**Curriculum Area**: PSHE KS4 Year 11 LIVING IN THE WIDER WORLD

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|  | **Learning Objectives**  Three-way challenge learning objectives for each session. | **Learning activities, Differentiation + Challenge**  Starters,  Mains Activities  Plenaries / AFL  Clips + Links | **New key terminology:** | **Links to lesson:**  New Guidelines PSHE Association Mapping: |
| **1** | **Animal rights and sustainability**  **Learning Outcomes:**    Challenge:Correctly identify arguments for animals rights and minimising our consumption of meat.  More challenging: Explain why we need to consume less meat and your opinion on whether animals should have rights as well as the counter arguments.  Mega challenge: Explain articulately using new key terminology in the correct context the arguments and counter arguments for reducing meat consumption, analysing whether a meat tax should be introduced. | **Starter (information on PP)**  Challenge: Why do we eat pigs and not dogs in our culture?  More challenging: Explain any problems you are aware of with the meat industry and our consumption of animal products.  Mega challenge: Should animals have rights or should their welfare be decided by humans? Explain an idea from either side.  **Task one (video clip link on PP slide 3)**  Students watch video clip and answer the questions at their **challenge level.**  **Task two (using information sheet provided)**  Read the information sheet together as a class.  **Task three**  Challenge: Complete Tom and Bek’s discussion with a partner, in the form of a one page long role play. You will have chance to show them in 15 mins.  More challenging: You must explain thoroughly the arguments for eating less meat focusing on sustainability, health and animal rights.  Mega challenge: As above including all the new key terminology from today, used in the correct context through counter arguments.  **Plenary**  Complete your literacy focus sheet at your **challenge level** and be prepared to feedback your ideas in ten minutes. | **Animal Rights -** Rights of animals, as set by the UN (but optional for countries).  **Sustainability –** maintaining an ecological balance through avoiding depletion of natural resources.  **Vegan –** someone who does not consume any animal products.  Flexitarian – someone who rarely eats meat and when they do, purchase sustainable produce. | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** <https://www.tes.com/teaching-resource/animal-rights-sustainability-12048715>  **New PSHE Association mapping:**  **KS4 L18**  **KS4 H11**  **KS4 H18**  **KS4 R28** |
| **2** | **Pollution, plastics, and the environment**  **Learning Outcomes:**  Challenge: Correctly identify and describe problems plastic pollution currently presents and how we can help waste minimalization.  More challenging: Explain the main issues articulately using new key terminology and statistics. Describe alternative solutions.  Mega challenging: Analyse why pollution is increasing from the developing world, the extent to which our individual actions can help and why plastic as a material is so problematic. | **Starter**  Challenge: Write down every snack you ate yesterday. Circle the ones with plastic packaging. What did you do with the packaging when you finished the snack?  More challenging: Where does our plastic rubbish go? Explain your ideas.  Mega challenge: Why does plastic cause more problems to our environment compared to many other packaging materials? Analyse.  **Task one (clip link on PP slide 3)**  Students watch video clip and answer the questions at their **challenge level.**  **Task two (using information sheet provided)**  Read the information sheet together as a class.  **Task three**  Challenge: Using your info sheet, clip answers and source pack, create a leaflet for students describing why excessive plastic use is such a problem, what you can do to help waste minimisation and what could happen if we don’t.  More challenging: As above, but also using the terms sustainability, pollution, biodegradability and three statistics explained articulately.  Mega challenge: You must also explain the waste management flowchart clearly and explain how our individual actions fit in to the diagram, the influence they have and why you think developing countries are currently some of the world’s biggest polluters.  **Plenary**  Complete your literacy focus sheet at your **challenge level** and be prepared to feedback your ideas in ten minutes. | **Pollution** – the presence in or introduction into the environment of a substance which has harmful or poisonous effects.  **Waste minimisation** - processes and practices intended to reduce the amount of waste produced.  **Biodegradability** - the capacity of a material to decompose as a result of biological activity (microbes breaking the substance down over time). | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** <https://www.tes.com/teaching-resource/plastic-pollution-11928123>  **New PSHE Association mapping:**  **KS4 L18**  **KS4 H11**  **KS4 H18**  **KS4 R28** |
