Ten subjects for a post pandemic curriculum

In 2019 we blogged about the skills the next generation of the workforce would need to save the world - to make the Earth and the people on it resilient, to understand the links between people and between people and the planet and to solve to big problems facing humanity. Fast forward 12-months to a post-pandemic scenario and some of these skills may now have more pertinence.

Use the top ten list to inform your curriculum or spark debate amongst colleagues or young people.

1. **Apocalypse GSCE** - not to raise fear, but we cannot expect our children to save the world if they don't understand the challenges that they are facing.

2. **Economics** – the study of the production, consumption, and transfer of resources – and how this links to politics, citizenship, decision making and the way the world works.

3. **Philosophy** - as the world can possibly do more with science than it ever has been able to do we need people who can think, reflect on 'why' and not just 'how' and to be critical.

4. **Nature studies** - if children don't feel connected to nature – or feel its power and potential – than their incentive to protect it is limited.

5. **Survival skills and managing risk** - care of self and others. First aid. Managing conflicts. Growing food. Cooking. Building. How things work. Should we go back to basics?

6. **Science** – teach the theories and facts, but also teach the connections between science and creativity. Investigation. The thinking out of the box. Applying knowledge to a new context.

7. **Curiosity and challenge** – in a world of mass communication platforms, political messaging and fake news how do we create curious children who challenge what they see and what they are told.

8. **Geography** - many global threats are structures of our own planet. Climate change, floods, fires, tsunamis. How do we develop knowledge and deep thinking on protection and sustainability?

9. **Arts** - saving humanity is also about saving culture, not just people. Our heritage. If the end is inevitable what should we put on the ark or bury in the cave? What is our collective heritage?

10. **Values** – decisions about resources, who to save, which problems to solve are based on values. Values are personal and political. Which are 'right'? Survival of the fittest or no-one left behind?

And to add an overlay to the debate – remember that disasters decimate the poor and powerless disproportionately. They live nearer to the risk (such as on flood plains in Bangladesh), they have limited political voice (including people with learning disabilities) and have less resources to facilitate their escape (for example, people in India walking from the cities to their home in rural villages to get food and shelter after the Coronavirus lockdown).