

iPrimary and iLowerSecondary
**Sample Curriculum Documents
and Sample Scheme of Work**

YEAR 1

SOCIAL JUSTICE

Reference	Specific Focus	Learning Objectives	Guidance
SJE1.1A	Justice and injustice	Recognise fairness and unfairness in everyday situations.	Students can recognise and understand fairness and unfairness in everyday situations.
SJE1.1B	Wealth and poverty in society	Appreciate that greater wealth does not make you a better person.	Students can recognise that just because someone is rich it does not mean they are more important.
SJE1.1C	Equality of opportunity	Appreciate that not everyone likes the same things or wants to be treated the same.	Students can recognise that people like different things and may like to be treated differently.
SJE1.1D	Challenging injustice	Awareness of right and wrong.	Students can recognise right from wrong.

IDENTITY AND DIVERSITY

Reference	Specific Focus	Learning Objectives	Guidance
ID1.2A	Who am I?	Ability to find connections with people I meet.	Students can make and share connections with other people.
ID1.2B	Humankind: all equal; all different	Show an interest in and a curiosity about others.	Students are interested in and respectful of people who look different from them or are from different backgrounds to theirs.
ID1.2C	Challenging prejudice and discrimination	Know how to be a good listener.	Students learn how to listen well.

GLOBALISATION AND INTERDEPENDENCE

Reference	Specific Focus	Learning Objectives	Guidance
GI1.3A	People and places around the world	Understand my home and local place within the wider world.	Students know where they live and how it connects with the wider world.
GI1.3B	Global trade, ethics, production and consumption	Know that we rely on many different people in many different countries to produce the things we buy.	Students can explain simply how they rely on other people around the world to be able to buy the things they use.
GI1.3C	Global wealth and poverty	Awareness of money and what it is used for.	Students can share examples of what money is used for.
GI1.3D	Information, technology and communication	Knowledge about some of the uses of digital technology.	Students can give examples of some of the uses of basic digital technology.
GI1.3E	Global health, food and well-being	Know how to keep clean, safe and well.	Students can give reasons as to how they can keep themselves clean, safe and healthy.

PEACE AND CONFLICT

Reference	Specific Focus	Learning Objectives	Guidance
PC1.4A	Conflicts in the community	Ability to share things and play with others peacefully and cooperatively.	Students know the benefits of sharing and playing peacefully and cooperatively.
PC1.4B	Resolving conflicts peacefully	How to share, care for others and be a good friend.	Students can talk about ways to share, care for others and be a good friend.
PC1.4C	Conflicts around the world	Knowledge that sometimes people fight and that they can become friends again.	Students can understand that falling out with a friend does not necessarily mean the end of a friendship.

YEAR 4

SOCIAL JUSTICE

Reference	Specific Focus	Objective	Guidance
SJE4.1A	Justice and injustice	Know that serious injustices can occur in all countries.	Students can give examples of when an injustice has occurred nationally.
SJE4.1B	Wealth and poverty in society	Awareness of what people need to thrive.	Students can give examples of what people need to thrive.
SJE4.1C	Equality of opportunity	Understand some of the barriers to equality of opportunity now and in the past.	Students can give reasons why not all people are treated equally and have not been treated equally, both now and in the past across different countries.
SJE4.1D	Challenging injustice	Understand that it is not possible to know what a person is like inside, simply by their appearance.	Students can explain why appearances do not reveal anything about what a person is like inside and that they should not judge a person by their appearance, nor should others make assumptions about them on how they look.

IDENTITY AND DIVERSITY

Reference	Specific Focus	Objective	Guidance
ID4.2A	Who am I?	Appreciate that our individual life circumstances make each of us unique and different.	Students can recognise that their individuality makes them unique and incredible.
ID4.2B	Humankind: all equal; all different	Learn about some great people now and in the past, who have fought for equality.	Students can name some inspirational people who have fought for equality and prompted change for many others.
ID4.2C	Challenging prejudice and discrimination	Understand that stereotyping, assumptions and generalisations have power and that they can cause damage and be discriminatory.	Students can recognise that words, gestures and assumptions that stereotype or generalise can be extremely hurtful and discriminatory.

