Scotland Curriculum for Excellence

Fuller outcomes are available in the Scottish Curriculum For Excellence:

https://www.educationscotland.gov.uk/Images/all_experiences_outcomes_tcm4-539562.pdf
Literacy and English | Social studies | Health and Wellbeing | Technologies | Religious and Moral Education |
Expressive Arts

Primary P4-7

Curriculum area	Strand	Link
Literacy	Listening and talking	• As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a** • As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a** • I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a** • I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a** • I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**
	Reading	• To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a** • To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a**
	Writing	• I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / LIT 2-20a** • I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a** • I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**
Social Studies	People, past events and societies	• I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a** • I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a** • I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 2-04a**
	People, place and environment	• I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC 1-07a** • I can describe the major characteristic features of Scotland's landscape and explain how these were formed. **SOC 2-07a** • I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b** • Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. **SOC 2-10a**

Curriculum Links   **Scotland on Film**

Health and Wellbeing	Mental, emotional, social and physical wellbeing	• I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a** • I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a** • I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a** • 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 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a**
	Relationships, sexual health and parenthood	• I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB 0-44a / HWB 1-44a** • I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0-44b / HWB 1-44b** • I understand that a wide range of different kinds of friendships and relationships exist. **HWB 2-44a** • I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. **HWB 2-44b** • I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 0-45a / HWB 1-45a**
Technologies	ICT to enhance learning	• I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 1-04a / TCH 2-04a** • I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b / TCH 2-04b**
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	• I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations. **TCH 1-15a** • I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. **TCH 2-15a** • Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. **TCH 2-15b**
Religious and moral education	Development of beliefs and values	• I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a & RME 4-07a** • I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. **RME 3-08a** • I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. **RME 2-09a** • I can show my understanding of values such as caring, sharing, fairness, equality and love. R**ME 1-09b** • I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c**

Expressive Arts	Participation in performances and presentations	• I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/ performances. **EXA 0-01a / EXA 1-01a / EXA 2-01a**
	Art and design	• Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 0-05a / EXA 1-05a / EXA 2-05a**
	Drama	• Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a / EXA 1-13a / EXA 2-13a** • I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a**

Secondary S1-S4

Curriculum area	Strand	Link
Literacy	Listening and talking	• As I listen or watch, I can: • identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements • identify and discuss similarities and differences between different types of text • use this information for different purposes. **LIT 3-04a** • As I listen or watch, I can: • clearly state the purpose and main concerns of a text and make inferences from key statements • compare and contrast different types of text • gather, link and use information from different sources and use this for different purposes. **LIT 4-04a** • I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a** • I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. **LIT 4-07a** • I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a** • I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**
	Reading	• To show my understanding across different areas of learning, I can: • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. **LIT 3-16a** • To show my understanding across different areas of learning, I can: • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. **LIT 4-16a**
	Writing	• I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 3-20a / LIT 4-20a** • I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a** • I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. **LIT 4-28a**

Social Studies	People, past events and societies	• I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. **SOC 3-03a** • I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. **SOC 3-04a** • I can evaluate the changes which have taken place in an industry in Scotland's past and can debate their impact. **SOC 4-05b** • I can present supported conclusions about the social, political and economic impacts of a technological change in the past. **SOC 4-05a**
	People, place and environment	• Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. **SOC 3-07a** • I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types. **SOC 4-07a** • I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. **SOC 3-10a** • I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. **SOC 4-10a** • I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned. **SOC 4-10b**
Health and Wellbeing	Mental, emotional, social and physical wellbeing	• I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a** • I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a** • I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a** • 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 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a**
	Relationships, sexual health and parenthood	• I understand the importance of being cared for and caring for others in relationships, and can explain why. **HWB 3-44a / HWB 4-44a** • I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB 3-44b / HWB 4-44b** • I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. **HWB 3-44c / HWB 4-44c** • I recognise that power can exist within relationships and can be used positively as well as negatively. **HWB 3-45a / HWB 4-45a**
Technologies	ICT to enhance learning	• I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. **TCH 3-04a** • Throughout my learning, I can make effective use of a computer system to process and organise information. **TCH 4-04a**
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	• Having explored graphical techniques and their application, I can select, organise and represent information and ideas graphically. **TCH 3-15a** • When developing or enhancing representations of ideas or items, manually or electronically, I can apply my knowledge of colour theory, justifying the choices I make. **TCH 4-15b** • I can confidently use appropriate software to represent my ideas and items in the world around me, showing creativity, imagination or innovation. **TCH 4-15c**

Religious and moral education	Development of beliefs and values	• I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a & RME 4-07a** • I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. **RME 3-08a** • Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions'. **RME 3-09a** • I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. **RME 3-09c** • Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. **RME 4-09a** • I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world. **RME 4-09c**
Expressive Arts	Participation in performances and presentations	• I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a1** • I have experienced the energy and excitement of being part of an audience for other people's presentations/performances. **EXA 3-01b**
	Art and design	• Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 0-05a / EXA 1-05a / EXA 2-05a** • Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work. **EXA 4-05a**
	Drama	• In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. **EXA 4-13a** • I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work. **EXA 4-15a**

