



THE AMERICAN ELECTION

CURRICULUM LINKS AND SKILLS

CURRICULUM LINKS

Our Issues link to many objectives from across the curriculum. The following are taken from the National Curriculum for England.

This Issue's cross-curricular links are:



GEOGRAPHY

- Pupils should extend their knowledge and understanding to include North and South America **(KS2)**
- Develop contextual knowledge of the location of globally significant places **(KS2 & KS3)**



HISTORY

- Know and understand significant aspects of the history of the wider world, including characteristic features of past non-European societies and achievements and follies of mankind **(KS2 & KS3)**
- 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 **(KS2 & KS3)**
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends **(KS2 & KS3)**
- Pupils should extend and deepen their understanding of world history, so that it provides a well-informed context for wider learning **(KS3)**



ALL BURNET NEWS CLUB ISSUES COVER

- **Reading:** identifying and discussing themes, drawing inferences, making predictions, summarising main ideas, identifying key details, distinguishing between statements of fact and opinion, providing reasoned justifications, drawing on the purpose and audience of a text to aid comprehension, exploring new vocabulary in context
- **Spoken English:** speaking in a range of contexts, participating in debates and discussions, summarising or building upon what has been said, asking questions to extend understanding and knowledge, considering and evaluating different viewpoints, articulating and justifying opinions, arguments and answers
- **Citizenship:** researching, discussing and debating topical issues, problems and events, identifying different kinds of responsibilities, rights and duties and understanding that these can sometimes conflict with each other, reflecting on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences, making decisions and explaining choices, understanding what democracy is, exploring how the media present information, thinking critically and debating political questions, understanding that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

NEWS-LITERACY SKILLS

We break skills down into steps for progression. Download our skills poster bit.ly/SkillsPoster

THIS ISSUE'S SKILL FOCUS



STEP 7

I speak engagingly by using facts and examples to support my points



STEP 12

I can listen critically and think about where differences in perspectives come from



STEP 6

I explore complex problems by identifying when there are no simple technical solutions



STEP 10

I develop ideas by considering different perspectives

ALL BURNET NEWS CLUB ISSUES COVER



STEPS 0, 1, 4, 5,



STEPS 0, 1, 2, 3, 11



STEPS 0, 1, 3, 9



STEPS 0, 1, 3, 9

Each session guide highlights activities that develop the news-literacy skills and cross-curricular links.

NEWS CURRICULUM

The Economist Foundation's unique *News Curriculum* consists of four areas which the Burnet News Club will address over an academic year.

***this Issue covers**

WHAT WE MEAN BY NEWS

- What counts as the news and where to find the news
- The history of the news
- News in the digital age
- **Important concepts (power, justice and scarcity)**
- Relevant vocabulary (for example, "tabloid" and "social media")

SPECIFIC NEWS STORIES

- **Background context (for example, relevant history)**
- **Current facts**
- **The most important perspectives and voices**
- **Relevant vocabulary**

QUESTIONING THE NEWS

- What makes a trustworthy news source (independence, accuracy, diversity of voices, expertise and transparency)
- Misinformation and fake news (why it exists and how to spot it)
- Social media (how it affects the news we see)
- **Relevant vocabulary (for example, "trust", "scepticism", "fact", "opinion" and "bias")**

MAKING CONNECTIONS

- Making connections between:**
- **different events in the news, including events affecting different groups of people, local and global events, or past and present events**
 - **the news and school subjects (for example History, PHSE or Citizenship)**
 - **news stories and news concepts, including power, justice and scarcity**
 - Vocabulary to support making connections (for example, "similarly" and "in contrast")