

# English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

## **Introduction**

This curriculum framework<sup>1</sup> illustrates how elements of national security education (NSE) can be integrated into and tied in with the development of language skills in the English Language Education Key Learning Area at the primary and secondary levels. To cater to students' abilities and learning needs, possible topics in the respective key stages of English Language and Literature in English are given, thereby allowing students to learn progressively and facilitating schools in planning the content of NSE. Schools should aptly integrate NSE into the curriculum planning and teaching of various learning areas/subjects through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the Curriculum Framework of National Security Education in Hong Kong (2025) and other relevant curriculum documents to implement NSE more effectively.

### **1. Learning Objectives**

- 1.1 The English Language Education curriculum comprises two closely related subjects: English Language (a core subject for Key Stages 1 to 4) and Literature in English (an elective subject for Key Stage 4).
- 1.2 The overall aims of the English Language Education curriculum are to provide students with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and to enable them to prepare for the changing socio-economic demands, which include the interpretation, use and production of materials for pleasure, study and work in the English medium, resulting from advances in information technology.
- 1.3 The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Opportunities for exploring, developing and encouraging positive attitudes, including national identity and awareness of safeguarding national security, should be provided in all English learning tasks.
- 1.4 To foster the holistic planning and systematic implementation of NSE in the English Language Education Key Learning Area, schools should integrate NSE elements organically into and connect them naturally with the suggested modules and units of the English Language curriculum; and relevant set texts and components of the Literature in English curriculum.
- 1.5 Schools should also ensure a progression when implementing NSE across year levels/key stages (i.e. from enriching students' understanding of the latest developments of our country and the major fields of national security to engaging them in reflecting on and applying what they have learnt about national security, thereby raising their awareness of safeguarding national security), and enrich, connect and extend students' learning experiences through selecting relevant learning materials, organising learning activities within and beyond the English classroom, and cross-curricular and life-wide learning activities in collaboration with other subject departments.

---

<sup>1</sup> This framework is presented in the form of examples. Schools are encouraged to adopt or adapt the learning and teaching activities based on students' learning needs and abilities.

## 2. Learning Focuses

English Language Education Key Learning Area – English Language <u>Key Stage 1 (Lower Primary)</u>		Curriculum Framework of National Security Education in Hong Kong (2025)
Modules, Units and Learning Elements/ Objectives (Examples)	Learning and Teaching Activities (Examples)	Related Learning Elements <sup>2</sup> / Major Field of National Security (Examples)
<p><b>Module:</b> The World Around Us</p> <p><b>Unit:</b> Amazing animals and plants</p> <p><b>Learning Elements/ Objectives:</b></p> <ul style="list-style-type: none"> <li>To learn about the text features of different text types</li> <li>To describe animals, call for action and write a pledge with appropriate language items</li> </ul>	<ul style="list-style-type: none"> <li>Reading an article to learn about the wild animals in our country's national parks and our country's conservation efforts and achievements</li> <li>Viewing a short video about China's tigers to understand how our country saved the Siberian tigers from extinction and resolved human-tiger conflicts</li> <li>Collecting information about an endangered animal in our country and writing a riddle about the animal to promote understanding about and love for animals</li> <li>Applying the concepts of reduce, reuse, replace and recycle to create posters with slogans on ways to protect the environment and save resources</li> <li>Writing a pledge to take action and protect the environment to safeguard ecological security, and reading aloud the promises in class</li> </ul>	<ul style="list-style-type: none"> <li>1.5 Have a preliminary understanding of and appreciate some of our country's achievements that can be reflected in daily life (e.g. economy, society, culture, sports, ecological conservation, technology)</li> <li>1.7 Understand some major fields of national security covered by a holistic approach to national security</li> <li>Related major field of national security: Ecological Security</li> </ul>

<sup>2</sup> The related learning elements are taken and translated from the Curriculum Framework of National Security Education in Hong Kong (2025).

