

National Curriculum for England

Level	Subject	Content
Key Stage 3	Geography	Place Knowledge - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Human and physical geography - understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
	English	Spoken English - Pupils should be taught to: <ul style="list-style-type: none"> • speak confidently and effectively, including through: 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
	Mathematics	Solve problems - develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics

Northern Ireland Curriculum – CCEA

Level	Subject	Key element	Description
Key Stage 3	Environment and Society: Geography	Citizenship	Investigate differences in lifestyle within and between countries.
		Personal Understanding	Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global,
		Ethical Awareness	Research and debate ethical issues in geography
	English with Media Education	Citizenship	Use literature, drama, poetry or the moving image to explore others' needs and rights
		Spiritual Awareness	Explore the use of language and imagery in conveying and evoking a variety of powerful feelings,
	Mathematics with Financial Capability	Economic Awareness	Apply mathematical skills in everyday financial planning and decision making

Curriculum for Excellence – Scotland

Level	Subject	Strand	Content	Code
Third	Social Studies	People, place and environment	I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.	SOC 3-08a
		People, place and environment	I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences	SOC 3-11a
		People in society, economy and business	I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.	SOC 3-16a
	Literacy and English	Listening and Talking	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> communicate information, ideas or opinions explain processes, concepts or ideas identify issues raised, summarise findings or draw conclusions. 	LIT 3-09a
		Writing – Creating texts	I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.	LIT 3-29a
	Mathematics	Number, money and measure	I have investigated strategies for identifying common multiples and common factors, explaining my ideas to others, and can apply my understanding to solve related problems.	MTH 3-05a

Curriculum for Wales

Level	Subject	Aspect	Learners are able to:
Key Stage 3	Geography	Skills	explain the causes and effects of physical and human processes and how the processes interrelate
		Range	Study of the rich and poor world: economic development in different locations/countries
	English	Speaking	sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate
		Collaboration and discussion	take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. chair, scribe
	Mathematics	Using number skills – Manage money	calculate using foreign money and exchange rates