VILLAGE SQUARE

UK CURRICULUM ALIGNMENT

This document helps curriculum leaders, educators, instructional designers, and reviewers understand how the Village Square Minecraft Education lesson and extension activities align with the curricula of England, Scotland, Wales, and Northern Ireland for learners aged 9–14.

The document maps the lesson's pre-game, gameplay, post-game, and community-impact activities to each nation's citizenship, personal and social education, health and well-being, literacy, oracy, and communication expectations. It also identifies common strengths, gaps, phase differences, and practical considerations for local adoption.

Use this crosswalk to review curriculum fit, plan instruction, support internal approvals, or adapt Village Square for a local programme. Begin with the four-nation overview and age-to-phase table, then consult the nation-specific activity mappings. Because this is an independent alignment rather than an official endorsement, verify all mappings against the current statutory guidance and benchmarks for the relevant nation before formal use.

UK Curriculum Alignment

Village Square — Minecraft Education Lesson Plan & Extension Pack

Alignment to the curricula of England, Scotland, Wales, and Northern Ireland

Field	Detail
Scope	The statutory and non-statutory curricula of all four UK nations — England (National Curriculum), Scotland (Curriculum for Excellence), Wales (Curriculum for Wales), and Northern Ireland (NI Curriculum / CCEA).
Learner age	Ages 9–14. This spans two phases in every nation (see the equivalence table below); where an outcome differs by level, both are given.
Companion	Mirrors the US crosswalk (C3 / CASEL / Common Core ELA). Same twelve Village Square activities, re-mapped to UK frameworks.
Nature of this document	An independent alignment analysis. The lesson plan cites no curriculum references; mappings were inferred from activity content using reasonable professional judgement and should be verified against each nation's current statutory guidance and benchmarks before formal use.

1. The four-nation landscape

Education is devolved across the UK, so there is no single national curriculum. Citizenship, personal/social education, and English/literacy are structured differently in each nation. This crosswalk treats each nation in turn, using its own frameworks and (where they exist) its own outcome codes. Two things are true everywhere: the unit's democratic themes map strongly to each nation's citizenship strand, and its discussion-led design maps strongly to each nation's oracy/talk requirements.

Age-to-phase equivalence (ages 9–14)

Nation	Phases covered by ages 9–14
England	Upper Key Stage 2 (Years 5–6, ages 9–11) and Key Stage 3 (Years 7–9, ages 11–14). Citizenship is non-statutory at KS2 (delivered via PSHE) and statutory at KS3.
Scotland	Second Level (P5–P7, ages ~8–11) and Third Level (S1–S3, ages ~11–14) of Curriculum for Excellence.
Wales	Progression Steps 3 (~age 11) and 4 (~age 14) of the Curriculum for Wales; Progression Step 2 (~age 8) touches the youngest learners.
Northern Ireland	Key Stage 2 (Years 6–7, ages 9–11) and Key Stage 3 (Years 8–10, ages 11–14) of the NI Curriculum.

2. England — National Curriculum

Frameworks referenced

Framework	What it covers
Citizenship	Non-statutory at KS2 (via PSHE); statutory Programme of Study at KS3. Key aims include equipping pupils 'with the skills to think critically and debate political questions' and developing 'an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity.'
RSHE / PSHE	Statutory Relationships Education (KS2) and Relationships & Sex Education (KS3) plus Health Education; commonly delivered through the PSHE Association Programme of Study — here the 'Living in the Wider World' and 'Relationships' core themes.
Fundamental British Values	Democracy; the rule of law; individual liberty; mutual respect; and tolerance of those of different faiths and beliefs (DfE). Promoted through SMSC.
SMSC	Pupils' spiritual, moral, social and cultural development (Ofsted framework).
English	National Curriculum English — Spoken Language (statutory, all key stages), Writing (composition), and vocabulary development.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	British Values (democracy, individual liberty, mutual respect); SMSC (moral/social); English — Spoken Language ('consider and evaluate different viewpoints').	Students take and justify a position on ten civic statements, then hear peers who see things differently.
Vocabulary	English — vocabulary development; figurative language (personification); Citizenship — language of democracy.	Explicit teaching and applied use of civic terms (democracy, citizen, rules, vote); the Personification task addresses figurative language.
Mini-Lesson	English — Spoken Language ('participate in discussions... building on the contributions of others'); PSHE Relationships (listening).	Models the Think-Pair-Share routine.
Bedrock Debates	Citizenship KS3 aim ('skills to think critically and debate political questions'); KS3 content (nature of rules and laws / justice); British Values (rule of	Twenty civic dilemmas debated via Turn and Talk; cards on obeying laws, unfair rules, and leaders bound by law.