GLOBALISATION AND INTERDEPENDENCE

Reference	Specific Focus	Objective	Guidance
GI4.3A	People and places around the world	Appreciate that people around the world enjoy similar leisure activities and sharing these can enrich the lives of everyone.	Students can explain some of the leisure activities enjoyed by people in many different countries and how they can connect countries and communities.
GI4.3B	Global trade, ethics, production and consumption	Consider the working conditions of people who provide products for us and show an interest in their well-being.	Students can talk about working conditions of people around the world and show concern for those whose conditions are not safe.
GI4.3C	Global wealth and poverty	Understand what poverty is and some of its causes.	Students can give reasons as to why there is poverty in the world and some of the causes.
GI4.3D	Information, technology and communication	Knowledge of some of the benefits of digital global communication.	Students can give examples of some of the benefits of digital global communication around the world.
GI4.3E	Global health, food and well-being	Know about some different types of farms and food production.	Students can give examples of some different types of farms and food production, such as small and large scale, organic and monoculture.

PEACE AND CONFLICT

Reference	Specific Focus	Objective	Guidance
PC4.4A	Conflicts in the community	Understand that bullying has a negative impact on both the bully and the person being bullied.	Students can recognise that bullying affects both the child being bullied and the child who is bullying.
PC4.4B	Resolving conflicts peacefully	Know how to disagree whilst remaining friends.	Students can explain how they might agree to differ with others whilst maintaining friendships.
PC4.4C	Conflicts around the world	Know about the Nobel Peace Prize and some of its winners.	Students can explain what the Nobel Peace Prize is and name those who have won the prize.

YEAR 7

SOCIAL JUSTICE

Reference	Specific Focus	Objective	Guidance
SJE7.1A	Justice and injustice	Understand that dominant cultures can unjustly discriminate against minority cultures.	Students can recognise that discrimination can occur when dominant groups or cultures have more power than minority cultures.
SJE7.1B	Wealth and poverty in society	Understand some of the effects of inequalities in societies, including marginalisation and stereotyping of people.	Students can describe some of the problems of unequal societies and understand how people can become marginalised and stereotyped.
SJE7.1C	Equality of opportunity	Belief in equal opportunities for all and knowledge of how to dismantle the barriers to achieve this.	Students recognise that there should be equal opportunities for all and recognise ways to make this happen.
SJE7.1D	Challenging injustice	Understand that not everyone's cultural capital is given equal value.	Students can begin to explain that not everyone's experiences are valued equally and the implications of this in society.

IDENTITY AND DIVERSITY

Reference	Specific Focus	Objective	Guidance
ID7.2A	Who am I?	Understand the importance of keeping well mentally and physically.	Students can demonstrate ways to keep mentally and physically fit and healthy.
ID7.2B	Humankind: all equal; all different	Understand that the reporting, recording and learning of historical events is subjective and selective.	Students can explain how the reporting, recording and learning of historical events has been selective, causing the history of some people to be excluded or misrepresented.
ID7.2C	Challenging prejudice and discrimination	Understand some of the causes and impacts of discrimination.	Students can give examples of discrimination sharing some of its causes and impacts.

YEAR 9

SOCIAL JUSTICE

Reference	Specific Focus	Objective	Guidance
SJE9.1A	Justice and injustice	Understand the legacy of colonisation, which made some people rich and caused exploitation and degradation to others.	Students can explain the impact of colonisation on both those who were colonised and the coloniser, including the creation of wealth for some and the exploitation and denial of rights of others.
SJE9.1B	Wealth and poverty in society	Ability to critique the efficacy of initiatives, groups and individuals who are addressing poverty.	Students can critique the effectiveness of the approaches of various different initiatives, groups and individuals working to alleviate poverty.
SJE9.1C	Equality of opportunity	Know about some of the causes, impacts and complexities of global inequalities of opportunity and attempts to address them.	Students can give examples of some of the causes, impacts and complexities of global inequalities of opportunity and attempts to address them.
SJE9.1D	Challenging injustice	Students can explain some of the causes of injustice and know that however it has arisen, it can be challenged.	Know that injustice has many roots such as ignorance, fear, misuse of power and overt discrimination, but that whatever its cause, it can be challenged.

