

# Wales on Film Secondary Curriculum Links

Age group: 11 – 18

## Wales

### Secondary (KS3 and 4)

Welsh | English | Welsh Second Language | Media Studies | Film Studies | Literacy and Numeracy Framework | Digital Competency Framework | Music | Geography | History | SRE

Curriculum area	Strand	Link
English and Welsh (first language)	Oracy	<p>Pupils 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>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.</li> <li>speak clearly, using intonation and emphasis appropriately, e.g. recitation, oral storytelling.</li> <li>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>Pupils 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 Shakespeare, and 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 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> <li>texts that show the evolving nature of the English language including the impact of technology and the media on language use and forms of communication</li> <li>texts that present challenge.</li> </ul> </li> </ul>

		<p>Pupils 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> <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> </li> <li>• 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.</li> <li>• Write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters.</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>Literacy and Numeracy Framework</b>	Oracy	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Present ideas and issues convincingly using a range of techniques for impact, e.g. rhetorical questions, appeals to listeners, gestures.</li> <li>• Respond to how listeners are reacting by adapting what they say and how they say it.</li> <li>• Sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate.</li> <li>• Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context.</li> </ul>
	Reading	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.</li> <li>• Make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues.</li> </ul>
	Writing	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Plan appropriately to develop writing for different purposes and audiences.</li> <li>• Make imaginative choices about content and presentation of writing, using ICT with discrimination</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>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>

<p><b>Media Studies</b></p>		<p><b>KS4 (GCSE)</b></p> <ul style="list-style-type: none"> <li>Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.</li> <li>Analyse and respond to media texts/topics using media key concepts and appropriate terminology.</li> <li>Demonstrate research, planning and presentational skills.</li> <li>Construct and evaluate their own products using creative and technical skills.</li> </ul>
<p><b>Film Studies</b></p>		<p><b>KS4 (GCSE)</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of how films communicate meanings, evoke personal responses and engage audiences.</li> <li>Explore, respond to and evaluate a range of films and topics, including their own preproduction and production work, using key film concepts and appropriate terminology.</li> <li>Demonstrate planning, research and presentational skills.</li> <li>Use creative and technical skills to construct film products.</li> </ul>
<p><b>Digital Competency Framework</b></p>	<p>Producing</p>	<p><b>KS3</b> Pupils are able to:</p> <ul style="list-style-type: none"> <li>Select and use a variety of effective planning techniques.</li> <li>Evaluate the reliability of sources of information, justify opinions and reasons for choices.</li> <li>Use a range of complex searches independently, e.g. and/or/+/-/not.</li> </ul> <p><b>KS4</b> Pupils are able to:</p> <ul style="list-style-type: none"> <li>Effectively plan with increasing complexity.</li> <li>Consider the benefits and limitations of digital tools and information sources and of the results they produce and use these results to inform future judgements about the quality of their work.</li> <li>Search efficiently for information and evaluate the reliability of sources of information, justifying opinions and reasons for choices; reference work using appropriate methods.</li> </ul>
	<p>Creating</p>	<p><b>KS3</b> Pupils are able to:</p> <ul style="list-style-type: none"> <li>Select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components in one or more languages.</li> <li>Use software tools to create, enhance and combine text, images, sound and video and animation for a range of audiences and purposes.</li> </ul> <p><b>KS4</b> Pupils are able to:</p> <ul style="list-style-type: none"> <li>Use a variety of software, tools and techniques to create a professional individual or collaborative project outcome incorporating a range of multimedia components in one or more languages.</li> </ul>
	<p>Evaluating and improving</p>	<p><b>KS3</b> Pupils are able to:</p> <ul style="list-style-type: none"> <li>Justify the reasons for choices and explain the advantages and disadvantages of the different outputs.</li> <li>Suggest and make improvements depending on feedback and self-evaluation that are relevant for audience and purpose.</li> </ul> <p><b>KS4</b> Pupils are able to:</p> <ul style="list-style-type: none"> <li>Justify reasoning to critical audiences in terms of layout and content.</li> <li>Refer appropriately to sources of information used.</li> <li>Make detailed and specific changes based upon feedback and self-evaluation, as relevant.</li> </ul>

