

Curriculum links map

This resource has been designed to work across a range of general curricular areas, including English/Literacy, Mathematics, Art and Design, Design and Technology, Science, Music and PSHE Education. Each film section will signpost the general curricular area addressed. The curriculum links map is a quick reference guide to how these subject areas relate to each nation.

| General subject name | ENGLAND National Curriculum 2014 | SCOTLAND Curriculum for Excellence | WALES Curriculum for Wales | NORTHERN IRELAND Northern Ireland Curriculum |
|-----------------------|---|---------------------------------------|---|--|
| English/Literacy | English; English Language/ English Literature (post 14) | Languages – Literacy and English | Language, Literacy and Communication Skills; English | Language and Literacy; English |
| Mathematics/ Numeracy | Mathematics; Maths | Mathematics | Mathematical Development; Mathematics | Mathematics and Numeracy; Mathematics |
| Science | Science; Science – Chemistry, Biology, Physics | Sciences | Knowledge and Understanding of the World; Science | The World Around Us – Science and Technology; Science and Technology |
| ICT | Computing | Technologies | Language, Literacy and Communication Skills; ICT | Using ICT |
| Design and Technology | Design and Technology | Technologies | Knowledge and Understanding of the World; Design and Technology | The World Around Us – Science and Technology; Science and Technology – Technology and Design |
| PSHE education | PSHE education | Health and Wellbeing | Personal and Social Development, Well-being and Cultural Diversity; Personal and Social Education | Personal Development and Mutual Understanding; Learning for Life and Work – Personal Development |
| Art and design | Art and Design | Expressive Arts | Creative Development; Art and Design | The Arts – Art and Design |
| Music | Music | Expressive Arts | Creative Development; Music | The Arts – Music |
| Drama | English – Spoken Language | Expressive Arts | Creative Development/ Language, Literacy and Communication Skills; English | The Arts – Drama |

National curriculum links – England

| Curriculum subject | Programme of study | Film and activity |
|--------------------------------|---|--|
| English/ Literacy | Reading – word reading | KS2 teachers may wish to provide students with the relevant Roald Dahl book chapter mentioned in the activity. |
| | Reading – comprehension | All films |
| | Writing – composition | All films |
| | Writing – transcription | All films (if incorporated into composition tasks) |
| | Writing – vocabulary, grammar and punctuation | All films (if incorporated into composition tasks) |
| | Spoken Language | All films |
| Mathematics | Measurement – capacity | <i>The Witches</i> |
| | Number – addition | <i>The Witches</i> |
| Science | Animals, including humans | <i>James and the Giant Peach</i> |
| Art & Design | ‘design and make products’ | <i>Fantastic Mr Fox; Charlie and the Chocolate Factory</i> |
| | ‘drawing, painting and sculpture to develop and share their ideas, experiences and imagination’ | <i>James and the Giant Peach; Matilda; The Witches; Charlie and the Chocolate Factory</i> |
| Design & Technology | Design | <i>Charlie and the Chocolate Factory</i> |
| | Make | <i>Fantastic Mr Fox; Charlie and the Chocolate Factory</i> |
| PSHE | No statutory framework | <i>Matilda; Danny, The Champion of the World</i> |
| Music | ‘improvise and compose music’ | <i>Danny, The Champion of the World</i> |
| Geography | Geographical skills and fieldwork Human and physical | <i>The BFG</i> |

