

## Unit 11 Why is it so difficult to keep the peace in the world today?

### About the unit

Schools need to decide which opportunities to develop as explicit citizenship provision. This unit can be delivered through citizenship and/or history. It provides a template for studying a contemporary conflict in the context of its historical background. As such, it meets some of the teaching requirements of the national curriculum programmes of study for both citizenship and history at key stage 3. Aspects of the unit that are specific to history are identified in **this typeface**. The structure, investigations and activities could be applied to the study of present-day conflict anywhere in the world. The war in the Balkans has been used as an example and information is provided in the ‘Points to note’ section. Other conflict situations such as Northern Ireland or the Middle East could provide the focus for this unit. The *Teacher’s guide* also has helpful information on how to plan for enquiry in citizenship (see appendix 8).

In this unit pupils investigate a current conflict in the world. They learn about the different ways the media cover conflict situations and the effect this can have on our understanding and opinions of events. They analyse information from a range of sources to identify key issues and events. Pupils discover that understanding current events requires some knowledge of the historical, political, social, cultural and economic contexts of the people and places involved. They appreciate issues of diversity and see events from other people’s points of view. Pupils find out how ordinary people are affected by violent events and how governments and voluntary organisations work to protect human rights and alleviate the consequences of these events.

**Pupils learn about the cultural, religious and ethnic diversity of societies in conflict and analyse how far this has contributed to the crisis. They consider the importance of key events in another people’s national history. They explain the reasons for, and results of, some twentieth-century political changes. They see how history is used or abused in different ways by different people, and why. They learn how to use a range of sources to find out about a current situation and how to evaluate those sources.**

This unit builds on the knowledge and understanding pupils have gained in history about, for example, diversity in societies and why events happen. They build on their understanding of why events in history are interpreted differently. The unit also provides opportunities to consolidate and develop their ability to use sources of information and to communicate their knowledge clearly.

Sensitivity is needed with pupils who might find aspects of this unit upsetting, such as those from refugee or service family backgrounds.

### Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

#### Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1g the importance of resolving conflict fairly
- 1h the significance of the media in society
- 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

#### Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

#### Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not necessarily their own

The unit links with unit 3 ‘Human rights’, unit 9 ‘The significance of the media in society’, unit 13 ‘How do we deal with conflict?’.

This unit addresses the following aspects of the key stage 3 history programme of study:

#### A world study after 1900

13 A study of some of the significant individuals, events and developments from across the twentieth century, including two World Wars, the Holocaust, the Cold War, and their impact on Britain, Europe and the wider world

Some schools might choose a topic to link in with their work on

12 A world study before 1900 or 11 A European study before 1914

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## Expectations

### At the end of this unit

#### most pupils

**for citizenship:** know the key events and issues of a current conflict situation in the world. They recognise the human rights implications of a major political or military conflict. They evaluate how the media sources both inform and affect our understanding of global issues. They appreciate that issues of diversity contribute to conflict situations. They consider other people's experiences and explain views that are not necessarily their own. They appreciate that a sense of history is necessary in order to understand situations. They show an understanding of how governments and international organisations seek to establish international law and recognise the difficulties of achieving reconciliation in a complex situation. They know of the work of international voluntary organisations.

**for history:** show good knowledge and understanding of a historical situation. They use historical knowledge to make links between past and present when explaining a particular situation. They recognise the significance of particular events and people. They suggest reasons why events and changes are interpreted in different ways by different people. They evaluate a range of sources of information. They select and organise information to produce structured work, making appropriate use of dates and terminology.

#### some pupils have not made so much progress and

**for citizenship:** show limited knowledge of a current conflict, including human rights issues. They use some media sources to find out about contemporary events. They understand that other people have different points of view. They make some links between past and present.

**for history:** show basic knowledge and understanding of a historical situation. They make simple links between past and present when describing a current conflict. They identify some key people or events, showing a limited understanding of their significance. They describe different interpretations of events and give simple explanations for the differences. They select information from a range of sources. They produce structured work using dates and terminology.