<b>Geography</b>	Places and environments	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use maps, plans and imagery of different types and scales and ICT to interpret and present locational information, e.g. use relief maps, satellite images, GIS, draw sketch maps.</li> <li>• Study the town and country: the variations and changes in quality of life in rural and/or urban environments.</li> </ul>
<b>History</b>	Skills	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use a range of chronological frameworks.</li> <li>• Recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one.</li> </ul>
<b>SRE</b>	Sexual Orientation	<p>By encouraging open discussion, promoting inclusion and challenging inequalities, schools will ensure that the needs of all learners are met. Teachers should:</p> <ul style="list-style-type: none"> <li>• Deal honestly, sensitively and in a non-judgmental way with sexual orientation.</li> <li>• 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.</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, craft workers and designers</li> <li>- the work of their peers</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> <li>• Reflect on their work, evaluating outcomes and learning.</li> </ul>

# England

## Key Stage 3 and 4

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

Curriculum area	Strand	Link
English	Writing	<p><b>KS3</b> Pupils should be taught to: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> <li>Considering how their writing reflects the audiences and purposes for which it was intended.</li> </ul> <p><b>KS4</b> Pupils should be taught to: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make notes, draft and write, including using information provided by reflecting on whether their draft achieves the intended impact.</li> <li>Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.</li> </ul>
	Spoken English	<p>Pupils should be taught to: Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</li> <li>Giving short speeches and presentations, expressing their own ideas and keeping to the point.</li> <li>Participating in formal debates and structured discussions, summarising and/or building on what has been said.</li> <li>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.</li> </ul>
Computing	Key Stage 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</li> <li>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.</li> </ul>

	Key Stage 4	<p>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.</p> <p>All pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their capability, creativity and knowledge in computer science, digital media and information technology</li> <li>• develop and apply their analytic, problem-solving, design, and computational thinking skills</li> <li>• 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.</li> </ul>
<b>Media Studies</b>		<p><b>KS4 (GCSE)</b></p> <ul style="list-style-type: none"> <li>• Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.</li> <li>• Analyse and respond to media texts/topics using media key concepts and appropriate terminology.</li> <li>• Demonstrate research, planning and presentational skills.</li> <li>• Construct and evaluate their own products using creative and technical skills..</li> </ul>
<b>Film Studies</b>		<p><b>KS4 (GCSE)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of how films communicate meanings, evoke personal responses and engage audiences.</li> <li>• Explore, respond to and evaluate a range of films and topics, including their own preproduction and production work, using key film concepts and appropriate terminology.</li> <li>• Demonstrate planning, research and presentational skills.</li> <li>• Use creative and technical skills to construct film products.</li> </ul>
<b>Art &amp; Design</b>	Key Stage 3	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</li> <li>• To use a range of techniques and media, including painting.</li> <li>• To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</li> </ul>
<b>Music</b>	Key Stage 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians.</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
	Key Stage 4	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.</li> <li>• Reflect on and evaluate their own and others' music.</li> <li>• Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</li> </ul>
<b>Geography</b>	Key Stage 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Human geography relating to: population and urbanisation; international development; and the use of natural resources.</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</li> </ul>

	Key Stage 4	<p>Pupils should learn about:</p> <ul style="list-style-type: none"> <li>• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.</li> <li>• Gain understanding of the interactions between people and environments, change in places and processes over space and time.</li> <li>• Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources.</li> </ul>
History	Key Stage 3	<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>
	Key Stage 4	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.</li> <li>• Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.</li> <li>• Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</li> </ul>

## Scotland

### Scotland Secondary S1-S4

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

Curriculum area	Strand	Link
Literacy	Listening and talking	<ul style="list-style-type: none"> <li>• 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. <b>LIT 3-04a</b></li> <li>• 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. <b>LIT 4-04a</b></li> <li>• 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. <b>LIT 3-07a</b></li> <li>• 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. <b>LIT 4-07a</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> <li>• 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. <b>LIT 4-10a</b></li> </ul>

