

CURRICULUM LINKS

Activity 1 Claims for women's rights in Europe and America

England

Citizenship

KS4

- 1) Pupils should be taught:
 - e. about the electoral system and the importance of voting
- 2) Pupils should be taught:
 - a. to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
 - c. to contribute to group and exploratory class discussions, and take part in debates
 - f. about the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.

English

KS4

Composition

- 1) Pupils should be taught to draw on their reading and knowledge of linguistic and literary forms when composing their writing. Pupils should be taught to:
 - c. exploit choice of language and structure to achieve particular effects and appeal to the reader
 - d. use a range of techniques and different ways of organising and structuring material to convey ideas, themes and characters
- Writing to persuade, argue, advise**
- i. develop logical arguments and cite evidence
 - j. use persuasive techniques and rhetorical devices
 - k. anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest

Speaking

- 1) To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences

Reading

Printed and ICT-based information texts

- 4) To develop their reading of print and ICT-based information texts, pupils should be taught to:
 - a. select, compare and synthesise information from different texts

Wales

English

KS4

- Understand that there are ways of negotiating consensus and agreeing to differ
- Write for a range of purposes
- Read a wide range of texts in a variety of forms

Personal and Social Education

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights

Scotland

Links to new Curriculum for Excellence from the Scottish Executive:

Pupils should become:

- **confident individuals** with:
 - secure values and beliefs able to:
 - develop and communicate their own beliefs and view of the world
- **responsible citizens** with:
 - respect for others
 - commitment to participate responsibly in political, economic, social and cultural life and able to:
 - develop knowledge and understanding of the world and Scotland's place in it
 - make informed choices and decisions
 - develop informed, ethical views of complex issues
- **effective contributors** able to:
 - communicate in different ways and in different settings
 - apply critical thinking in new contexts

English

Level E Attainment Targets

- Listen to others in group or one-to-one activities and respond relevantly, so as to show awareness of others' opinions, suggestions and/or feelings
- Talk readily to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness of their feelings
- Write imaginative pieces in various genres, making some use of appropriate literary conventions
- Apply the information acquired from a number of different sources for the purposes of a piece of personal research

Personal and Social Development

Examples of Pupil Development:

- Examine attitudes which have, in the past, led to unfulfilled potential in individuals or tension between the sexes

Northern Ireland

Learning for Life and Work:

Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints

English

KS4

- Talking and listening
- Reading
- Writing

Activity 2 Working for equality in the UK

England

Citizenship

KS4

- 2) Pupils should be taught:
 - a. to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
 - c. to contribute to group and exploratory class discussions, and take part in debates
 - f. about the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

History

KS4

Chronological understanding

- 1) Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time
- 7) In their study of local, British, European and world history, pupils should be taught about:
 - a. significant events, people and changes from the recent and more distant past

Wales

Personal and Social Education

KS4

- Value cultural diversity and equal opportunity and respect the dignity of all
- Be moved by injustice, exploitation and denial of human rights

History (Aims of GCSE specifications)

All specifications must give students opportunities to:

- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues

Scotland

Personal and Social Development

Examples of Pupil Development:

- Examine attitudes which have, in the past, led to unfulfilled potential in individuals or tension between the sexes

People in the Past

Developing understanding of people, events and societies of significance in the past

- Level E: Explain the motives or actions of people in particular historical situations. Explain the values or attitudes that characterised various societies in the past. Explain why particular societies, people and events from the past are thought to be of significance.
- Level F: Apply knowledge and understanding of the motives or actions of people in particular historical situations, and/or the values and attitudes of particular societies in the past to reach conclusions on a given historical issue or question.

CURRICULUM LINKS

Northern Ireland

Learning for Life and Work:

Local and Global Citizenship Strand

Young people should have opportunities to:

- Investigate how and why conflict, including prejudice, stereotyping, sectarianism, racism may arise in the community
- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity

History

KS4

All Key Stage 4 programmes should give pupils the opportunity to explore:

- key historical events, people, changes and issues

Activity 3 Women of Courage

England

Citizenship

KS4

1) Pupils should be taught:

e. about the electoral system and the importance of voting

2) Pupils should be taught:

- to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- to contribute to group and exploratory class discussions, and take part in debates
- about the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally

English

KS4

Reading:

Printed and ICT-based information texts

4) To develop their reading of print and ICT-based information texts, pupils should be taught to:

- select, compare and synthesise information from different texts

History

KS4

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7) In their study of local, British, European and world history, pupils should be taught about:

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Wales

English

KS4

- Read a wide range of texts in a variety of forms

History (Aims of GCSE specifications)

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Personal and Social Education

KS4

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effective contributors able to:

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Personal and Social Development

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- Level F: Apply knowledge and understanding of the motives or actions of people in particular historical situations, and/or the values and attitudes of particular societies in the past to reach conclusions on a given historical issue or question.

Northern Ireland

Learning for Life and Work:

Local and Global Citizenship Strand

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- Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity
- Investigate an issue from a range of viewpoints

English

KS4

- Reading

History

KS4

All Key Stage 4 programmes should give pupils the opportunity to explore:

- key historical events, people, changes and issues.