IDENTITY AND DIVERSITY

Reference	Specific Focus	Objective	Guidance
ID9.2A	Who am I?	Understand that identity can be fluid and complex and that a positive sense of self is crucial.	Students can explain what identity means to them, why a person may choose to change their identity and the importance of having a positive sense of self.
ID9.2B	Humankind: all equal; all different	Ability to use research skills to critically evaluate stories in the media about people who are trying to gain equality for who they are.	Students can research and critically evaluate media coverage about individuals seeking equality for being who they are.
ID9.2C	Challenging prejudice and discrimination	Ability to recognise the unquestioned wisdom, truths and normality of a dominant group, and actively challenge it when it causes prejudice and discrimination.	Students can recognise when the domination of a point of view, the status quo or an unquestioned wisdom causes prejudice and discrimination and can actively tackle it.

Year 2

Teaching topic	iPrimary objectives	Activities
Year 2 Term 1: Social Justice and Equity		
<p>Session 1 Justice and injustice</p> <p>Cross-curricular links: English, PSHE, Citizenship, Drama</p>	<p>SJE2.1A Know how to treat others fairly.</p> <p><i>Students can recognise when they have treated someone fairly and when they have been unfair.</i></p>	<p>Ask the students to think of a time when they have been treated fairly and a time they have been treated unfairly.</p> <p>How did each situation make them feel?</p> <p>Describe this scenario to students: You are alone on the playground and you ask to join in with a game. Some of the students agree to allow you to join in, but others refuse.</p> <p>Is it good to treat others in this way? How would you be feeling?</p> <p>Support students by replaying the scenario, showing how to be fair and recognising the importance of letting all student join in.</p>
<p>Session 2 Wealth and poverty in society</p> <p>Cross-curricular links: English, PSHE, Citizenship, Art</p>	<p>SJE2.1B Growing awareness that people live in different financial circumstances in society, and that some people need support.</p> <p><i>Students can recognise that people find themselves in different situations, where some will need more support than others.</i></p>	<p>Share the book <i>What Is Given from the Heart</i> by Patricia C. McKissack, about a family showing love and compassion through hard times, or a similar text.</p> <p>Ask the students what they think has happened to the main student in the story.</p> <p>Who does he want to help? Why is it difficult for him? What are some of his initial ideas? Why does he reject them? What was his final idea? Why was it so special? Was it an expensive gift? Did it matter in the end that they did not have money to buy expensive presents?</p> <p>Ask the students what gift they would put in their special box. Students can draw a picture showing their gift. The teacher can provide a 'special box' in which</p>

		<p>students can place their pictures.</p> <p>Ask the students in turn to say what is special about their gift as they place it in the box.</p>
Year 2 Term 1: Power and Governance		
<p>Session 3 Good governance</p> <p>Cross-curricular links: English, PSHE, Citizenship</p>	<p>PG2.6A Ability to work collaboratively to create and follow a class agreement based on rights and respect.</p> <p><i>Students can work together to create and follow school rules based on the rights and respect of the self and others.</i></p>	<p>Remind students of the rights they have already looked at and learnt about in Year 1 Term 3. List the rights that they can remember.</p> <p>Work together with students to create a Class Charter of Rights. Use the following guidance from UNICEF to support setting it up: https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/08/A-complete-guide-to-creating-charters_1.1.pdf</p> <p>Display the Class Charter in the classroom and encourage every class to do this by sharing with the School Council.</p>
Year 2 Term 1: Social Justice and Equity		
<p>Session 4 Challenging injustice</p> <p>Cross-curricular links: English, PSHE, Citizenship, Art</p>	<p>SJE2.1D Interest in doing the right thing.</p> <p><i>Students are willing to do the right thing.</i></p>	<p>Ask the students what makes a Global Citizen. Is it:</p> <ul style="list-style-type: none"> • Someone who throws litter? • Someone who is kind to new students that join the school? • Someone who shares skipping ropes at playtime? • Someone who loves nature? • Someone who is interested in other people? • Someone who takes things that don't belong to them? • Someone who tidies the classroom? • Someone who throws rulers and pens in the classroom? • Someone who listens to adults in the school? • Someone who is able to say sorry? • Someone who tries to do the right thing? <p>Ask the students to answer 'yes' or 'no' to each question.</p> <p>Cut out an outline of one of the students on paper and stick it on the wall.</p>

