

# Northern Ireland - Curriculum Links 12-14 and 14-16

The Council for the Curriculum, Examinations and Assessment’s (CCEA) revised curriculum explores education in sustainability through the ‘key element’ of Education for Sustainable Development (which should be explored across curriculum subjects) and particularly through the themes of ‘Environment and Society’ and ‘Local and Global Citizenship’. The resources are also pertinent to ‘English’, ‘Mathematics’, and ‘Science and Technology’.

Most fact and work sheets relate to all learning outcomes, however we have included suggestions of specific fact/work sheets (of our content for ages 12 to 14 and 14 to 16) where particularly relevant. Each fact sheet has an accompanying work sheet with the corresponding number, so please see both fact and work sheet suggestions for material relevant to that learning outcome.

There is also a fun interactive quiz covering the programme’s five themes: 1. Travel, 2. Buildings, 3. Environment Issues, 4. Energy and Recycling, and 5. Communities. Each of these themes can be practised independently to cover a particular outcome or subject. Please note that the numbers in the resource links below also correspond to the relevant themes in the quiz (e.g 3.2 relates to Environment Issues).

### Relevant links to the CCEA curriculum for KS3

Learning outcomes	Resource links
<b>ENVIRONMENT AND SOCIETY: GEOGRAPHY</b>	
Physical processes of landscape development; the interrelationships between physical and human environments; the dynamic nature of physical and human environments; the ways in which places are interdependent; the need for social, economic and environmental change to be sustainable	All fact/works sheets relate to this objective.
Develop an understanding of how people in different places interact with their environment, for example, <i>contrast how people from different parts of the world adapt to threats/ opportunities posed by their environments (physical, social, economic)</i>	All fact/works sheets relate to this objective.
Explore issues related to Media Awareness - Investigate the causes and consequences of an environmental event making the news and evaluate how it is reported in the media. Create a video/news-bulletin to inform about, for example, <i>an earthquake, volcano, extreme weather event, local pollution incident, etc</i>	Suggestion: <ul style="list-style-type: none"> <li>• 3.5 for ages 12-14</li> <li>• 1.3, 3.5 for ages 14-16</li> </ul>
Explore issues related to Ethical Awareness - Research and debate ethical issues in geography, for example, <i>world debt, nuclear power, population policies, use of non-renewable resources, etc</i>	Suggestion: <ul style="list-style-type: none"> <li>• 3.2, 3.3, 4.2, 4.3, 4.4, 5.2 for ages 12-14</li> <li>• 1.3, 3.1, 3.2, 3.3, 3.4, 4.2, 5.1, 5.2 for ages 14-16</li> </ul>