English Language Education Key Learning Area – English Language <u>Key Stage 2 (Upper Primary)</u>		Curriculum Framework of National Security Education in Hong Kong (2025)
Modules, Units and Learning Elements/ Objectives (Examples)	Learning and Teaching Activities (Examples)	Related Learning Elements/ Major Field of National Security (Examples)
<p><b>Module:</b> The Magic of Nature</p> <p><b>Unit:</b> Wonders of nature, Taking care of our earth</p> <p><b>Learning Elements/ Objectives:</b></p> <ul style="list-style-type: none"> <li>To learn about the text features of different text types</li> <li>To call for action, write a blog post and present information with appropriate language items and structures</li> </ul>	<ul style="list-style-type: none"> <li>Reading a travel blog about a famous national park in our country to learn about the wild animals in our country and understand our country's achievements in conservation</li> <li>Viewing a short video about the ecological measures in our country to preserve natural habitats (e.g. the mangroves in Shenzhen) after learning related elements in General Studies / Primary Humanities (e.g. the natural environment and people's life in China / along Huang He, Chang Jiang and Zhu Jiang), and discussing in groups how preserving nature can benefit both the wild animals and humans</li> <li>Writing a blog post for a national park to promote understanding about and love and care for the endangered animals that live there</li> <li>Organising an English game booth at school (e.g. a board game about endangered species) to show concern for the endangered animals and call for action, and preparing a presentation in a school assembly to promote the event and safeguard ecological security</li> </ul>	<ul style="list-style-type: none"> <li>2.5 Understand our country's recent developments, achievements, and contributions (e.g. infrastructure, innovation and technology, aerospace technology, healthcare, ecological conservation) and take pride in them</li> <li>2.20 Care for oneself, family, society, our country, and nature, and contribute to safeguarding national security</li> <li>Related major field of national security: Ecological Security</li> </ul>

English Language Education Key Learning Area – English Language <u>Key Stage 3 (Junior Secondary)</u>		Curriculum Framework of National Security Education in Hong Kong (2025)
Modules, Units and Learning Elements/ Objectives (Examples)	Learning and Teaching Activities (Examples)	Related Learning Elements/ Major Field of National Security (Examples)
<p><b>Module:</b> Cultures of the World</p> <p><b>Unit:</b> Customs, clothes and food for different places</p> <p><b>Learning Elements/ Objectives:</b></p> <ul style="list-style-type: none"> <li>To use a variety of language items to provide additional information and descriptions on objects, people or places</li> <li>To elaborate on ideas with different kinds of supporting details in expository and information texts</li> </ul>	<ul style="list-style-type: none"> <li>Conducting an online research from various sources (e.g. videos, websites) to learn more about the rich cultural heritage of our country. Choose one heritage site and explain why it is classified as cultural heritage</li> <li>Reading an article to understand the importance and benefits of cultural preservation and how it helps safeguard our country's cultural security</li> <li>Viewing a short video to learn more about our country's latest developments in using modern technology to preserve world heritage sites and the benefits of cultural heritage preservation</li> <li>Creating an infographic to introduce the rich cultural heritage of our country and explain the importance of preserving it with a view to safeguarding cultural security</li> <li>Conducting a gallery walk presentation on cultural heritage items in collaboration with Chinese History and/or Citizenship, Economics and Society to understand the rich cultural tradition of our country and the importance of cultural preservation in safeguarding cultural security</li> </ul>	<ul style="list-style-type: none"> <li>3.2 Understand the inheritance and development of our country's excellent traditional culture across various dimensions (e.g. tangible, institutional, spiritual) and strengthen cultural confidence</li> <li>3.5 Understand our country's developments and achievements in areas such as economy, national defence, society, culture, science and technology, healthcare, transportation infrastructure, ecological conservation, bioengineering, and aerospace endeavours, thereby enhancing national pride</li> <li>3.9 Understand the role of scientific and technological innovation endeavours of our country and Hong Kong in safeguarding national security</li> <li>Related major field of national security: Cultural Security</li> </ul>

English Language Education Key Learning Area <u>Key Stage 4 (Senior Secondary)</u>		Curriculum Framework of National Security Education in Hong Kong (2025)
Modules, Units, Set Text, Genre and Learning Elements/ Objectives (Examples)	Learning and Teaching Activities (Examples)	Related Learning Elements/ Major Field of National Security (Examples)
<b>English Language</b>		
<b>Module:</b> Cultures of the World  <b>Unit:</b> Customs, clothing and food for different places  <b>Learning Elements/ Objectives:</b> <ul style="list-style-type: none"> <li>To use a variety of language items to provide additional information and descriptions on objects, people or places</li> <li>To elaborate on ideas with different kinds of supporting details in expository and information texts</li> </ul>	<ul style="list-style-type: none"> <li>Conducting research from a range of sources (e.g. websites, documentaries, feature articles, books) to collect information about the wealth of cultural heritage of our country, learn the difference between tangible and intangible cultural heritage, identify the challenges to cultural security facing our country today and discuss how to cope with these security threats</li> <li>Reading and viewing a variety of texts (e.g. news articles, extracts from webpages, documentaries) to understand the latest technology used for cultural preservation, analyse the importance of cultural preservation from various aspects (e.g. cultural, social, economic, national aspects) and discuss ways to enhance cultural security in Hong Kong (e.g. making good use of technology)</li> <li>Writing a profile to introduce a cultural heritage item in our country, suggest ways to preserve it and explain why it is worth preserving and compiling students' work into a class compendium</li> <li>Conducting a visit to a heritage trail in Hong Kong in collaboration with Chinese History and/or Citizenship and Social Development, and giving a post-visit presentation on our cultural tradition and the importance of preserving cultural heritage in safeguarding cultural security</li> </ul>	<ul style="list-style-type: none"> <li>4.3 Understand and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country, and equality and mutual learning among cultures of different nations should be promoted</li> <li>4.9 Have a deeper understanding of the importance of scientific and technological innovation endeavours of our country and Hong Kong in safeguarding national security and promoting sustainable development</li> <li>Related major field of national security: Cultural Security</li> </ul>

