

# Wales on Film Primary Curriculum Links

## Wales

### Primary Key Stage 2

Welsh | English | Welsh Second Language | Literacy Framework | Digital Competency Framework | Music | Geography | History | SRE

Curriculum area	Strand	Link
English and Welsh (first language)	Oracy	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Orally rehearse for writing.</li> <li>• Respond orally to continuous and non-continuous texts.</li> <li>• See and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard.</li> <li>• Increase their confidence in language use by drawing on their knowledge of English (including Standard English), Welsh and other languages.</li> <li>• Respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images.</li> <li>• Communicate for a range of purposes, e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings.</li> <li>• Speak and listen individually, in pairs, in groups and as members of a class.</li> <li>• Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate.</li> <li>• Speak clearly, using intonation and emphasis appropriately, use appropriate vocabulary suitable for the situation or purpose.</li> <li>• Use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.</li> </ul>
	Reading	<p>Pupis should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:                             <ul style="list-style-type: none"> <li>– extracts and complete texts</li> <li>– traditional and contemporary poetry and prose</li> <li>– drama, including drama in performance</li> <li>– texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures</li> <li>– texts that have challenging subject matter, which broadens perspectives and extends thinking</li> <li>– texts with a variety of structures, forms, purposes, intended audiences and presentational devices</li> <li>– texts that demonstrate quality and variety in language use</li> <li>– texts with a variety of social, historical and cultural contexts</li> <li>– texts that extend learners' intellectual, moral and emotional understanding.</li> </ul> </li> </ul>
	Writing	<p>Pupis should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• Write for a variety of purposes, including to:                             <ul style="list-style-type: none"> <li>– recount</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- instruct</li> <li>- inform</li> <li>- explain</li> <li>- argue/persuade</li> <li>- discuss/analyse</li> <li>- evaluate</li> <li>- narrate</li> <li>- describe</li> <li>- empathise.</li> </ul> <ul style="list-style-type: none"> <li>• Write in a range of continuous and non-continuous texts in a variety of forms.</li> <li>• Write for a range of authentic audiences, real or imagined.</li> <li>• Produce poetic writing, using imagery and poetic devices, e.g. rhyme and form.</li> <li>• Use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music.</li> <li>• Use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.</li> </ul>
<b>Welsh Second Language</b>	Oracy	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• See and hear different people talking, including those with different dialects.</li> <li>• Experience a variety of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, e.g. DVDs, tapes, interactive white board material, a theatrical performance.</li> </ul>
<b>Literacy and Numeracy Framework</b>	Oracy	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Express issues and ideas clearly, using specialist vocabulary and examples.</li> <li>• Speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested.</li> <li>• Explore challenging or contentious issues through sustained role play.</li> <li>• Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every letter follows the usual order, e.g. y llinell.</li> </ul>
	Reading	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</li> <li>• Use internet searches carefully, deciding which sources to read and believe.</li> </ul>
	Writing	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Adapt writing style to suit the reader and purpose, e.g. formal style for unknown reader, simple style for younger readers.</li> <li>• Explore different ways to present work and use them appropriately, e.g. moving image, slides, voice-over.</li> </ul>
	Numeracy	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Transfer mathematical skills across the curriculum in a variety of contexts and everyday situations.</li> <li>• Prioritise and organise the relevant steps needed to complete the task or reach a solution.</li> <li>• Choose an appropriate mental or written strategy and know when it is appropriate to use a calculator.</li> </ul>