England

https://www.gov.uk/government/collections/national-curriculum
English | Citizenship | PSHE | Computing | SMSC | Art and Design

Primary (KS2)

Curriculum area	Strand	Link

English	Writing	Pupils should be taught to:
		• Plan their writing by:
		  • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
		  • noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
		
		• Draft and write by:
		  • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

PHSE	Overarching concepts	• Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) • Relationships (including different types and in different settings) • Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
Computing	Key Stage 2	Pupils should be taught to: • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

SMSC	All years	Through their provision of SMSC, schools should: • enable students to develop their self-knowledge, self-esteem and self-confidence; • enable students to distinguish right from wrong • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
Art & Design	Key Stage 2	• Pupils should be taught: • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay

Secondary (Key Stages 3 and 4)

Curriculum area	Strand	Link
English	Writing	**Key stage 3** Pupils should be taught to: • write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing, notes and polished scripts for talks and presentations Plan, draft, edit and proof-read through: • considering how their writing reflects the audiences and purposes for which it was intended **Key stage 3** Pupils should be taught to: • write accurately, fluently, effectively and at length for pleasure and information through: • adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • make notes, draft and write, including using information provided by reflecting on whether their draft achieves the intended impact • using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

	Spoken English	Pupils should be taught to:
		• Speak confidently and effectively, including through:
		  • using Standard English confidently in a range of formal and informal contexts, including classroom discussion
		  • giving short speeches and presentations, expressing their own ideas and keeping to the point
		  • participating in formal debates and structured discussions, summarising and/or building on what has been said
		  • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Citizenship	Key Stage 3	Pupils should be taught about: • the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch • the precious liberties enjoyed by the citizens of the United Kingdom • the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals • the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

	Key Stage 4	Pupils should be taught about: • parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press • the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond • local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world • diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
PHSE	Overarching concepts	• Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) • Relationships (including different types and in different settings) • Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
Computing	Key Stage 3	Pupils should be taught to: • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
	Key Stage 4	All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career. All pupils should be taught to: • develop their capability, creativity and knowledge in computer science, digital media and information technology • develop and apply their analytic, problem-solving, design, and computational thinking skills • understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

SMSC	All years	Through their provision of SMSC, schools should: • enable students to develop their self-knowledge, self-esteem and self-confidence; • enable students to distinguish right from wrong • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
Art & Design	Key Stage 3	Pupils should be taught: • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media, including painting • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Wales

https://www.gov.uk/government/collections/national-curriculum
Literacy and English | Social studies | Health and Wellbeing| Technologies| Religious and Moral Education |
Expressive Arts

Primary (KS2)

Curriculum area	Strand	Link
Literacy and Numeracy Framework	Oracy	a. Speaking b. Listening c. Collaboration and discussion
	Reading	a. Locating, selecting and using what has been read b. Responding to what has been read
	Writing	a. Organising ideas and information b. Writing accurately
Digital Competency Framework	Citizenship	a. Identity, image and reputation.
	Producing	a. Planning, sourcing and searching. b. Creating. c. Evaluating and improving.
English/ Welsh	Oracy	a. Respond orally to continuous and non-continuous texts b. See and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard c. Respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images
	Reading	a. Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses.
	Writing	a. write in a range of continuous and non-continuous texts in a variety of forms, e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies b. write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters c. use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music
Music	Appraising	a. Link with and extend pupils' musical experiences and include examples taken from the European 'classical' tradition, folk and popular music, the music of Wales, and other musical traditions and cultures.
Geography	Places and environments	a. use maps, imagery and ICT to find and present locational information, e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images

Art and design	Understanding	a. Pupils should be stimulated and inspired, where appropriate, by: • other artists, craftworkers and designers • methods and processes • media b. They should develop, where appropriate, their understanding through: • books • videos • digital-based resources • the internet
	Making	a. Pupils should design and make both imaginatively and expressively: • objects • artefacts • images. b. They should use a variety of: • tools and equipment • materials, e.g. digital-based media, etc. • processes, e.g. drawing, painting, printing, multimedia, three-dimensional processes, digital-based processes, etc.
ICT	Using technology	a. use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs b. use ICT to explore and to solve problems in the context of work across a variety of subjects

Secondary (KS3 and 4)

Curriculum area	Strand	Link
Literacy and Numeracy Framework	Oracy	d. Speaking e. Listening f. Collaboration and discussion
	Reading	c. Locating, selecting and using what has been read d. Responding to what has been read
	Writing	c. Organising ideas and information d. Writing accurately
Digital Competency Framework	Citizenship	a. Identity, image and reputation.
	Producing	d. Planning, sourcing and searching. e. Creating. f. Evaluating and improving.
English/ Welsh	Oracy	a. Respond orally to continuous and non-continuous texts b. See and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard c. Respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images d. Listen and view attentively, responding to a wide range of communication, e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions e. Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
	Reading	a. Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses.
	Writing	a. write in a range of continuous and non-continuous texts in a variety of forms, e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies b. write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters c. use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music d. write for a variety of purposes
Geography	Places and environments	a. Study – the town and country: the variations and changes in quality of life in rural and/or urban environments
SRE	Sexual Orientation	a. By encouraging open discussion, promoting inclusion and challenging inequalities, schools will ensure that the needs of all learners are met. Teachers should: • Deal honestly, sensitively and in a non-judgmental way with sexual orientation • Answer appropriate questions. Schools should offer support and guidance to all learners, particularly lesbian, gay, bisexual, and transgender learners who feel uncertain about expressing their sexuality.