		Ask the students to write a sentence or draw a picture showing one aspect of a Global Citizen and stick it onto the cut out. Discuss students' responses.
Year 2 Term 1: Peace and Conflict		
<p>Session 5 Conflicts in the community</p> <p>Cross-curricular links: English, PSHE, Drama, Citizenship</p>	<p>PC2.4A Know why it is important to tell the truth and be able to recognise a mistake.</p> <p><i>Students can understand the importance of telling the truth and admitting when they have done something wrong.</i></p>	<p>How difficult is it to tell the truth when it might mean you get into trouble? Why is it important to tell the truth even when we are worried about it?</p> <p>Share the book <i>The Boy Who Cried Wolf</i> or an alternative and discuss what the boy did in the story.</p> <p>Why was it hard to believe what he said? What would have been the right thing to do?</p> <p>Ask the students to write a question to ask either the boy, his mother or one of the villagers about the boy's behaviour. Hot seat the role of the boy and his mother and invite students to ask their questions.</p>
<p>Session 6 Resolving conflicts peacefully</p> <p>Cross-curricular links: English, PSHE, Drama, Citizenship</p>	<p>PC2.4B Know what to do when someone hurts you in some way.</p> <p><i>Students know how and when to say sorry and what to do if someone hurts them.</i></p>	<p>Remind students of the scenario from Term 1 Session 1.</p> <p>Set up a role play between two adults (or an adult and a student) where the teacher pretends to have a dispute with another adult or student. This can be overplayed for effect!</p> <p>Ask the students to give suggestions as to what should happen next. Discuss words and phrases that could be used in order to resolve the situation.</p> <p>Ask the students to choose a word or phrase to decorate and display as a reminder.</p>
<p>Session 7 Conflicts around the world</p> <p>Cross-curricular links: English, PSHE, PE, Citizenship</p>	<p>PC2.4C Developing skills to live as part of a collaborative community.</p> <p><i>Students can work collaboratively within the school community.</i></p>	<p>Play the conveyor belt game. (A large space may be needed for this activity.)</p> <p>Ask the students to stand in a line and then lay down on the floor side by side. Give the first student a teddy. The objective is to pass the teddy bear from the first student to the last student. They can do this using just their hands, then just their feet.</p> <p>Other obstacles can be put in place such as blindfolds or a larger distance</p>

Year 9

Teaching topic	iLower Secondary objectives	Activities
Year 9 Term 1: Social Justice		
Session 1 Justice and injustice	<p>SJE9.1A Understand the legacy of colonisation, which made some people rich and caused exploitation and degradation to others.</p> <p><i>Students can explain the impact of colonisation on both those who were colonised and the coloniser, including the creation of wealth for some and the exploitation and denial of rights of others.</i></p>	<p>Look at the cotton industry and how it caused exploitation of some people and immense wealth for others.</p> <p>For example, one of the impacts of colonisation in India was how the process of spinning cotton into cloth was removed from India and set up in England. This transferred the main profits and power to England. It also enriched mill owners and importers in England, at the expense of people in India who produced the cotton.</p> <p>Gandhi's protest against this practice, as well as other injustices caused by colonisation, eventually led to the independence of India.</p> <p>Find out additional information about:</p> <ul style="list-style-type: none"> • the cotton industry • Gandhi's role during this time • how the people of India were denigrated by this policy. <p>Working in Talk Partners, ask the students to role play a conversation between Ramsay MacDonald (the Prime Minister of the UK at the time) and Gandhi.</p> <p>What powerful arguments would have been shared by each side?</p> <p>If accessible, the following two website links might be useful for research: http://indiafacts.org/british-destroyed-indian-textile-industry/ https://indianexpress.com/article/research/when-gandhi-was-welcomed-by-textile-mill-workers-of-lancashire-england-in-1931-4869860/</p>
Session 2 Wealth and poverty in society	<p>SJE9.1B Ability to critique the efficacy of initiatives, groups and individuals who are addressing poverty.</p>	<p>Choose an initiative, group or individual whose is in charge of addressing poverty. This could be something local, national or international.</p>