Framework	What it covers	
	law, democracy); English Spoken Language.	
Take-Home Table Talk	Citizenship KS3 (ways citizens work together to improve communities); PSHE 'Living in the Wider World'; SMSC (social).	Family interviews connect civic ideas to real community life.
Notetaker	English — Writing (note-taking); Citizenship (how communities solve shared problems).	Records problem, people, and solution across four challenges.
Gameplay	Citizenship KS3 (democratic government; voting and elections — as analogue); British Values (democracy, rule of law); PSHE (shared decisions, consequences).	Dam and iron deliberations, the flawed vote, and the five-years-later consequences. See gap note re: real UK institutions.
A. Discussion Questions	English (Spoken Language & Writing); Citizenship (rules and the common good); British Values.	Discussion and written answers on rules, the common good, and single- vs group decision-making.
B. Cube City News	English — Writing (write for purpose and audience; argue/persuade) and vocabulary; SMSC.	A one-paragraph persuasive news article using at least four unit terms.
C. Hear Ye Council	Citizenship KS3 aim (debate political questions); British Values (democracy — voting); English Spoken Language (present) & Writing.	Groups write a statement, present it, and the class votes.
D. Class Charter	British Values (democracy, rule of law, mutual respect); PSHE (Relationships; Living in the Wider World — shared rules, managing disagreement); SMSC; Citizenship (participation).	The class co-creates and votes to adopt shared rules — the strongest single alignment.
Community Impact Project	Citizenship KS3 (commitment to volunteering / responsible activity; citizens improving communities); British Values; PSHE; English; enquiry.	Pupils identify and act on a real community need — the unit's flagship active-citizenship task.

3. Scotland — Curriculum for Excellence

Frameworks referenced

Framework	What it covers
Social Studies (People in society, economy & business)	Experiences and outcomes on democracy, rights and responsibilities, elections and decision-making, and inequality (SOC codes at Second and Third level).
Health & Wellbeing (responsibility of all)	Outcomes on rights and responsibilities, participating in society, relationships, and valuing individuals equally (HWB codes).
Literacy & English	Listening & Talking and Writing outcomes (LIT codes) — engaging with others, sharing and justifying opinions, and persuasive writing.
Four capacities	Successful learners, confident individuals, responsible citizens, and effective contributors.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	SOC 2-17a / 3-17a (rights & responsibilities of citizens); LIT 2-02a / 3-02a (acknowledge others' right to a different opinion); responsible citizens.	Position-taking on civic statements while valuing differing views.
Vocabulary	Literacy (vocabulary; tools for talking); underpins SOC concepts.	Civic vocabulary; personification addresses language skills.
Mini-Lesson	LIT 2-02a / 2-09a (engage with others; build on thinking).	Think-Pair-Share.
Bedrock Debates	SOC 2-17a / 3-17a (rights & responsibilities); SOC 3-16a (inequality); HWB 2-09a (rights/respect); LIT 2-02a / 2-09a (discuss; acknowledge different opinions).	Twenty dilemmas debated in pairs.
Take-Home Table Talk	SOC 2-16a (how a community group's needs are supported); HWB 2-13a (being part of a group); Literacy (talking).	Family interviews.
Notetaker	SOC 2-15a / 3-15a (use and interpret evidence on current	Records problem, people, and solution.

Framework	What it covers	
	issues); Literacy (finding/using information).	
Gameplay	SOC 2-18a / 3-18a (features of an election; arrangements for political decision-making — as analogue); SOC 2-17a (democracy); SOC 3-16a (inequality — Emerald Robes).	Deliberations, the vote, and consequences. See gap note re: Scottish institutions.
A. Discussion Questions	SOC 2-17a (rights/rules); SOC 3-16a; LIT 2-29a (express an opinion with supporting detail).	Discussion plus written answers.
B. Cube City News	LIT 2-29a / 3-29a (persuade, argue, express an opinion using supporting detail and/or evidence).	Persuasive article using at least four terms.
C. Hear Ye Council	SOC 2-18a (how democracy works — voting); HWB 2-12a (contribute to and participate in society); LIT 2-09a (present) / 2-29a (argue); effective contributors.	Groups write a statement, present it, and the class votes.
D. Class Charter	HWB 2-09a / 3-09a (rights & responsibilities; respect); HWB 2-14a (value individuals equally; welcoming place for all); HWB 2-12a (participate in society); SOC 2-17a (democracy); LIT 2-02a.	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	SOC 3-16a (address a group's inequality/need); SOC 2-15a / 3-15a (evidence); HWB 2-12a (participate/contribute); responsible citizens & effective contributors; Literacy.	Pupils identify and act on a real community need.