#### some pupils have progressed further and

**for citizenship:** demonstrate detailed knowledge of a current conflict.

They show an understanding of the human rights implications of the situation. They demonstrate an ability to evaluate and use a wide range of media sources and recognise how media presentation affects our understanding and opinions. They express a range of views which are not necessarily their own. They make complex links between historical and contemporary situations. They demonstrate how history is used in contemporary situations. They show a detailed understanding of a range of international peace-keeping organisations, how they work, their limitations and the opportunities they have. They demonstrate a knowledge of the work of several international voluntary organisations.

**for history:** analyse a current conflict, drawing on detailed historical knowledge to make appropriate links and connections and show a clear understanding of the significance of particular events or people. They explain why different interpretations have been made of events. They show a clear understanding of the limitations of information sources. They select, organise and use relevant information to produce well-structured oral and written work, making accurate use of dates and terminology.

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## Resources

Resources include:

- appropriate news information from press and TV
- wall maps and a historical atlas
- range of history textbooks for reference purposes
- where possible, visitors from international voluntary organisations or with personal experience as refugees

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

- Nato
- Nato Kosovo Force
- United Nations
- European Parliament
- Organisation for Security and Cooperation in Europe
- Yugoslav Government
- Serbian Information Website for Kosovo
- UK Kosovo Refugee Relief
- Disasters Emergency Committee
- Amnesty International
- Human Rights Watch
- BBC
- New York Times Learning Network
- World Books Fun and Learning
- Cascon System for Analyzing International Conflict (*online history-based conflict analysis*)

NB: care should be taken when encouraging pupils to access websites

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## Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- human rights, *eg persecution, reconciliation, respect, discrimination, prejudice, forgiveness, racism, xenophobia, toleration*
- international action, *eg sanctions, consensus*

Reading – through the activities pupils learn to:

- summarise information in note form (year 7 R4, year 8 R5, year 9 R3)
- infer implied and explicit meanings in texts (year 7 R8, year 8 R7)
- recognise authorial standpoints in texts (year 7 R9, year 8 R6, year 9 R6)

Writing – through the activities pupils learn to:

- organise and present information, using appropriate devices and methods (year 7 Wr13, year 8 Wr10, year 9 Wr12)

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## Links with other subjects

PSHE: 1b, 1d, 3a, 3b, 4g in the non-statutory guidelines

English: En1, 4a in the programme of study

Geography: 4a, 4b in the programme of study

Pupils should learn:

Pupils:

### What is the fighting about this time?

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| <ul style="list-style-type: none"> <li>• in outline, about the main issues of a current conflict</li> <li>• about aspects of the world as a global community</li> <li>• <b>to identify and analyse the key features of the situation</b></li> <li>• <b>to identify appropriate questions and possible sources of information</b></li> <li>• <b>to select relevant information from sources</b></li> </ul> | <ul style="list-style-type: none"> <li>• Choose a current event or recent news story from an area where there is conflict. Start discussion by finding out what pupils already know, using newspaper headlines or a TV news clip. Use maps to help pupils locate places mentioned in the discussion.</li> <li>• Alternatively, use pictures or news footage of military forces in the area of the conflict. Who are they? UN forces? British soldiers? Why are they in this part of the world?</li> <li>• From this introduction, make a list of key words, <i>eg names of places and individuals</i>, for the next activity.</li> <li>• Working on their own or in twos or threes, pupils use available resources, including ICT, to research the key words and produce definitions or summaries to contribute to a class information board.</li> <li>• Draw out key issues from pupils' research through class discussion. Encourage pupils to ask questions: What do they need to know to understand the situation? How can they find out? Add pupils' questions to the class information board.</li> </ul> | <ul style="list-style-type: none"> <li>• identify and describe the main issues of the conflict</li> <li>• <b>select and bring together information from different sources when researching aspects of a topical political issue</b></li> <li>• <b>identify key features of a current conflict</b></li> <li>• <b>begin to analyse key issues in a contemporary conflict and pose relevant questions</b></li> </ul> | <ul style="list-style-type: none"> <li>• This unit can be used as a 'template' to investigate any events happening in the world that are covered by the media.</li> <li>• Teachers will need to be sensitive to pupils who have experience of conflict, for example members of refugee or service families.</li> <li>• An important aim of this opening section is to show the relevance of an event of current interest to pupils. A focus on individual human stories may help. It is important not to be overwhelmed by details at this point.</li> <li>• A focus on the Balkan conflict, for example, could use TV footage of people fleeing a village that is under attack or of UN soldiers patrolling the border.</li> <li>• It will be helpful to have relevant maps on display throughout this unit.</li> <li>• Pupils could use an information board to display newspaper accounts of the conflict or information from international agencies. They could be encouraged to make the display interactive by adding questions and giving answers or comments.</li> <li>• Link with thinking skills: enquiry.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### What is really happening to the people involved in the current conflict?