## Literature in English

<p><b>Set Text:</b> “The Paper Menagerie” by Ken Liu</p> <p><b>Genre:</b> Short Stories</p> <p><b>Learning Elements/ Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the plot structure of the short story</li> <li>• To appreciate the story writing techniques and unique language features of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting an online research from various sources (e.g. videos, websites) to learn more about the intangible cultural heritage of our country in addition to the paper cutting and folding art featured in the story (e.g. Kunqu and Beijing operas, calligraphy, shadow puppetry)</li> <li>• Drawing a character map to show the cultural tensions and identity struggles Jack, the main character, faces in America and explore the loss of cultural heritage, the complexities of bicultural identity and the impact of cultural disconnection</li> <li>• Using a graphic organiser to compare and contrast Jack’s American experience and upbringing with his mother’s Chinese traditions and heritage; asking students to research further on the topic to come up with more points of comparison and contrast between Chinese and western values and cultures, thereby encouraging fair and mutual appreciation of different cultures</li> <li>• Viewing films and videos about the lives of migrants and Chinese diaspora to understand their identity struggles and loss of cultural heritage, thereby reflecting on the importance of safeguarding cultural identity against external ideological infiltration and passive cultural erosion</li> <li>• Reading poems (e.g. “Presents from My Aunts in Pakistan” by Moniza Alvi) and short stories (e.g. “Everyday Use” by Alice Walker, “Becoming American” by Gish Jen) outside the course to reflect on how one’s cultural roots and confidence could be maintained in the face of threats and challenges</li> <li>• Conducting co- or cross-curricular activities (e.g. a visit to a heritage trail or site, a gallery walk presentation) for students to know more about cultural heritage items in the Mainland and Hong Kong; asking students to identify a heritage item as a symbolic object and create a short film / a poem / a short story to show the importance of preserving cultural heritage and traditions to safeguard cultural security</li> </ul>	<ul style="list-style-type: none"> <li>• 4.3 Understand and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country, and understand that equality and mutual learning among cultures of different nations should be promoted</li> <li>• Related major field of national security: Cultural Security</li> </ul>
--	--	---

### **3. Suggested Learning and Teaching Activities (Examples) (From Lower Primary to Senior Secondary)**

The suggestions below are only examples. Schools are encouraged to design learning and teaching activities to implement NSE based on school contexts and the school-based curriculum.

✧ **Classroom learning activities**

Please make reference to the “Learning and Teaching Activities (Examples)” in the tables above.

✧ **English-related life-wide learning activities**

Schools should enrich and extend students’ language learning experiences, with NSE elements integrated in real contexts and authentic settings through life-wide learning activities (e.g. organising an “Anti-Scam Day” to raise students’ awareness of safeguarding our country’s societal security).

✧ **Project learning and cross-curricular activities**

Teachers of the English Language Education Key Learning Area can work collaboratively with teachers of other subjects (e.g. Primary Humanities, Chinese History, Citizenship, Economics and Society, and Citizenship and Social Development) in designing cross-curricular projects to help students connect their learning experiences, provide opportunities for applying language skills and language learning strategies, and maximise learning that integrates language and content.

✧ **Online and self-directed learning activities**

Schools are encouraged to leverage technology and promote self-directed learning, advising students to make use of suitable learning resources within and outside the school campus to enhance their understanding of national security.

***Disclaimer:***

*The examples in this document are meant to inspire and encourage schools to further explore possible learning and teaching activities to incorporate NSE into the English Language Education curriculum, and are by no means exhaustive. Schools are advised to adapt the suggestions with reference to their students’ needs and abilities to cater for learner diversity, and to tie in with other themes and proper values and attitudes for promoting values education and NSE in a sustainable manner.*