
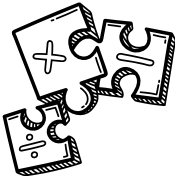

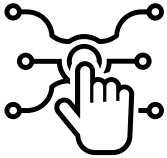

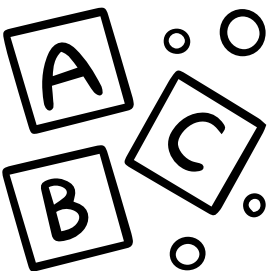
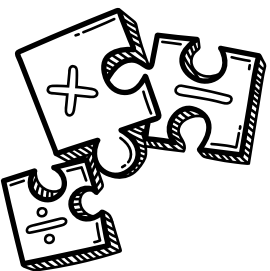


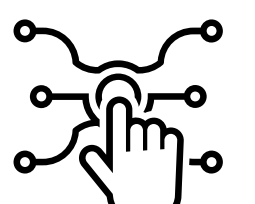


Youth Social Action Curriculum Integration Map

The following curriculum maps provide links to integrate the topic of Poverty within the National Curriculum at Key Stage 2. It can be read to obtain an overview of the connections made with the National Curriculum. It can also inform the planning of activities that will teach social action skills or inform future social action planning.

Lower Key Stage 2 - Years 3 and 4

<p>History</p> 	<p>Young people can look at poverty through different periods of History. For example during the study of Egypt, when learning about the Roman Empire or life in Britain during the Anglo-Saxons and Scots settlements. They can consider questions such as 'Were peasants poor or living simple lives?', 'What is a standard of living?', 'How has the standard of living changed today?'</p>
<p>Maths</p> 	<p>Possibility to link to work carried out with financial education (money), data handling, arithmetics or even geometry if some design is involved during the social action project.</p>
<p>PSHE</p> 	<p>Possibility to link the topic of poverty with the study of 'rights and responsibilities'. Young people can look at the meaning of rights and learn about young people's rights to take action against the effects of poverty in their school/community.</p>
<p>Design and Technology</p> 	<p>If a product is designed, then this can be taught through Design and Technology sessions including exploration of products, materials and components, making a design, and carrying the project up to completion.</p>
<p>P.E.</p> 	<p>Possibility to carry out sponsored PE activities in relation to the realisation of the social action project. This can be integrated in athletics, or other sports.</p>

<p>English - History</p> 	<p>If studying about the Victorians, Oliver Twist by Charles Dickens is a classic to look at poverty in another period of history. The original text is good to read and look at specific passages describing the living conditions of young people in the Victorian era. If the whole text is studied, there are adapted versions in young people bookstores that are more accessible for 9+ readers.</p>
<p>Maths</p> 	<p>Possibility to do work on financial education by investigating hidden costs in school that may be a burden for families. Young people can also create a business plan linked to their social action project, which offers plenty of opportunities for doing arithmetics.</p>
<p>ICT</p> 	<p>The ICT programme can be taught alongside the use of technologies to record, develop or promote work linked to the social action project. This is a great opportunity to empower young people by supporting them with the use of computers, filming devices and softwares.</p>
<p>PSHE</p> 	<p>Possibility to link the topic of poverty with the study of 'rights and responsibilities'. Young people can look at the meaning of rights and learn about young people's rights to take action against the effects of poverty in their school/community.</p>
<p>DT</p> 	<p>Possibility to design a product or resource for the school that can help to reduce costs of families or enhance school experience for every child. This can then become the focus of the social action project.</p>