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| <ul style="list-style-type: none"> <li>• <b>to categorise and select information from different sources about an event of current interest</b></li> <li>• about ways in which the media report a conflict</li> <li>• about the UN Declaration of Human Rights</li> <li>• to think about topical political, moral, social and cultural issues, using information from different sources</li> <li>• to summarise information in note form (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Use an incident from the current conflict as a case study to enable pupils to consider different aspects of the conflict, <i>eg the nature of the fighting, the impact on civilians, previous peace treaties, human rights issues, etc.</i></li> <li>• Brainstorm with pupils the different aspects to be considered, or build up a concept map to prepare for the next task.</li> <li>• Provide groups of pupils with written accounts of the incident from, for example, different newspapers and/or transcripts of TV/radio news. Ask pupils to identify and highlight in the text different aspects of the story, <i>eg the different factions involved, the nature of warfare, the impact of war on civilians</i>. Using these topic headings, each group of pupils produces a summary of the incident on a poster.</li> <li>• Inform pupils about the UN Declaration of Human Rights.</li> <li>• Discuss with pupils how the Declaration relates to the incident they are studying: <i>Are there any human rights implications? Who is being deprived of their human rights? Which rights are they being deprived of?</i></li> <li>• Pupils annotate their posters with the human rights issues they have identified and display these in the school.</li> </ul> | <ul style="list-style-type: none"> <li>• analyse information from a variety of sources</li> <li>• contribute to a group discussion</li> <li>• <b>identify the main differences between different factions involved in the conflict</b></li> <li>• <b>identify the social, moral and cultural aspects of the conflict</b></li> <li>• recognise the human rights implications of the conflict and the importance of international charters</li> </ul> | <ul style="list-style-type: none"> <li>• This section is designed to give pupils the opportunity to examine an aspect of the conflict in detail and build on their general knowledge.</li> <li>• The pupils' use of media sources at this point is for information gathering but this will be developed further later in the unit.</li> <li>• Using the Balkans as a case study, this section could focus on events in one particular town or the destruction of a significant site, <i>eg a bridge or factory</i>.</li> <li>• See unit 3 'Human rights' for further exploration of human rights and refugees.</li> <li>• Link with key skills: communication.</li> <li>• Link with thinking skills: information processing.</li> <li>• Link with NSE: year 7 R4, year 8 R5, year 9 R3.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****What are the roots of this conflict?**