Literacy	Reading	<ul style="list-style-type: none"> <li>To show my understanding across different areas of learning, I can:                             <ul style="list-style-type: none"> <li>· identify and consider the purpose, main concerns or concepts and use supporting detail</li> <li>· make inferences from key statements</li> <li>· identify and discuss similarities and differences between different types of text. <b>LIT 3-16a</b></li> </ul> </li> <li>To show my understanding across different areas of learning, I can:                             <ul style="list-style-type: none"> <li>· clearly state the purpose, main concerns, concepts or arguments and use supporting detail</li> <li>· make inferences from key statements and state these accurately in my own words</li> <li>· compare and contrast different types of text. <b>LIT 4-16a</b></li> </ul> </li> </ul>
	Writing	<ul style="list-style-type: none"> <li>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. <b>LIT 3-20a / LIT 4-20a</b></li> <li>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. <b>LIT 3-28a</b></li> <li>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. <b>LIT 4-28a</b></li> </ul>
Social Studies	People, past events and societies	<ul style="list-style-type: none"> <li>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. <b>SOC 3-04a</b></li> <li>I can evaluate the changes which have taken place in an industry in Scotland's past and can debate their impact. <b>SOC 4-05b</b></li> <li>I can present supported conclusions about the social, political and economic impacts of a technological change in the past. <b>SOC 4-05a</b></li> </ul>
Social Studies	People, place and environment	<ul style="list-style-type: none"> <li>Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. <b>SOC 3-07a</b></li> <li>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. <b>SOC 4-07a</b></li> <li>I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. <b>SOC 3-10a</b></li> <li>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. <b>SOC 4-10a</b></li> <li>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. <b>SOC 4-10b</b></li> </ul>
Technologies	ICT to enhance learning	<ul style="list-style-type: none"> <li>I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. <b>TCH 3-04a</b></li> <li>Throughout my learning, I can make effective use of a computer system to process and organise information. <b>TCH 4-04a</b></li> </ul>
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	<ul style="list-style-type: none"> <li>Having explored graphical techniques and their application, I can select, organise and represent information and ideas graphically. <b>TCH 3-15a</b></li> <li>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. <b>TCH 4-15b</b></li> <li>I can confidently use appropriate software to represent my ideas and items in the world around me, showing creativity, imagination or innovation. <b>TCH 4-15c</b></li> </ul>



<p><b>Religious and moral education</b></p>	<p>Development of beliefs and values</p>	<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>• Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions'. <b>RME 3-09a</b></li> <li>• 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. <b>RME 3-09c</b></li> <li>• 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. <b>RME 4-09a</b></li> <li>• 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. <b>RME 4-09c</b></li> </ul>
<p><b>Expressive Arts</b></p>	<p>Participation in performances and presentations</p>	<ul style="list-style-type: none"> <li>• I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. <b>EXA 3-01a1</b></li> <li>• I have experienced the energy and excitement of being part of an audience for other people's presentations/performances. <b>EXA 3-01b</b></li> </ul>
	<p>Art and design</p>	<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> <li>• 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. <b>EXA 4-05a</b></li> </ul>
	<p>Drama</p>	<ul style="list-style-type: none"> <li>• 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. <b>EXA 4-13a</b></li> <li>• I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work. <b>EXA 4-15a</b></li> </ul>
	<p>Music</p>	<ul style="list-style-type: none"> <li>• I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. <b>EXA 3-19a</b></li> <li>• Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work. <b>EXA 4-19a</b></li> </ul>

## Northern Ireland

### Secondary (KS3)

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

English with Media Education | ICT | Art & Design | Music | Geography | History

Curriculum area	Strand	Link
<b>English with Media Education</b>	Developing pupils as individuals	<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Develop the ability to use language (including body language) effectively in communicating with and relating to others</li> </ul>
	Developing pupils as contributors to society	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>ICT</b>	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>
<b>Art &amp; Design</b>	Developing pupils as individuals	<ul style="list-style-type: none"> <li>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</li> </ul>
	Developing pupils as contributors to the economy and environment	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Music</b>	Developing pupils as contributors to society	<ul style="list-style-type: none"> <li>Explore the power of music to evoke mood and atmosphere and to influence behaviour, for example, its use in ritual and religion and in advertising, films, restaurants, shops and other social/political contexts.</li> </ul>
<b>Geography</b>	Developing pupils as individuals	<ul style="list-style-type: none"> <li>Challenge stereotypes and perceptions of different places, peoples and environments, for example, by creating a photo gallery and/or fact-file. Investigate the impact of diversity on a local settlement, for example, segregation, conflict, multiculturalism, etc. Investigate the physical and human factors that result in people having to make life-changing decisions, for example, family planning, economic migration, etc.</li> </ul>

<b>Geography</b>	Developing pupils as contributors to society	<ul style="list-style-type: none"> <li>• Develop an understanding of how people in different places interact with their environment, for example, contrast how people from different parts of the world adapt to threats/ opportunities posed by their environments (physical, social, economic)</li> </ul>
<b>History</b>	Developing pupils as individuals	<ul style="list-style-type: none"> <li>• Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions.</li> </ul>
	Developing pupils as contributors to society	<ul style="list-style-type: none"> <li>• Investigate the impact of significant events/ideas of the 20th century on the world.</li> </ul>