

## Campaign! Make an Impact mapped to Key Stage 3 National Curriculum

How to use this chart

Campaign! Make an Impact works on a three step model:

- 1 Historical Campaign
- 2 Make Yourself – creative campaign skills
- 3 Run your campaign

There are various approaches to this model depending on subject lead – see Campaign! Make an Impact Handbook for further guidance. The key curricular subjects are history and citizenship and it is this particular link that creates the empowering process in the CMAI model. That does not mean that other subject areas can't play a crucial role and a wider curricular approach taken. This chart shows the potential for involving other subject specialisms and how CMAI can be used to address these curriculum areas. This chart identifies opportunities and you may find more than are represented here. Use this chart to explore how citizenship and history can support each other and for ideas on other areas to link to.

### Step 1: Looking at a historical campaign

#### History

History provides the impetus with which to explore the concept of change, how people can change things and context. It also looks at human rights and provides role models through key individuals.

#### Key Concepts

- 1.1 Chronological understanding: **a to c**
- 1.2 Cultural, ethnic and religious diversity: **a**
- 1.3 Change and continuity: **a**
- 1.4 Cause and consequence: **a**
- 1.5 significance: **a**
- 1.6 Interpretation: **a to c**

#### 2. Key Processes

- 2.1 Historical Enquiry: **a, b**
- 2.2 Using sources: **a, b**
- 2.3 Communicating about the past: **a, b**

### 3. Range and content

British History **d to h**

Any relevant campaign but in particular Suffragettes, Chartists, Abolition of the slave trade, public health.

European History **I, j**

Any relevant campaign. Also Holocaust.

### 4. Curriculum Opportunities

**a to e**

#### Citizenship

Studying a historical campaign can provide background to parts of the citizenship curriculum to be developed later in the project at step 3:

#### Key Concepts

1.1 Democracy and justice: **b-d**

1.2 Rights and responsibilities: **a to c**

1.3 Identities and diversity: living together in the UK: **a to d**

#### 2 Key Processes

2.1 Critical thinking and enquiry: **a, c**

2.2 Advocacy and representation: **a to d**

2.3 Taking informed and responsible action: **a**

#### 3 Range and Content

**a to k**

#### 4 Curriculum Opportunities

**a, b, g, h**

#### English

Through using a range of texts the English curriculum can also be approached.

#### Key Processes

2.2 Reading for Meaning: **a to i**

#### Range and Concept

3.2 Reading: **h, i**

**Step 2 – Make Yourself Heard introduces the creative skills for campaigning which are further developed in the creative campaigning Techniques part of Step 3 Run Your Campaign as outlined below – many curriculum links are similar in steps 2 and 3. Step 2 acts as a transition step and is the point where you make connection with curriculum areas English, Art and Design and ICT.**

### Step 3 Run Your Campaign

Through citizenship young people have the opportunity to make a difference. Young People, choose, plan and run their own campaign using creative techniques. Reference may be made to historical campaigns

#### 1. Key Concept

- 1.1 Democracy and Justice: **a-d**
- 1.2 Rights and Responsibilities: **a to c**
- 1.3 Identities and diversity: living together in the UK: **a to d**

#### 2 Key Processes

- 2.1 Critical thinking and enquiry: **a, b, c**
- 2.2 Advocacy and representation: **a to d**
- 2.3 Taking Informed and responsible action: **a to d**

#### 3 Range and Content: a to k

#### Curriculum Opportunities: a to J

**PSHE supports the development of young people in the process and may include some of the campaign areas that young people wish to use.**

#### PSHE

Economic Well Being provides the concept of enterprise and risk taking. Young people could be given a campaign budget to manage the campaign or even raise money themselves for this purpose.

#### 1. Key Concepts

- 1.2 Capability: **a, b**
- 1.3 Risk: **a to c**
- 1.4 Economic Understanding: **a, b**

#### 2. Key Processes

- 2.1 Self Development: **a to e**
- 2.3 Enterprise: **a to f**
- 2.4 Financial capability: **a to d**

#### 3. Range and Content: b, f to j

#### PSHE

Self Management in developing campaigns and arguments. Potential campaign topics.

#### 1. Key Concept

- 1.1 Personal Identities: **a to c**
- 1.2 Healthy Life styles – campaign optional; **a to c**
- 1.3 Managing Risk: **a to c**
- 1.4 Relationships: **a to c**
- 1.5 Diversity: **a, b**

#### 2. Key Processes

- 2.1 Critical Reflection: **a to f**
- 2.2 Decision Making and Managing Risk: **a to f**
- 2.3 Developing relationships and working with others: **a to e**

<b>4. Curriculum Opportunity: a to d, j</b>		<b>3.Range and Content: a, b, d to g, n</b>	
		<b>4 Curriculum Opportunities: a to h</b>	
<b>Creative Campaigning Techniques – Reference may be made to historical campaign techniques</b>			
<b>Written Word</b> Written Petition Electronic petition Handbill e-flyer Diary Blog Novel Website Letters Email Newspaper	<b>Spoken word</b> Speech Debate Plays Street Drama Poems Songs Raps Audio work – radio adds		<b>Visual Communication</b> Poster Cartoon Graphic Novel Sculpture Digital art Animation Pottery Photography Brand creation – logo Graffiti
Delivered through full curricular engagement:			
<b>English</b>	<b>Art and Design</b>		<b>ICT</b>
<b>1. Key Concepts</b> 1.1 Competence: <b>a, b, c, d, e</b> 1.2 Creativity: <b>a, b, c, d</b> 1.3 Cultural understanding: <b>b</b> 1.4 Critical understanding: <b>a, b, c, d, e</b>  <b>2. Key Processes</b> 2.1 Speaking and Listening: <b>a to o</b> 2.3 writing: <b>a to w</b>  <b>3. Range and Content</b> 3.1 Speaking and listening: <b>a to e</b>	<b>2. Key Processes</b> 2.1 Explore and Create: <b>a, b, c, d</b>		<b>1. Key Concepts</b> <b>1.1</b> Capability: <b>a, b, c</b> <b>1.2</b> Communication and collaboration: <b>a</b> <b>1.4</b> Impact of technology: <b>a, b</b> <b>1.5</b> Critical evaluation: <b>a, b</b>  <b>Key Processes</b> 2.3 Communicating information: <b>a, b</b>  3 Range and Content: <b>c, e</b>  4. Curriculum Opportunity: <b>a, b, c, d</b>

<p>3.3 Writing: <b>b to e</b> 3.4 Language structure and variation: <b>a to d</b></p> <p><b>4. Curriculum Opportunity</b> 4.1 Speaking and Listening: <b>a to f, h, i</b> 4.3 Writing: <b>a, c, d, e, g, h, i</b></p>		
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