| **3** | **Globalisation**  **Learning outcomes:**  Challenge: Identify the different forms of globalisation from case studies and the negative and positive aspects of globalisation.  More challenging: Describe negative and positive aspects of economic, cultural and political globalisation and explain whether globalisation is now unstoppable.  Mega challenge: Analyse whether globalisation is unstoppable and whether overall it is a positive or negative world development. Create case studies which describe aspects of cultural, economic and political development for other students to analyse. | **Starter (image on PP):**  Challenge: What do you think this is a map of? Why?  More challenging: What do the areas most densely coloured green have in common? Why do you think this?  Mega challenge: Define the term globalisation and explain one positive and one negative aspect of this world development.  **Task one (video clip link on PP slide 3)**  Watch video clip and answer questions at the appropriate **challenge level.**  **Task two (using information sheet provided)**  Read the information sheet together as a class.  **Task three (using case studies provided)**  Challenge: For each case study, identify which type of globalisation is being talked described and one positive and negative aspects.  More challenging: Describe the positives and negatives of each case study in respect for each of its forms as detailed in the case study.  Mega challenge: Explain your reasoning and create two further case studies of your own for a partner to complete.  **Plenary**  **“**Globalisation is unstoppable. Furthermore, we shouldn't want it to stop**.”**  To what extent do you agree with this statement?  Complete your literacy focus task at your challenge level.  Be prepared to feedback and justify your ideas to the class. | **Economic Globalisation** – expansion of free movement of goods, trading and financial services around the world.  **Cultural Globalisation** – expansion of culture, ideas, values and media around the world.  **Political Globalisation** – expansion of political co-operation and interaction between countries. | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** <https://www.tes.com/teaching-resource/globalisation-11994510>  **New PSHE Association mapping:**  **KS4 L18**  **KS4 H18**  **KS4 H22**  **KS4 R28** |
| **4** | **Multiculturalism (British Values)**  **Learning Outcomes:**    Challenge: Identify different views about multiculturalism and clearly express your own opinions through literacy and debate tasks.  More challenging: Describe different British Values and explain both arguments for and against multiculturalism. Explain if it has been a success in the UK.  Mega challenge: Analyse why some people think multiculturalism is a failed experiment and explain the counter arguments to this as well as your own viewpoints in detail. Categorise fundamental British Values correctly. | **Starter (scenario on PP)**  Challenge: What changes might this old man be talking about?  More challenging: Does this statement reflect what we know to be ‘British Values’? Explain why / why not.  Mega challenge: Define three fundamental British Values and the term ‘multiculturalism’. Why do some people criticise multiculturalism? Explain.  Review starter using PP slide 3 (British Values task).  **Task one (clip link on PP slide 4)**  Students watch video clip and answer the questions at their **challenge level.**  **Task two (using information sheet provided)**  Read the information sheet together as a class.    **Plenary**  “Multiculturalism is a failed experiment.”  To what extent do you agree with this statement? Complete your literacy focus sheet at your challenge level using your information sheet and completed clip task. Be prepared to feedback your ideas in the great class  **Multiculturalism Debate** in fifteen minutes. | **Multiculturalism** – the presence of, or support for the presence of, several distinct cultural or ethnic groups within a society. | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** <https://www.tes.com/teaching-resource/multiculturalism-12005674>  **Citizenship Focus Lesson – British Values**  **New PSHE Association mapping:**  **KS4 L28**  **KS4 L29**  **KS4 R34** |
| **5** | **Right-wing extremism**  **Learning Outcomes:**  Challenge: Describe the meaning of right wing extremism, who the different right wing groups are and what they stand for.    More challenging: Explain why some people believe right wing extremism to be on the rise, using new key terminology in the correct context.  Mega challenge: Analyse why there has been a rise in right wing extremism in the US as well as the UK and whether extremism in all forms is equally as dangerous. | **Starter (images on PP)**  Challenge: What do you see in these images? What do you think we mean by the terms ‘right wing’ and ‘extremism’?  More challenging:Describe how right-wing extremism has been in the news lately (it can be from anywhere in the world).  Mega challenge: Some journalists have stated that right-wing extremism is on the rise at the moment. Why might this be? Explain.  **Task one (video clip link on PP slide 3)**  Students watch video clip and answer the questions at their **challenge level.**  **Task two (using information sheet provided)**  Read the information sheet together as a class.  **Task three**  Challenge: Using your information and clip notes sheets, create an infographic which must include information on the numbers and statics relating to the rise of right-wing extremism and British Values.  More challenging: Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.  Mega challenge: As above, but your infographic must also explain the difference between nationalism and patriotism and why there has been a rise in America as well as the UK.  **Plenary**  “Extremism in all its forms is equally dangerous.”  To what extent do you agree with this statement?  Complete your literacy focus sheet at your **challenge level** and be prepared to feedback your ideas in ten minutes. | **Right-wing extremism** – Focusing on the superiority of your ethic/racial/ religious group above all others to the extent that other types of people are discriminated against and / or seen as inferior.  **Nationalism** – the concept that your country is superior to all others and its people deserve better treatment and living conditions – even at the expense of people from other nations or migrants to your country. | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** [**https://www.tes.com/teaching-resource/right-wing-extremism-12012513**](https://www.tes.com/teaching-resource/right-wing-extremism-12012513)    **Citizenship Focus Lesson – British Values**  **New PSHE Association mapping:**  **KS4 L28**  **KS4 L29**  **KS4 R34**  **KS4 R35**  **KS4 R37**  **KS4 R38** |