<b>Digital Competency Framework</b>	Producing	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>Plan work independently before beginning the creative work.</li> <li>Extend strategies for finding information; store previous searches and results for future use, e.g. reference through hyperlinks and bookmark a website.</li> </ul>
	Creating	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>Select and combine a range of text, image, sound, animation and video to produce an outcome for a selected purpose; use software tools to enhance the outcomes for specific audiences.</li> </ul>
	Evaluating and improving	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>Explain reasons for layout and content of own work, e.g. evaluate the presentation for audience and appropriateness.</li> <li>Ensure output is appropriate for specific purpose</li> <li>comment on reasons for layout and content.</li> <li>Invite feedback/responses from others, e.g. use 'comment' in Word Online/Excel Online for asking questions or adding suggestions.</li> <li>Create groups and share work between them to allow review of work.</li> </ul>
<b>Music</b>	Appraising	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Geography</b>	Places and environments	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references.</li> <li>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.</li> </ul>
<b>History</b>	Skills	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> <li>Use timelines to sequence events.</li> <li>Identify differences between ways of life at different times.</li> </ul>
<b>Art and Design</b>	Understanding	<p>Pupils should be stimulated and inspired, where appropriate, by:</p> <ul style="list-style-type: none"> <li>other artists, craftworkers and designers</li> <li>methods and processes</li> <li>media.</li> </ul> <p>They should develop, where appropriate, their understanding through:</p> <ul style="list-style-type: none"> <li>books</li> <li>videos</li> <li>digital-based resources</li> <li>the internet.</li> </ul>
	Making	<p>Pupils should design and make both imaginatively and expressively:</p> <ul style="list-style-type: none"> <li>objects</li> <li>artefacts</li> <li>images.</li> </ul> <p>They should use a variety of:</p> <ul style="list-style-type: none"> <li>tools and equipment</li> <li>materials, e.g. digital-based media, etc.</li> <li>processes, e.g. drawing, painting, printing, multimedia, three-dimensional processes, digital-based processes, etc.</li> </ul>
<b>ICT</b>	Using technology	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs.</li> <li>Use ICT to explore and to solve problems in the context of work across a variety of subjects.</li> </ul>

## England

### Primary Key Stage 2

<https://www.gov.uk/government/collections/national-curriculum>

English | Computing | SMSC | Art and Design | Music | Geography | History

Curriculum area	Strand	Link
English	Writing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Plan their writing by:                             <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>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</li> </ul> </li> <li>Draft and write by:                             <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>
Computing	Key Stage 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
SMSC	All years	<p>Through their provision of SMSC, schools should:</p> <ul style="list-style-type: none"> <li>Enable students to develop their self-knowledge, self-esteem and self-confidence.</li> <li>Enable students to distinguish right from wrong.</li> <li>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.</li> <li>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</li> <li>Encourage respect for other people.</li> <li>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.</li> </ul>
Art and Design	Key Stage 2	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>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].</li> </ul>

<b>Music</b>	Key Stage 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
<b>Geography</b>	Key Stage 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>• Understand how some of these aspects have changed over time.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<b>History</b>	Key Stage 2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>

## Scotland

### Primary P4 – 7

Fuller outcomes are available in the **Scottish Curriculum For Excellence:**

[https://www.educationscotland.gov.uk/Images/all\\_experiences\\_outcomes\\_tcm4-539562.pdf](https://www.educationscotland.gov.uk/Images/all_experiences_outcomes_tcm4-539562.pdf)

Literacy and English | Social Studies | Technologies | Expressive Arts | Religious and Moral Education

<b>Literacy</b>	Listening and talking	<ul style="list-style-type: none"> <li>• 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. <b>LIT 1-04a</b></li> <li>• 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. <b>LIT 2-04a</b></li> <li>• I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. <b>LIT 1-07a</b></li> <li>• 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. <b>LIT 2-07a</b></li> <li>• 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. <b>LIT 2-10a / LIT 3-10a</b></li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. <b>LIT 1-16a</b></li> <li>• 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. <b>LIT 2-16a</b></li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 1-20a / LIT 2-20a</b></li> <li>• I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. <b>LIT 1-28a / LIT 1-29a</b></li> <li>• I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></li> </ul>

