of information found and acknowledge sources;
- Writing objectives:
3. use writing to explore and develop ideas, e.g. journals, brainstorming techniques and mental mapping activities;
- Speaking and Listening objectives:
5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;
7. answer questions pertinently, drawing on relevant evidence or reasons
11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning
14. acknowledge other people's views, justifying or modifying their own views in the light of what others say

**Year 8 English:**

Reading objectives:

6. recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;
- Speaking and Listening objectives:
3. make a formal presentation in standard English, using appropriate rhetorical devices;
  5. ask questions to clarify understanding and refine ideas;
  10. use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;
  11. recognise and build on other people's contributions;

**Year 9 English:**

Speaking and Listening objectives

5. compare different points of view that have been expressed, identifying and evaluating differences and similarities;
7. identify the underlying themes, implications and issues raised by a talk, reading or programme;
9. discuss and evaluate conflicting evidence to arrive at a considered viewpoint;
10. contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

#### SCOTLAND

##### People and Places:

- B3.2 - compare and contrast their daily routine with children elsewhere and identify everyday links between Scotland and other countries  
C3.2 - describe contrasting ways of life and give reasons why they differ  
F4.2 - for a large-scale development, describe and explain the main issues and conflicts

##### People in Society:

- E1.2 - identify ways in which local/national agencies and individual enterprise can help meet society's needs  
E3.2 - give examples of the ways in which local and national government make decisions that affect people's lives

#### NORTHERN IRELAND

##### Geography, 'Education for Mutual Understanding' strands:

Explore the cultures and lifestyles of people who are different from them  
Explore issues arising from inequalities and differences between the northern and southern hemispheres.

Explore attempts to promote global and international co-operation for a sustainable future.

Explore the work of some local and global agencies which promote development.

##### Geography, 'Health Education' strands:

Consider the relationship between diet, health, trade, aid and development and issues arising.

Find out about the work of some local and global agencies.

##### Geography, 'Economic Awareness' strands:

Explore imbalances between nations in trade and living standards

Explore the impact of international organisations on the allocation of resources, economic development and living standards in different countries

##### Geography, 'Fieldwork Skills' strands:

Make explanations and conclusions related to a previously stated aim or idea.

**Geography, 'Research, Data Handling and Presentation Skills' strands:**

Analyse and extract relevant information from a range of secondary sources, using IT as appropriate.

### LESSON FOUR: Consider the cost of eradicating poverty

#### ENGLAND AND WALES

**Year 7 Maths:** Recognise the equivalence of percentages, fractions and decimals

**Year 7 English:**

Reading objectives:

1. know how to locate resources for a given task, and find relevant information in them
2. use appropriate reading strategies to extract particular information
7. identify the main points, processes or ideas in a text and how they are

sequenced and developed by the writer

Speaking and Listening objectives:

2. recount a story, anecdote or experience, and consider how this differs from written narrative;
3. tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it;
4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid

**Year 8 English:**

Reading objectives:

2. undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
  5. trace the development of themes, values or ideas in texts
- Speaking and Listening objectives:**
3. make a formal presentation in standard English, using appropriate rhetorical devices;
  7. listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

**Year 9 English:**

Reading objectives:

1. review and extend their own strategies for locating, appraising and extracting relevant information;
2. synthesise information from a range of sources, shaping material to meet the reader's needs;
3. increase the speed and accuracy of note-making skills and use notes for representing information for specific purposes

Speaking and Listening objectives:

2. use standard English to explain, explore or justify an idea;

#### SCOTLAND

##### People and Places:

- D3.2 - describe main features of economic life and how they are changing, for a developing and a developed area  
E3.2 - compare and contrast main features of lifestyle and population growth for a developing and a developed area  
F4.2 - for a large-scale development, describe and explain the main issues and conflicts  
F3.2 - explain some of the reasons for differences in economic and population growth at a global level

##### People in Society:

- E1.2 - identify ways in which local/national agencies and individual enterprise can help meet society's needs  
E3.2 - give examples of the ways in which local and national government make decisions that affect people's lives

#### NORTHERN IRELAND

##### Geography, 'Education for Mutual Understanding' strands:

Attempts to promote global and international co-operation for a sustainable future.

Explore the work of some local and global agencies which promote development.

##### Geography, 'Health Education' strands:

Find out about the work of some local and global agencies.

##### Geography, 'Economic Awareness' strands:

Explore imbalances between nations in trade and living standards;

Explore the impact of international organisations on the allocation of resources, economic development and living standards in different countries

##### Geography, 'Fieldwork Skills' strands:

Make explanations and conclusions related to a previously stated aim or idea.

**Geography, 'Research, Data Handling and Presentation Skills' strands:**

Analyse and extract relevant information from a range of secondary sources, using IT as appropriate.

### LESSON FIVE: Evaluate the reasons why it is hard to reduce poverty

#### England and Wales

**Year 7 Geography:** Unit 4: Flood disaster - how do people cope?

Section 2: How do individuals and communities respond to flood hazards?

**Year 7 Geography:** Unit 4: Flood disaster - how do people cope?

Section 4: Is there a pattern in how people respond to all natural hazards?

**Year 7 English:**

Speaking and Listening objectives

4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid
  5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;
- Writing objectives:
10. organise texts in ways appropriate to their content
  11. select and present information using detail, example, diagram and illustration as appropriate;
  11. explain a process logically, highlighting the links between cause and effect;

**Year 8 English:**

Writing objectives:

10. organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text, e.g. a technological process, an information leaflet;
11. explain complex ideas and information clearly
12. describe an event, process or situation, using language with an appropriate degree of formality, e.g. a school prospectus;

Speaking and Listening Objectives:

2. tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect;

**Year 9 English:**

Writing objectives:

9. integrate diverse information into a coherent and comprehensive account;
13. present a case persuasively enough to gain the attention and influence the responses of a specified group of readers

**Speaking and Listening Objectives:**

2. use standard English to explain, explore or justify an idea;

#### SCOTLAND

##### People and Places:

- D2.1 - describe how extremes of weather and climate can disastrously affect people and places  
F4.2 - for a large-scale development, describe and explain the main issues and conflicts  
F3.2 - explain some of the reasons for differences in economic and population growth at a global level

##### People in Society:

- E1.2 - identify ways in which local/national agencies and individual enterprise can help meet society's needs  
E3.2 - give examples of the ways in which local and national government make decisions that affect people's lives

#### NORTHERN IRELAND

##### Geography, 'Education for Mutual Understanding' strands:

Attempts to promote global and international co-operation for a sustainable future.

Explore the work of some local and global agencies which promote development.

##### Geography, 'Health Education' strands:

Find out about the work of some local and global agencies.

##### Geography, 'Economic Awareness' strands:

Explore imbalances between nations in trade and living standards;

Explore the impact of international organisations on the allocation of resources, economic development and living standards in different countries

##### Geography, 'Fieldwork Skills' strands:

Make explanations and conclusions related to a previously stated aim or idea.

**Geography, 'Research, Data Handling and Presentation Skills' strands:**

Analyse and extract relevant information from a range of secondary sources, using IT as appropriate.