Art and design	Understanding	a. Pupils should be stimulated and inspired, where appropriate, by: • other artists, craftworkers and designers • the work of their peers • methods and processes • media b. They should develop, where appropriate, their understanding through: • books • videos • digital-based resources • the internet
	Making	a. Pupils should design and make both imaginatively and expressively: • objects • artefacts • images. b. They should use a variety of: • tools and equipment • materials, e.g. digital-based media, etc. • processes, e.g. drawing, painting, printing, multimedia, three-dimensional processes, digital-based processes, etc.
ICT	Using technology	a. use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs b. use ICT to explore and to solve problems in the context of work across a variety of subjects c. reflect on their work, evaluating outcomes and learning

Northern Ireland

https://www.gov.uk/government/collections/national-curriculum
Language and Literacy/ English with Media Education | The World Around Us | PDMU/ Learning for Life and Work | ICT | The Arts/ Art & Design

Primary

Curriculum area	Strand	Link
Language and Literacy	Talking and listening	a. being able to express themselves with growing clarity and confidence, using a personal vocabulary and a recognisable sentence structure to engaging the interest of the audience by using vocabulary, register of language and detail appropriately, to present ideas and achieve effects b. from communicating ideas and feelings in simple activities to working co-operatively and communicating effectively with others in a variety of more complex activities
	Reading	a. talking about their own experiences and feelings to understand text to showing some awareness of empathy by reflecting the thoughts and feelings of the characters b. giving reasons for their predictions to justifying their responses by inference, deduction or reference to evidence within the text
	Writing	a. using texts such as poems, stories and instructions as models for their own writing to relating own experiences and reflecting on ideas, thoughts, feelings and imaginings b. beginning to show evidence of sequence in recounts and instructions to structuring and presenting ideas and information logically and coherently
The World Around Us	Interdependence	a. how they and others interact in the world b. interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications; c. the effect of people on the natural and built environment over time.
	Place	a. how place influences the nature of life b. change over time in places c. positive and negative effects of natural and human events upon a place over time
	Change over time	a. ways in which change occurs over both short and long periods of time in the physical and natural world
PDMU	Personal understanding and health	a. developing self-awareness, self-respect and their self-esteem b. examining and exploring their own and others' feelings and emotions
	Mutual Understanding in the Local and Wider Community	a. developing an awareness of the experiences, lives and cultures of people in the wider world b. recognising the similarities and differences between cultures, for example, food, clothes, symbols, celebrations c. understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability;

ICT	Express	a. create, develop, present and publish ideas and information using a range of digital media
	Exchange	a. share, collaborate, exchange and develop ideas digitally
	Evaluate	a. talk about, review and make improvements to work, reflecting on the process and outcome
The Arts	Observing, investigating and responding	a. visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams, for example, make a sketch map of an imaginary place b. visualise, describe and sketch objects, environments, places and entities, for example, talk about and draw what a character from a story might look like, explaining the details included in the drawing
	Explore work	a. talk about and explain what they have seen, giving personal responses and offering individual interpretations and reactions
	Evaluate	b. discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example

Secondary (KS3)

Curriculum area	Strand	Link
English with Media Education	Developing pupils as individuals	a. Pupils should have opportunities to: Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities. b. Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion, for example, in role-play, empathise with someone whose experience is different from their own. c. Develop the ability to use language (including body language) effectively in communicating with and relating to others
	Developing pupils as contributors to society	a. Explore how different cultures and beliefs are reflected in a range of communication methods, for example, investigate local oral traditions and dialects; compare and contrast how the culture and lifestyle of different countries are represented in stories, poems, images
Learning for Life and Work	Local and Global Citizenship	a. Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.
	Personal development	a. Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc. Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships, etc
ICT	Express	b. create, develop, present and publish ideas and information using a range of digital media
	Exchange	a. share, collaborate, exchange and develop ideas digitally
	Evaluate	a. talk about, review and make improvements to work, reflecting on the process and outcome
The Arts	Developing pupils as individuals	a. Work with other pupils to produce a creative response to group expressions of identity, for example, a photographic or digital display depicting favourite music, sports, clothes, idols, food, places to go, etc.
	Developing pupils as contributors to the economy and environment	a. Develop awareness of employment opportunities within the creative industries in N. Ireland and beyond, for example, work in advertising, animation, design, education, fashion, film, hairdressing and beauty, multimedia, etc