

## Key Stage 2 Numeracy/geography resource: Everyone counts

Activity summary	Global learning opportunities	Curriculum links	
<p>This unit uses the Oxfam resource: <a href="#">Everyone Counts</a>, which develops numeracy skills through investigating the lives of children in Ethiopia, India, Vietnam and Peru. It is based on real life case studies and data from the <a href="#">Young Lives</a> research project, which follows individual children as they grow up, and investigates the causes and impact of inequality. The resource is aimed at ages 8 to 12, and includes detailed activities, resource sheets and teachers' notes.</p>	<p><b>GLP-W themes and outcomes:</b></p> <ul style="list-style-type: none"> <li>• Developing countries</li> <li>• Poverty and development</li> <li>• Enquiry and critical thinking</li> </ul> <p><b>ESDGC themes</b></p> <ul style="list-style-type: none"> <li>• Wealth and poverty</li> <li>• Identity and culture.</li> </ul> <p><b>Global Goals:</b></p> <ul style="list-style-type: none"> <li>• SDG 1 (No poverty)</li> <li>• SDG 10 (Reduced inequalities).</li> </ul>	<p><b>Numeracy</b> <b>Strand:</b> Using number skills <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Use number facts and relationships</li> <li>• Fractions, decimals, percentages and ratios.</li> </ul> <p><b>Strand:</b> Using measuring skills</p> <ul style="list-style-type: none"> <li>• Length</li> <li>• Time.</li> </ul> <p><b>Strand:</b> Using data skills <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Collect and record data</li> <li>• Present and analyse data</li> <li>• Interpret results.</li> </ul>	<p><b>Geography</b> Locating places, environments and patterns</p> <ul style="list-style-type: none"> <li>• identify and locate places and environments using globes, atlases, and maps,</li> <li>• follow directions, estimate and calculate distances</li> <li>• use maps, imagery and ICT to find and present locational information.</li> </ul> <p>Understanding places, environments and processes</p> <ul style="list-style-type: none"> <li>• Identify and describe natural and human features.</li> <li>• Identify similarities and differences to describe, compare places and environments and how they change.</li> </ul> <p>Communicating</p> <ul style="list-style-type: none"> <li>• Express their own opinions and be aware that people have different points of view about places, environments and geographical issues</li> <li>• Communicate findings in various ways.</li> </ul>

**Development** You could develop further work in **geography**, including by:

- investigating one or all of the four countries in more depth, for example by
  - developing pupils' skills in using images or information text, or using websites such as [Going to School in India](#), [Our Africa – Ethiopia](#), the GA's [Vietnam photos](#), or the [Global Dimension](#) resource bank, or and/or
  - investigating what children in these countries do through the day in more detail using the [Time for Kids website](#) or Oxfam's [Your World, My World](#) site
  - extend the suggestions in the Oxfam resource for comparing with the UK, or focusing on Wales
  - for older pupils, investigating evidence of progress and inequality in the four countries using the [Young Lives](#) website
  - for older pupils, extending the datasets used to investigate and compare life in the countries, for example by using the [CIA World Factbook](#)
- developing critical thinking, for example by agreeing a key question (e.g. 'which is the best country to be a child?'; 'is it more important to improve the lives of adults, or of children?' 'where are people happiest?' use [World Happiness Report](#) to promote discussion), evaluating a range of evidence and then debating it.

### Literacy opportunities

#### Oracy

Element: Developing and presenting information and ideas

Aspects:

- Speaking
- Listening
- Collaboration and discussion.

#### Reading

Element: Responding to what has been read

Aspects:

- Comprehension
- Response and analysis.

#### Writing

Element: Organising ideas and information

Aspects:

- Meaning, purposes, readers
- Structure and organisation.

Element: Writing accurately

Aspect:

- Language.

#### Critical Thinking opportunities

- ask and respond to a range of questions, as part of an investigation
- reason and think about evidence, e.g. the sources of data/evidence and the message they convey
- express a point of view, understand that people have different points of view.