

# How migration education 'features' in The framework document for the National Curriculum in England, September 2013

## General – the school curriculum in England

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## Inclusion

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

## English

### Purpose of study

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

### Aims

The national curriculum for English aims to ensure that all pupils:

- appreciate our rich and varied literary heritage

### Spoken language years 1–6

- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading, years 5 and 6

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Key stage 3 – Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - seminal world literature

## Science

Living things and their habitats

YEAR 4 – NON-STATUTORY GUIDANCE

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

## Art and design

Purpose of study

They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Citizenship

### Purpose of study

Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens [...]

### Aims

- pupils are equipped with the skills to think critically and debate political questions

### Key stage 3

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the precious liberties enjoyed by the citizens of the United Kingdom
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

### Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding the different ways in which a citizen can contribute
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

### Design and technology

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

#### Key stage 3

When designing and making, pupils should be taught to:

- use research and exploration, such as the study of different cultures, to identify and understand user needs

### Geography

#### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

#### Aims

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

#### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality.

## Key stage 2

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- describe and understand key aspects of human and physical geography:
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## Key stage 3

Pupils should be taught to:

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

## History

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Key stage 1

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Key stage 2

Pupils should be taught about:

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study (e.g. a study over time tracing how several aspects of national history are reflected in the locality – this can go beyond 1066)

## Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066–1509 (e.g. the Norman Conquest)
- the development of Church, state and society in Britain 1509–1745 (e.g. the Elizabethan religious settlement and conflict with Catholics – including, Scotland, Spain and Ireland, the first colony in America and first contact with India, the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745)
- ideas, political power, industry and empire: Britain, 1745–1901
  - Britain's transatlantic slave trade: its effects and its eventual abolition
  - the Seven Years War and the American War of Independence
  - the development of the British Empire with a depth study (for example, of India)
  - Ireland and Home Rule
- challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include:
  - Indian independence and end of Empire

- a local history study
  - a depth study linked to one of the British areas of study listed above
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
  - a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles

## Languages

### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## Music

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

### Key stage 2

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### Key stage 3

Pupils should be taught to listen to increasing discrimination to a wide range of music from great composers and musicians