4. Wales — Curriculum for Wales

Frameworks referenced

Framework	What it covers
Four purposes	Especially 'ethical, informed citizens of Wales and the world' and 'healthy, confident individuals' — the outcomes the whole curriculum is designed to realise.
Humanities (Statements of What Matters)	Notably WM5 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action,' and WM2 on multiple perspectives.
Health & Well-being (Statements of What Matters)	Notably 'Our decision-making impacts on the quality of our lives and the lives of others,' 'How we engage with social influences…,' and 'Healthy relationships are fundamental to our well-being.'
Languages, Literacy & Communication	Oracy and writing; the cross-curricular Literacy and Digital Competence frameworks.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	Humanities WM (multiple perspectives — events perceived and interpreted in different ways); Four purposes (ethical, informed citizens); Health & Well-being WM (social influences).	Position-taking while valuing different interpretations.
Vocabulary	Languages, Literacy & Communication (expressing ourselves through language); Humanities (concepts).	Civic vocabulary; personification addresses language skills.
Mini-Lesson	Languages, Literacy & Communication (oracy); Health & Well-being WM (relationships — listening).	Think-Pair-Share.
Bedrock Debates	Humanities WM (informed citizens taking ethical action; multiple perspectives); Four purposes; Health & Well-being WM (decisions affect others); oracy.	Twenty civic dilemmas debated in pairs.

Framework	What it covers	
Take-Home Table Talk	Humanities WM (diverse societies); Health & Well-being WM (social influences; relationships); oracy.	Family interviews.
Notetaker	Humanities WM (enquiry, exploration and investigation); Languages, Literacy & Communication (note-making).	Records problem, people, and solution.
Gameplay	Humanities WM (informed citizens / ethical action; societies shaped by human actions and beliefs); Health & Well-being WM (decision-making impacts others); Four purposes.	Deliberations, the vote, and consequences. See gap note re: Welsh contexts.
A. Discussion Questions	Humanities WM (ethical action); Health & Well-being WM (decision-making); oracy and writing.	Discussion plus written answers.
B. Cube City News	Languages, Literacy & Communication (writing to persuade and for an audience).	Persuasive article using at least four terms.
C. Hear Ye Council	Humanities WM (considered and ethical action); Four purposes (ethical, informed citizens; enterprising, creative contributors); oracy (present) and writing.	Groups write a statement, present it, and the class votes.
D. Class Charter	Four purposes (ethical, informed citizens); Humanities WM (ethical action); Health & Well-being WM (social influences; healthy relationships; decisions affect others); oracy.	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	Humanities WM (take considered and ethical action; enquiry); Health & Well-being WM (decision-making impacts others); Four purposes; Literacy & Digital Competence.	Pupils identify and act on a real community need — the unit's flagship task.

5. Northern Ireland — NI Curriculum (CCEA)

Frameworks referenced

Framework	What it covers
KS2 — Personal Development & Mutual Understanding (PDMU)	Two strands: 'Personal Understanding and Health,' and 'Mutual Understanding in the Local and Wider Community' (rules, responsibilities, respect, similarities and differences, community).
KS3 — Learning for Life and Work: Local & Global Citizenship	Four key concepts: Diversity and Inclusion; Human Rights and Social Responsibility; Equality and Social Justice; Democracy and Active Participation.
Thinking Skills & Personal Capabilities (TSPC)	Managing Information; Thinking, Problem-Solving & Decision-Making; Being Creative; Working with Others; Self-Management.
Communication	Cross-curricular Talking & Listening and Writing.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	PDMU Strand 2 (respect; similarities and differences of view); L&GC 'Diversity and Inclusion'; TSPC — Working with Others.	Position-taking while valuing differing views.
Vocabulary	Communication (vocabulary); underpins citizenship concepts.	Civic vocabulary; personification addresses literacy.
Mini-Lesson	Communication (Talking & Listening); TSPC — Working with Others.	Think-Pair-Share.
Bedrock Debates	L&GC 'Democracy and Active Participation' and 'Human Rights and Social Responsibility'; PDMU Strand 2 (managing differences); TSPC — Thinking, Problem-Solving & Decision-Making; Communication.	Twenty dilemmas — matching NI's emphasis on 'discussing controversial issues about democracy, equality and justice.'
Take-Home Table Talk	PDMU Strand 2 (local and wider community); L&GC (social responsibility); Communication.	Family interviews.
Notetaker	TSPC — Managing Information; Communication (Writing).	Records problem, people, and solution.

Framework	What it covers	
Gameplay	L&GC 'Democracy and Active Participation' and 'Equality and Social Justice' (Emerald Robes); TSPC — Decision-Making; PDMU (informed choices).	Deliberations, the vote, and consequences. See gap note re: NI institutions.
A. Discussion Questions	L&GC (rights, rules, justice); Communication; TSPC — Decision-Making.	Discussion plus written answers.
B. Cube City News	Communication (Writing to persuade and for an audience).	Persuasive article using at least four terms.
C. Hear Ye Council	L&GC 'Democracy and Active Participation' (participate positively and influence democratic processes); Communication (Talking & Listening — present); TSPC — Working with Others.	Groups write a statement, present it, and the class votes.
D. Class Charter	PDMU Strand 2 (rules, responsibilities, respect); L&GC 'Human Rights and Social Responsibility' and 'Democracy and Active Participation'; TSPC — Self-Management & Working with Others.	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	L&GC 'Democracy and Active Participation' and 'Equality and Social Justice'; TSPC (all five, especially Problem-Solving, Working with Others, Self-Management); Communication.	Pupils identify and act on a real community need — the unit's flagship active-participation task.