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| <ul style="list-style-type: none"> <li>• that current conflicts have their roots in past events</li> <li>• <b>about the social, cultural, religious and ethnic diversity of the societies studied</b></li> <li>• <b>to consider the significance of the main events, people and changes studied</b></li> <li>• <b>how to select and use chronological conventions and historical vocabulary to organise historical information</b></li> <li>• <b>to recall, prioritise and select information</b></li> <li>• to think about topical political, spiritual, moral, social and cultural issues</li> <li>• about aspects of the world as a global community</li> <li>• to infer implied and explicit meanings in texts (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Select a number of key dates relating to the history of the selected conflict. Working in groups, pupils research these dates, focusing on the question: <i>Why is this moment important?</i></li> <li>• Pupils compile information and write on a card a maximum of 100 words about each key date. Cards are added to the class timeline with a brief note on the date's significance.</li> <li>• The teacher uses the timeline as a basis for question and answer sessions to check pupils' knowledge and understanding of the conflict. The teacher also encourages pupils to pose questions, eg <i>What else do we need to know?</i></li> <li>• The teacher focuses on the present by asking: <i>What might leaders of all the current factions say about each of the key events listed on the date cards?</i></li> <li>• Round off with discussion using key questions: <i>How far do the roots of the conflict go back? In what ways do those involved use history to back up their present ambitions? Is the cause of the present conflict racial? religious? ethnic? nationalistic? What human rights issues are involved? What has this got to do with us?</i></li> </ul> |
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| <ul style="list-style-type: none"> <li>• <b>describe and, where appropriate, explain significant social, cultural, religious or ethnic differences in the societies studied</b></li> <li>• carry out group investigations and construct a broad picture by taking on information presented by other pupils</li> <li>• <b>prioritise and select information and, using appropriate vocabulary, explain why an event is significant</b></li> <li>• understand that it is necessary to have some knowledge and understanding of history to fully appreciate topical situations</li> <li>• learn that history is not neutral and can be used and manipulated to influence contemporary events</li> <li>• recognise that human rights violations in the contemporary world are of international concern</li> </ul> | <ul style="list-style-type: none"> <li>• This section is designed to give pupils an overview of past events, help them establish their significance and make links with contemporary events. Pupils do not need a detailed knowledge of past events, but do need sufficient historical knowledge to make sense of the current situation.</li> <li>• Non-specialist teachers may need support in preparing this section, for example in identifying key dates and issues. The use of an enquiry approach, including encouraging pupils to pose questions, provides a strategy for non-specialists to manage the historical background to the work.</li> <li>• For example, a study of current conflict in the Balkans might include some of the following key dates: 28 June, 1389 (Battle of Field of Blackbirds/Battle of Kosovo); 1829/1856/1878 (landmarks in Serbian independence); 28 June, 1914 (assassination of Archduke Franz Ferdinand of Austria at Sarajevo); 28 June, 1919 (signing of Treaty of Versailles creating Yugoslavia); May 1941 (German invasion of Yugoslavia); 28 June, 1948 (Tito independent ruler of Yugoslavia); 1989 (Slobodan Milosevic President of Yugoslavia).</li> <li>• Teachers might need to give lower achieving pupils structured support for their research, including help with mapwork to check countries and locations.</li> <li>• Link with key skills: communication.</li> <li>• Link with thinking skills: information processing, reasoning, enquiry.</li> <li>• Link with NSE: year 7 R8, year 8 R7.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****How do we know whom to believe about this crisis?**