	<p><i>Students can critique the effectiveness of the approaches of various different initiatives, groups and individuals working to alleviate poverty.</i></p>	<p>Using their choice of initiative, group or individual, ask the students to fill in the following report card in order to decide how effective the initiative, group or individual is at addressing poverty:</p> <table border="1" data-bbox="1151 352 1861 948"> <tr> <td data-bbox="1151 352 1559 451">Name of the organisation, initiative or individual</td> <td data-bbox="1559 352 1861 451"></td> </tr> <tr> <td data-bbox="1151 451 1559 550">What approaches are being used to address poverty?</td> <td data-bbox="1559 451 1861 550"></td> </tr> <tr> <td data-bbox="1151 550 1559 683">What does the organisation say about the effectiveness of its work?</td> <td data-bbox="1559 550 1861 683"></td> </tr> <tr> <td data-bbox="1151 683 1559 815">What do other people/reports say about the effectiveness of its work?</td> <td data-bbox="1559 683 1861 815"></td> </tr> <tr> <td data-bbox="1151 815 1559 948">Would you recommend supporting this initiative, group or individual?</td> <td data-bbox="1559 815 1861 948"></td> </tr> </table>	Name of the organisation, initiative or individual		What approaches are being used to address poverty?		What does the organisation say about the effectiveness of its work?		What do other people/reports say about the effectiveness of its work?		Would you recommend supporting this initiative, group or individual?	
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Would you recommend supporting this initiative, group or individual?												
<p>Session 3 Equality of opportunity</p>	<p>SJE9.1C Know about some of the causes, impacts and complexities of global inequalities of opportunity and attempts to address them.</p> <p><i>Students can give examples of some of the causes, impacts and complexities of global inequalities of opportunity and attempts to address them.</i></p>	<p>Find out about some of the causes, impacts and complexities of global inequalities of opportunity in education.</p> <p>Research Goal 4 of the UN SDGs: https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education.html</p> <p>What is Goal 4 of the UN SDGs? When do they hope it will be achieved? How many children are out of primary school worldwide? Is this figure rising or falling? What are some of the reasons?</p>										

		<p>Are boys and girls affected equally?</p> <p>Now, ask the students to explore an initiative from around the world that aims to make education more accessible. For example, the solar-powered floating schools in Bangladesh (so teaching can be continued during monsoon season). More information can be found in the following links: https://www.youtube.com/watch?reload=9&v=u3j2K2XQz7I&t=72s https://www.shidhulai.org/</p> <p>Working in Talk Partners or groups, ask the students to find out as much as possible about the chosen initiative. Students could look at:</p> <p>Who came up with the idea and why? Why is it run as a not-for-profit company?</p> <p>Now, looking specifically at the impact of floating classrooms, ask the students to explore the following:</p> <p>Why has this initiative worked so well? What are the key features of the initiative? Do you think any elements of this could be used in another educational context? Apart from education, are there any other inequalities it is addressing?</p> <p>Write each question on a large sheet of paper and place them around the classroom. Each Talk Partner pair, or group, should add their responses to the corresponding sheet.</p> <p>As a reflection exercise, ask the students how this could be used in the context of climate change.</p> <p>How does this support Goals 7 and 10 of the UN SDGs?</p>
<p>Session 4 Challenging injustice</p>	<p>SJE9.1D Students can explain some of the causes of injustice and know that however it has arisen, it can be challenged.</p>	<p>Draw a large tree on a piece of A2 paper. The tree should have roots, a trunk and branches. Label the following:</p> <ul style="list-style-type: none"> on the trunk, write INJUSTICE (core problem)

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