| **6** | **Internet safety: the dark web**  **Learning Outcomes:**  Challenge: Correctly identify the dangers of accessing, browsing and purchasing from the dark web.  More challenging: Describe the differences between the dark web and the visible web and how criminal activity is detected online.  Mega challenge: Explain the legal ramifications and consequences of illegal web activity, and use new terminology to explain how the dark web operates. | **Starter (using images on PP)**  Challenge: How does this image of an iceberg represent the internet?  More challenging: Explain what we mean by the term ‘dark web’.  Mega challenge: Explain what you believe the difference to be between the visible web (the internet accessed by search engines) and the dark web.  **Task one (using information sheet provided)**  Read the information sheet together as a class.  **Task two (video clip link on PP slide 4)**  Students watch video clip and answer the questions at their **challenge level.**  **Task three**  Challenge: Using your information, clip notes and news article sheets, create an infographic which must include information and statistics on the dangers posed by the dark web both for individual users and society.  More challenging: Your infographic must include detailed information on all new key terminology used in the correct context, with relevant statistics explained and examples of consequences for criminals.  Mega challenge: As above, but your infographic must also explain how the dark web operates, why it is so tempting for criminals to use and the legal ramifications of your actions on the dark web, using detailed examples.  **Plenary**  Complete your literacy focus task at your challenge level.  Be prepared to feedback and justify your ideas to the class | **Dark Web** - the name given to specific websites which are not accessible through normal search engines. Special software or networks are needed in order for it to be accessed.  **Visible Web** - the internet accessed by search engines, this is the internet  we are most familiar with.  **Tor** – a browser used to hide your location and identity, used by people to  access the dark web. | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** <https://www.tes.com/teaching-resource/internet-safety-the-dark-web-11886918>  **New PSHE Association mapping:**  **KS4 L25**  **KS4 L20**  **KS4 L17**  **KS4 R37**  **KS4 R38**  **KS4 R22**  **KS4 H22**  **KS4 H23** |
| **7** | **Cybercrime and online fraud**  **Learning Outcomes:**  Challenge: Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.  More challenging: Describe what the different types of scams are and what they look like.  Mega challenge: Explain what techniques are used to hook people in to phishing and other online scams through assessing examples. | **Starter (scenario on PP)**  Challenge: What should Hannah do now?  More challenging: Describe what may be happening to Hannah in this instance. What makes you think this? Why?  Mega challenge: Define the following terms: phishing, fraud and cybercrime.  **Task one (video clip link on PP slide 3)**  Students watch video clip and answer the questions at their **challenge level.**  **Task two (using information sheet provided)**  Read the information sheet together as a class.  **Task three (using sources provided)**  Challenge: What type of scam is it? It can be more than one.  More challenging: How do you know? Explain in full.  Mega challenge: What techniques and traps has the scammer used? Why?  Review using table on PP slide 6.  **Plenary**  Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class. | **Phishing** – fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers  **Fraud** – wrongful or criminal deception intended to result in financial or personal gain  **Cybercrime** - criminal activities carried out by means of computers or the Internet. | **Year 11 Folder:** [**https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471**](https://www.tes.com/teaching-resource/complete-year-11-pshe-12046471)  **Complete KS4 Folder:** [**https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669**](https://www.tes.com/teaching-resource/complete-ks4-pshe-rse-12059669)  **Single lesson folder:** <https://www.tes.com/teaching-resource/internet-safety-cyber-crime-11937622>  **New PSHE Association mapping:**  **KS4 L25**  **KS4 L20**  **KS4 R38**  **KS4 H22**  **KS4 H23** |
|  | **Assessment –** optional depending on the systems used in your school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy. | There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom’s Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).  Free download: <https://www.tes.com/teaching-resource/assessing-pshe-12111638>  The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on this Financial PSHE Topic. | | |