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| <ul style="list-style-type: none"> <li>• to recognise authorial standpoint in texts (NSE)</li> <li>• <b>to use ICT-based sources for information and to evaluate the results</b></li> <li>• about the significance of the media providing large amounts of information and, at the same time, shaping our understanding of it</li> <li>• to justify a personal opinion about a topical issue orally or in writing</li> <li>• to contribute to group and class discussions and debates</li> <li>• to draw on their knowledge when considering other people's experiences</li> <li>• to be able to think about, express and explain views that are not their own</li> <li>• <b>to consider the significance of main events, people and situations they study</b></li> <li>• <b>to communicate knowledge and understanding of history, using a range of techniques</b></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils, on their own or in twos or threes, carry out internet searches about the event using key words from the initial activity. Pupils review each site they find, using the questions: <i>What side is the author of this site on? How can you tell?</i> and summing up the author's point of view in three sentences.</li> <li>• The teacher leads a brief class discussion of pupils' findings, emphasising how to handle partisan information.</li> <li>• This work could be followed up in several ways, for example             <ul style="list-style-type: none"> <li>– A debate. Create a one-sided motion or a trial situation, such as: 'X is to blame for the conflict' (the websites previously visited may well supply this kind of statement). Ask pupils to make a case for or against the motion. Both sides might prepare short speeches and present witnesses, perhaps from the past, to support their cases.</li> <li>– A leaflet campaign. Pupils write the text for a leaflet addressed to the population on one side of the conflict. The aim of the leaflet is to calm the situation. It could point out the dangers and possible consequences of the conflict and suggest ideas for reconciliation.</li> </ul> </li> <li>• The teacher leads discussion on issues involved in considering other people's experiences and the importance of being well-informed when trying to express views that are not their own.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• evaluate the reliability of news media and other sources of information</li> <li>• understand that the internet can be a useful and rapid source of information but can be partisan</li> <li>• demonstrate an understanding of points of view different from their own</li> <li>• identify a range of motives for people holding specific views</li> <li>• participate in group activities, formulating written or oral contributions in a variety of styles</li> <li>• form opinions about situations outside their experience, drawing from the evidence they have found</li> <li>• <b>explain the significance of events and people studied, making appropriate use of vocabulary</b></li> </ul> | <ul style="list-style-type: none"> <li>• Link with NSE: year 7 R9, year 8 R6, year 9 R6.</li> <li>• This section develops from the earlier use of media sources and helps pupils to reflect on the significance of the media in society. Reliable news and history websites are listed in the introduction but a wider search is recommended so that pupils encounter, and learn how to handle, information from more partisan, less reliable, sites. The point of this enquiry is that pupils find, and work with, partisan versions of the situation and these are more likely to be found on the internet than in the newspapers or on TV. Pupils will need to be well briefed and de-briefed on using partisan websites.</li> <li>• The point of all the activities outlined is the understanding pupils reach, not the results. Allocating blame is clearly a sensitive issue and teachers will need to discuss relative values with pupils. It is important that pupils are encouraged to use their knowledge to construct an argument and that unsupported assertions are challenged.</li> <li>• Pupils will be able to apply skills they develop using sources of information and their knowledge and understanding of historical interpretations in the study of history.</li> <li>• Experts in reconciliation and non-violent conflict-resolution techniques say that it is important to appreciate the need for peace-makers to fully understand the perspectives of all sides and the motives behind strongly held views.</li> <li>• Link with key skills: communication.</li> <li>• Link with thinking skills: evaluation.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Who could bring peace to this area?**