<b>Social Studies</b>	People, past events and societies	<ul style="list-style-type: none"> <li>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. <b>SOC 1-04a</b></li> <li>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. <b>SOC 2-04a</b></li> </ul>
	People, place and environment	<ul style="list-style-type: none"> <li>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. <b>SOC 1-07a</b></li> <li>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. <b>SOC 2-07b</b></li> <li>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. <b>SOC 2-10a</b></li> </ul>
<b>Technologies</b>	ICT to enhance learning	<ul style="list-style-type: none"> <li>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. <b>TCH 1-04a / TCH 2-04a</b></li> <li>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. <b>TCH 1-04b / TCH 2-04b</b></li> </ul>
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	<ul style="list-style-type: none"> <li>I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations. <b>TCH 1-15a</b></li> <li>I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. <b>TCH 2-15a</b></li> <li>Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. <b>TCH 2-15b</b></li> </ul>
<b>Expressive Arts</b>	Participation in performances and presentations	<ul style="list-style-type: none"> <li>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. <b>EXA 0-01a / EXA 1-01a / EXA 2-01a</b></li> </ul>
	Art and Design	<ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. <b>EXA 0-05a / EXA 1-05a / EXA 2-05a</b></li> </ul>
	Drama	<ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. <b>EXA 0-13a / EXA 1-13a / EXA 2-13a</b></li> <li>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. <b>EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a</b></li> </ul>
	Music	<ul style="list-style-type: none"> <li>I can respond to music by describing my thoughts and feelings about my own and others' work. <b>EXA 0-19a</b></li> <li>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. <b>EXA 1-19a / EXA 2-19a</b></li> </ul>
<b>Religious and Moral Education</b>	Development of beliefs and values	<ul style="list-style-type: none"> <li>I am developing respect for others and my understanding of their beliefs and values. <b>RME 3-07a &amp; RME 4-07a</b></li> <li>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. <b>RME 3-08a</b></li> <li>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. <b>RME 2-09a</b></li> <li>I can show my understanding of values such as caring, sharing, fairness, equality and love. <b>RME 1-09b</b></li> <li>I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. <b>RME 2-09c</b></li> </ul>

## Northern Ireland

### Primary P4 – 7

<http://ccea.org.uk/curriculum>

Language and Literacy/ English with Media Education | The World Around Us | ICT | Art & Design | Music

Curriculum area	Strand	Link
Language and Literacy	Talking and listening	<ul style="list-style-type: none"> <li>• 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.</li> <li>• From communicating ideas and feelings in simple activities to working co-operatively and communicating effectively with others in a variety of more complex activities.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Giving reasons for their predictions to justifying their responses by inference, deduction or reference to evidence within the text.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Beginning to show evidence of sequence in recounts and instructions to structuring and presenting ideas and information logically and coherently.</li> </ul>
The World Around Us	Interdependence	<ul style="list-style-type: none"> <li>• How they and others interact in the world.</li> <li>• Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications.</li> <li>• The effect of people on the natural and built environment over time.</li> </ul>
	Place	<ul style="list-style-type: none"> <li>• How place influences the nature of life.</li> <li>• Change over time in places.</li> <li>• Positive and negative effects of natural and human events upon a place over time.</li> </ul>
	Change over time	<ul style="list-style-type: none"> <li>• Ways in which change occurs over both short and long periods of time in the physical and natural world.</li> </ul>
ICT	Express	<ul style="list-style-type: none"> <li>• Create, develop, present and publish ideas and information using a range of digital media.</li> </ul>
	Exchange	<ul style="list-style-type: none"> <li>• Share, collaborate, exchange and develop ideas digitally.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Talk about, review and make improvements to work, reflecting on the process and outcome.</li> </ul>
The Arts	Observing, investigating and responding	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

	Explore work	<ul style="list-style-type: none"> <li>• Talk about and explain what they have seen, giving personal responses and offering individual interpretations and reactions.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Music</b>	Listen and respond	<ul style="list-style-type: none"> <li>• Listen to a variety of music, responding to the beat using appropriate actions.</li> <li>• Listen to and respond imaginatively to short pieces of music.</li> </ul>