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<p>Investigate the impact of conflict between social, economic and environmental needs, both locally and globally for example, <i>erosion, flooding, pollution, loss of biodiversity, climate change, desertification, deforestation, etc</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 3.1, 3.2, 3.3, 3.4, 3.5 for ages 12-14</li> <li>• 3.1, 3.2, 3.3, 3.5, 4.1 for ages 14-16</li> </ul>
<p>Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally, for example, <i>sustainable classrooms, eco-schools, Citizenship Action Projects, resource and waste management strategies, promotion of geo- and biodiversity, sustainable towns/cities, conservation of natural resources, eco-tourism, Fair Trade, etc</i></p>	<p>All fact/works sheets relate to this objective. Suggestion:</p> <ul style="list-style-type: none"> <li>• 1.3, 2.1, 2.3, 3.2, 3.3, 4.2, 4.3, 4.4 for ages 12-14</li> <li>• 1.1, 1.3, 2.1, 3.2, 3.4, 4.1, 4.3 for ages 14-16</li> </ul>
<p><b>SCIENCE</b></p>	
<p>Investigate the effects of pollution, for example, <i>water, air, land, sound etc.</i> and specific measures to improve and protect the environment, for example, <i>renewable energy, efficient use of resources, waste minimization, etc</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 3.1, 3.5, 4.4 for ages 12-14</li> <li>• 3.1, 3.5 for ages 14-16</li> </ul>
<p>Investigate what can be done to conserve and promote biodiversity, for example, <i>school wildlife gardens/ wilderness areas, anti-pollution strategies, habitat management, etc</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 3.2 for ages 12-14</li> </ul>
<p><b>EDUCATION FOR SUSTAINABLE DEVELOPMENT</b></p>	
<p>Explore issues related to Education for Sustainable Development - Explore how drama can provide opportunities for pupils to develop respect for their environment and that of others, for example, <i>create a scene or performance that highlights the impact of a topical, environmental issue</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 5.2, 5.3 for ages 12-14</li> <li>• 4.2 for ages 14-16</li> </ul>
<p>Consider local and global environmental issues, for example, <i>by discussing positives and negatives; making predictions; giving advice; reporting findings; evaluating and presenting. Activities might involve reporting on environmental issues in their own lives; evaluating their own neighbourhood in relation to noise, green space and pollution; creating posters raising awareness of endangered species or a website highlighting the local environment</i></p>	<p>All fact/works sheets relate to this objective. Suggestion:</p> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1 for ages 12-14</li> <li>• 1.2, 2.1, 2.2, 3.1, 3.4, 3.5, 4.1, 4.3 for ages 14-16</li> </ul>
<p>Explore issues related to Education for Sustainable Development – Explore ways of reusing waste materials in a creative context, for example, <i>design a fashion accessory using waste materials</i></p>	<p>All fact/works sheets relate to this objective.</p>

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<p>Explore how Art and Design can help preserve and promote the environment, for example, <i>contribute to an eco-friendly tourism campaign for a natural/cultural heritage site; create a moving image presentation exploring a local environmental dilemma; draw up a “reduce, reuse and recycle” policy for use in the Art department</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 2.2, 2.3, 4.4 for ages 12-14</li> </ul>
<p>Pursue design solutions using environmental friendly materials and energy sources. Identify product needs and pursue sustainable harmonious design solutions in a local outdoor/indoor context, for example, <i>design a school playground; design a garden area with consideration of all five senses and native species; design a rest area in a park, shopping centre</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 2.1, 2.2, 2.3 for ages 12-14</li> <li>• 2.3 for ages 14-16</li> </ul>
<p>Explore issues related to Education for Sustainable Development- Understand the need to manage renewable and nonrenewable resources, for example, <i>investigate the savings and benefits of energy conservation measures etc</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 3.1, 4.4 for ages 12-14</li> <li>• 3.1, 4.3 for ages 14-16</li> </ul>
<p>Investigate the various costs and benefits of waste management, for example, <i>by analyzing the cost/benefit of recycling glass, paper, garden waste and other waste</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 4.1 for ages 12-14</li> <li>• 2.1, 3.1, 4.1 for ages 14-16</li> </ul>
<p>Plan and create an effective communication campaign on an issue related to, for example, <i>produce promotional literature, in Irish or bilingual format, with eco-friendly guidelines for a visit to a natural/cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly or parliament about a global issue</i></p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 1.2, 3.2, 3.4, 4.3 for ages 12-14</li> <li>• 2.1, 2.2, 4.3, 5.3 for ages 14-16</li> </ul>

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## Relevant links to the CCEA curriculum for KS4

Learning outcomes	Resource links
<b>LOCAL AND GLOBAL CITIZENSHIP</b>	
Identify and exercise their rights and social responsibilities in relation to local, national and global issues	All fact/works sheets relate to this objective.
Develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly	Suggestion: <ul style="list-style-type: none"> <li>• 5.1,5.2,5.3 for ages 14-16</li> </ul>
Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy	Suggestion: <ul style="list-style-type: none"> <li>• 5.3 for ages 14-16</li> </ul>
Develop awareness of the role of non-governmental organisations	Suggestion: <ul style="list-style-type: none"> <li>• 5.3 for ages 14-16</li> </ul>