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CURRICULUM LINKS

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NATIONAL CURRICULUM FOR ENGLAND

LEVEL	SUBJECT	CONTENT
Key Stage 3	Science – Working scientifically	<ul style="list-style-type: none"> ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience make predictions using scientific knowledge and understanding select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate apply mathematical concepts and calculate results present observations and data using appropriate methods, including tables and graphs interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
	Science – Physics	<ul style="list-style-type: none"> forces as pushes or pulls, arising from the interaction between two objects using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces
	Mathematics	<ul style="list-style-type: none"> begin to model situations mathematically and express the results using a range of formal mathematical representations construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data
	Design and technology – Evaluate	<ul style="list-style-type: none"> test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
	English – Spoken English	<ul style="list-style-type: none"> 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 write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material, and supporting ideas and arguments with any necessary factual detail

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CURRICULUM LINKS

NORTHERN IRELAND CURRICULUM – CCEA

LEVEL	SUBJECT	KEY ELEMENT	DESCRIPTION
Key Stage 3	Science	Mutual Understanding	Respect and cooperate with others in the process of scientific enquiry, for example, work effectively as part of a team in investigative work etc.
		Employability	Identify how skills developed through science will be useful to a wide range of careers
		Cultural Understanding	Consider how the development of scientific ideas or theories relate to the historical or cultural context
		Spiritual Awareness	Develop a sense of wonder about the universe
	Mathematics with Financial Capability	Mutual Understanding	Work collaboratively in problem solving, taking account of others' viewpoints to reach consensus.
		Employability	Examine the role of mathematics as a "key" to entry for future education, training and employment. Explore how the skills developed through mathematics will be useful to a range of careers
	Technology and Design	Employability	Investigate how the skills developed through Technology and Design will be useful to a wide range of careers.
		Design	investigating, generating, developing, modelling and evaluating design proposals;
	English with Media Education	Mutual Understanding	Develop the ability to use language (including body language) effectively in communicating with and relating to others,

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LEVEL	SUBJECT	KEY ELEMENT	DESCRIPTION
	Learning for Life and Work	Local and Global Citizenship	Diversity and Inclusion - Investigate how and why conflict, including prejudice, stereotyping, secretarianism and racism may arise in the community Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.
	History	Media Awareness	Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual,

CURRICULUM FOR EXCELLENCE – SCOTLAND

LEVEL	SUBJECT	STRAND	SUBJECT	CODE
	Sciences	Planet Earth-Space	By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.	SCN 2-06a
		Forces, electricity and waves – Forces	By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects	SCN 2-07a
Third	Numeracy and Mathematics	Information handling – Data and analysis	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way	MNU 2-20b
		Information handling – Data and analysis	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.	MTH 2-21a / MTH 3-21a

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LEVEL	SUBJECT	STRAND	SUBJECT	CODE
	Technologies	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	Through discovery and imagination, I can develop and use problem-solving strategies to construct models.	TCH 1-14a / TCH 2-14a
		Craft, design, engineering and graphics contexts for developing technological skills and knowledge	Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.	TCH 1-14b / TCH 2-14b
	Literacy across learning	Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	LIT 2-02a
		Writing – Organising and using information	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas	LIT 2-25a
	Social Studies	People, past events and societies	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 in society, economy and business	I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.	SOC 2-16b
		People in society, economy and business	I can discuss issues of the diversity of cultures, values and customs in our society.	

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CURRICULUM LINKS

CURRICULUM FOR WALES

LEVEL	SUBJECT	STRAND	LEARNERS ARE ABLE TO:
Key Stage 3	Sciences	How things work	the forces in devices and their relationship to work done and power
		Planning	when carrying out a fair test, the key variables that need to be controlled and how to change the independent variable whilst keeping other key variables the same
		Developing	make careful observations and accurate measurements, using digital and ICT equipment at times
			check observations and measurements by repeating them in order to collect reliable data
			make comparisons and identify and describe trends or patterns in data and information
		Reflecting	deciding whether the approach/method was successful
			describing any amendments made to the planned approach/method
	Mathematics	Using data skills	construct and interpret graphs and diagrams (including pie charts) to represent discrete or continuous data, with the learner choosing an appropriate scale
			select and justify statistics most appropriate to the problem considering extreme values (outliers) examine results critically, select and justify choice of statistics recognising the limitations of any assumptions and their effect on the conclusions drawn
	Design and technology	Oracy	recognise a range of options for action and reach agreement to achieve the aims of the group.

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LEVEL	SUBJECT	STRAND	LEARNERS ARE ABLE TO:
	Personal and social education	Active citizenship	how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
	History	Historical knowledge and understanding	evaluate the significance of the main events, people and changes studied.



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