6. Cross-nation summary

Consistent strengths across all four nations

- The citizenship strand of every nation is met strongly: democracy, rights and responsibilities, rules, fairness, and participation.
- The discussion-led design is a bullseye for oracy everywhere — England's Spoken Language, Scotland's Listening & Talking (LIT 2-02a/3-02a), Wales's oracy, and NI's Talking & Listening.
- Active, participatory citizenship — the Class Charter, the Council vote, and the Community Impact Project — maps to each nation's 'take action / participate' expectations, and to Fundamental British Values (England).

Common gaps to plan for

- Real institutions: every nation's statutory citizenship expects some grounding in actual government — Parliament, the Senedd, the Scottish Parliament, or the NI Assembly, plus elections and the rule of law. The fictional village is a strong analogue but not a substitute; add a short 'real-world democracy' bridge suited to each nation.
- Evidence and sources: handling of evidence is light (the same gap as the US Dimension 3), thin against Scotland's SOC 2-15a and enquiry expectations elsewhere.
- Financial literacy: England's KS3 Citizenship money/budgeting strand is not addressed.
- Level split: ages 9–14 straddle two phases in every nation — choose the level (upper KS2 / Second Level / PS3 / KS2 vs KS3 / Third Level / PS4 / KS3) or differentiate; some content skews older.
- Documentation: the plan cites no curriculum references; all alignment here is external and inferred.

Appendix — Key references cited (verbatim)

England — National Curriculum

Reference	Text / summary
Citizenship KS3 (aims)	Pupils acquire knowledge of how the UK is governed and how citizens participate; develop understanding of the role of law and the justice system; develop a commitment to volunteering and responsible activity; and are equipped with skills to think critically and debate political questions.
Citizenship KS3 (content, selected)	The development of the political system of democratic government in the UK, including the roles of citizens, Parliament and the monarch; the operation of Parliament, including voting and elections; the nature of rules and laws and the justice system; and the ways in which citizens work together to improve their communities.
Fundamental British Values	Democracy; the rule of law; individual liberty; mutual respect; and tolerance of those of different faiths and beliefs.
English — Spoken Language (selected)	Participate in discussions, presentations, performances, role play and debates; articulate and justify answers, arguments and opinions; consider and evaluate different viewpoints, attending to and building on the contributions of others.

Scotland — Curriculum for Excellence (Experiences & Outcomes)

Code	Outcome text
SOC 2-17a	I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.
SOC 3-17a	I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.
SOC 2-18a	I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.
SOC 3-18a	I understand the arrangements for political decision making at different levels and the factors which shape these arrangements.
SOC 2-15a / 3-15a	I can use evidence selectively to research current social, political or economic issues (2-15a); … interpret evidence and present an informed view (3-15a).
SOC 3-16a	I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.

Code	Outcome text
HWB 2-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
HWB 2-12a	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
HWB 2-14a	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
LIT 2-02a	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
LIT 3-02a	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.
LIT 2-29a	I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

Wales — Curriculum for Wales (Statements of What Matters)

Area	Statements
Humanities	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. / Events and human experiences are complex, and are perceived, interpreted and represented in different ways. / Human societies are complex and diverse, and shaped by human actions and beliefs. / Enquiry, exploration and investigation inspire curiosity about the world.
Health & Well-being	Our decision-making impacts on the quality of our lives and the lives of others. / How we engage with social influences shapes who we are and affects our health and well-being. / Healthy relationships are fundamental to our well-being.
Four purposes	The curriculum aims to develop ambitious capable learners; enterprising, creative contributors; ethical, informed citizens of Wales and the world; and healthy, confident individuals.

Northern Ireland — NI Curriculum (CCEA)

Framework	Text / summary
PDMU (KS2) strands	Personal Understanding and Health; and Mutual Understanding in the Local and Wider Community — developing children as confident, independent and responsible citizens who make informed and

Framework	Text / summary
	responsible choices, respect others, and explore community similarities and differences.
Local & Global Citizenship (KS3) key concepts	Diversity and Inclusion; Human Rights and Social Responsibility; Equality and Social Justice; and Democracy and Active Participation — learning to participate positively in society and influence democratic processes.
Thinking Skills & Personal Capabilities	Managing Information; Thinking, Problem-Solving & Decision-Making; Being Creative; Working with Others; Self-Management.

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