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| <ul style="list-style-type: none"> <li>• about legal systems and law enforcement, and how they are applied at different levels</li> <li>• how minority rights can be safeguarded</li> <li>• about the importance of resolving conflict fairly</li> <li>• about the world as a global community</li> <li>• about social, cultural, ethnic and religious diversity in other societies</li> <li>• <b>about attempts to set up effective peace-keeping organisations over the past 100 years</b></li> <li>• about the work of international voluntary organisations</li> <li>• <b>to make links between the event being studied and other conflicts and peace-keeping efforts</b></li> </ul> | <ul style="list-style-type: none"> <li>• Pupils discuss law enforcement at various levels of authority: the family; the school; Britain; the world. Who makes the rules at each level? Who enforces them? Why is it easier to enforce laws at school, for example, than in the world?</li> <li>• Continue the discussion, comparing the family with the school level and seeing why the international level does not work the same way. What 'crimes' can a country, or a government, commit? What can the rest of the world do about them? Who has the right to intervene to stop a government behaving badly?</li> <li>• Textbook investigation: What powers does the United Nations have? Why is/isn't it involved in this conflict? Find examples of: military intervention; economic sanctions; and moral condemnation.</li> <li>• Follow-up activity: pupils find out about the work of one international voluntary organisation active in the area of conflict.</li> <li>• Summarise with a discussion: <i>What are the most effective ways of intervening to halt the conflict and prevent mistreatment of minorities and human rights abuses?</i></li> </ul> | <ul style="list-style-type: none"> <li>• understand that legal controls on behaviour function at different levels. That international law enforcement presents particular problems</li> <li>• know that there is an international community, that it upholds human rights and that efforts to enforce these rights have increased in recent years</li> <li>• appreciate that the actions of political and military leaders have a human impact and that different groups in society may be affected in different ways</li> <li>• understand that abuse of human rights affects us all</li> <li>• understand some of the problems of achieving reconciliation and the skills it requires</li> <li>• know about the work of international voluntary organisations</li> <li>• appreciate the importance of resolving conflict fairly</li> </ul> | <ul style="list-style-type: none"> <li>• This section could be linked with unit 3 'Human Rights'.</li> <li>• If the focus is on the Balkans, pupils could be reminded of the principle of self-determination established by the Treaty of Versailles.</li> <li>• If the conflict being studied is European, then questions could be posed about the role of NATO and the EU.</li> <li>• If appropriate to the conflict studied, pupils could be given maps showing where the different factions live. Use this to discuss, for example, why peace-keeping is difficult or how to ensure that minority groups have their human rights protected.</li> <li>• Examples of failed peace-keeping could be introduced here if they have been part of the key stage 3 history course. Alternatively, comparisons could be made with similar disagreements in other parts of the world. For example, border issues in the Balkans could be compared with the Middle East or Northern Ireland.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Why is it so difficult to keep the peace?**

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| <ul style="list-style-type: none"> <li>• <b>to recall, prioritise and select information</b></li> <li>• <b>to communicate knowledge and understanding using appropriate techniques</b></li> <li>• to negotiate and decide on school-based activities</li> <li>• to organise and present information using appropriate devices and methods (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Explain to pupils that the final task is designed to draw on both their knowledge of the conflict and the skills and understanding they have gained by using the media as a source of information.</li> <li>• Working in groups, pupils prepare a briefing paper for a journalist who is just starting work on the conflict. The journalist needs a clear summary of the current position and sufficient background knowledge to understand how it has arisen. She also needs guidance on how to research future developments. She feels uncertain about her new role and needs to be told why events in other parts of the world matter to people in Britain.</li> <li>• Pupils should be encouraged to select their own form of presentation, as well as to determine its content. Forms of presentation could include ICT, for example, PowerPoint.</li> <li>• The teacher follows the presentations with a class discussion on 'Where do we go from here?' The class decides whether and how to follow up the study and develop their knowledge of this and other world events. Pupils agree roles, responsibilities and timescales, as well as deciding who should be included, <i>eg class tutor</i>. The class could delegate responsibility to a small group to monitor the media for a few months and report back at significant points.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>display knowledge of the historical context and background of the current crisis</b></li> <li>• produce a clear summary, making use of appropriate dates and terms</li> <li>• contribute to a group discussion</li> <li>• negotiate, decide and take part responsibly in a school-based follow-up activity</li> </ul> | <ul style="list-style-type: none"> <li>• This section is designed to draw together the unit, but also to help pupils to reflect on what they have learnt and consider how they might use their skills and knowledge in a similar context.</li> <li>• The presentations could be made to other pupils, for example, through a school assembly, or to a community group.</li> <li>• The final activity allows pupils to make collective and individual decisions about how they could apply what they have learnt in future contexts. The links with the class tutor reinforce the application of learning to other contexts. It might lead, for example, to a decision to support a particular charity.</li> <li>• Link with key skills: communication, working with others, improving own learning and performance.</li> <li>• Link with thinking skills: reasoning, evaluation.</li> <li>• Link with NSE: year 7 Wr13, year 8 Wr10, year 9 Wr12.</li> </ul> |
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