

Key Stage 3 Curriculum Map 2020-21

Term 1

| Subject: | Year: | |
|--|---|------------------------------------|
| Focus/Topic | UAE Links | Home Learning / Reading |
| <ul style="list-style-type: none"> • Induction curriculum orientation and expectations | | Resources can be found on MS TEAMS |
| <ul style="list-style-type: none"> • Baseline assessments | Local examples will be used | |
| <ul style="list-style-type: none"> • What is Globalisation • To explain the process of globalisation and explore the interconnectedness of the world. | Link between UAE and the rest of the world | |
| <ul style="list-style-type: none"> • Journey of my jeans • To explore the locations that a pair of jeans may come from and discuss the impacts of this on our environment. | Link between products purchased in the UAE and around the world | |
| <ul style="list-style-type: none"> • The Nike Operation • To understand why MNCs may choose to operate in LICs and empathise with employees. | Link between Nike stores in the UAE and Globalisation | |
| <ul style="list-style-type: none"> • Primark (Assessment) • To discuss and explore the value of fast fashion. To consider the social, economic and environmental factors of disasters. | How does this link to factories and fast fashion in the UAE | |
| <ul style="list-style-type: none"> • Primark (Feedback) • To make improvements to work. | How does this link to factories and fast fashion in the UAE | |
| Half Term | | |

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| <ul style="list-style-type: none"> • Sweatshops (P1) • To empathise with people who work with clothing in fast fashion businesses | Reference to Islamic values of empathy and compassion | Resources can be found on MS Teams. |
| <ul style="list-style-type: none"> • Sweatshops (P2) • To create an alternative method to improve conditions in sweatshops. | Reference to Islamic values of empathy and compassion | |
| <ul style="list-style-type: none"> • Child Labour • To consider the implications of fast fashion on children's education. | Link to UAE law of protecting children | |
| <ul style="list-style-type: none"> • Fair Trade • To consider ways to support farmers who are paid very little for incredibly hard work. | Fair trade in shops and local produce | |
| <ul style="list-style-type: none"> • How can LICs be helped? (Eco-Tourism) • To empathise and consider new ways of supporting people who are from LICs. | Tourist locations – Emirates flights to areas of eco-tourism. Etihad biofuel plane. | |
| Winter Break | | |