Northern Ireland curriculum links

| Areas of learning | Area of study | Film and activity |
|--|--|--|
| Language and Literacy | Talking & Listening: Participate in group and class discussions for a variety of curricular purposes | KS2 teachers may wish to provide students with copies of the Roald Dahl book chapter highlighted for each film. All Films |
| | Reading: Read, explore, understand and make use of a wide range of traditional and digital texts | All Films |
| | Writing: Express thoughts, feelings and opinions in imaginative and factual writing | All Films (if incorporated into composition tasks) |
| Mathematics and Numeracy | Processes in mathematics: Understand mathematical language and use it to discuss their work and explain their thinkin | <i>The Witches</i> |
| | Number: Understand and use fractions, decimal fractions and percentages and explore the relationships between them | <i>The Witches</i> |
| | Measures: Develop skills in estimation of length, 'weight', volume/capacity, time, area and temperature; | <i>The Witches</i> |
| The Arts | Art and design: Look at and talk about the work of artists, designers from their own and other cultures; appreciate methods used in the resource materials. | <i>Fantastic Mr. Fox; Charlie and the Chocolate Factory</i> |
| | Music: Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created; | <i>Danny, The Champion of the World</i> |
| The world around us | Interdependence: How living things rely on each other within the natural world; | <i>James and the Giant Peach</i> |
| | Place: Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment; | <i>James and the Giant Peach</i> |
| Personal Development and Mutual Understanding | Personal understanding and health: Develop knowledge, understanding and skills in; Their self esteem, self confidence and how they develop as individuals; Their management of a range of feelings and emotions and the feelings and emotions of others; | <i>Matilda; Danny, The Champion of the World</i> |
| | Mutual understanding in the local and wider community: Develop knowledge, understanding and skills in; Initiating, developing and sustaining mutually satisfying relationships; <ul style="list-style-type: none"> • human rights and social responsibility; • causes of conflict and appropriate responses; • valuing and celebrating cultural difference and diversity; | <i>Matilda; Danny, The Champion of the World</i> |

Curriculum for Excellence links – Scotland

| Curriculum area | Organiser | E & O | Film and Task |
|-----------------------------|---|---|--|
| Literacy and English | Listening and talking - Enjoyment and choice | LIT 1-01a / LIT 2-01a | All films |
| | Listening and talking - Tools for listening and talking | LIT 1-02a / LIT 2-02a | All films |
| | Listening and talking - Finding and using information | LIT 1-06a / LIT 2-06a | All films |
| | Listening and talking - Understanding, analysing and evaluating | LIT 1-07a / LIT 2-07a | All films |
| | Listening and talking - creating texts | LIT 1-09a / LIT 2-09a | All films |
| | Reading - Tools for reading | LIT 1-13a / LIT 2-13a | KS2 teachers may wish to provide students with the relevant Roald Dahl book chapter mentioned in the activity. |
| | Reading - Finding and using information | LIT 1-15a / LIT 2-15a | All films |
| | Reading - Understanding, analysing and evaluating | LIT 1 - 16a / 2-16a | All films |
| | Writing - Tools for writing | LIT 1-23a & LIT 1-24a / LIT 2-23a & LIT 2-24a | All films (if incorporated into writing tasks) |
| | Writing - Organising and using information | LIT 1-25a & LIT 1-26a / LIT 2-25a & 2-26a | All films (if incorporated into writing tasks) |
| Writing - Creating texts | LIT 1- 28a & LIT 1-29a / LIT 2-28a & LIT 2-29a | All films | |
| Mathematics | Number, money and measure - Number and number processes | NMU 2-03a | <i>The Witches</i> |
| | Measurement - capacity | MNU 2-11b | <i>The Witches</i> |
| Sciences | Planet Earth - Biodiversity and interdependence | SCN 1-01a | <i>James and the Giant Peach</i> |
| Expressive Arts | Participation in performances and presentations | EX 2-01a | <i>Danny, The Champion of the World</i> |
| | Art and Design | EXA 2-02a | <i>Fantastic Mr Fox; Charlie and the Chocolate Factory</i> |
| | Art and Design | EXA 1- 05a / 2-05a | <i>James and the Giant Peach; Matilda; The Witches; Charlie and the Chocolate Factory</i> |
| | Music | EX 2-17a, 2-18a & 2-19a | <i>Danny, The Champion of the World</i> |

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Curriculum for Excellence links – Scotland cont'd

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|-----------------------------|--|--|-----------------------------------|
| Technologies | ICT to enhance learning | TCH 2-04a&b | Fantastic Mr Fox |
| | Craft, design, engineering and graphics contexts for developing technological skills and knowledge | TCH 2-14a, 2-15a&b | Charlie and the Chocolate Factory |
| | Craft, design, engineering and graphics contexts for developing technological skills and knowledge | TCH 2-14a | Fantastic Mr Fox |
| Health and Wellbeing | Mental, emotional, social and physical wellbeing | HWB 2-01a | Danny, The Champion of the World |
| | Mental, emotional, social and physical wellbeing | HWB 1-05a & HWB 1-10a / HWB 2-05a & HWB2-10a | Matilda |
| | Relationships, sexual health and parenthood | HWB 1-47a / HWB 2-47a | Matilda |

Curriculum links – Wales

| Curriculum subject and Foundation Phase strand | Sub strand, if applicable | Film and activity |
|---|---|---|
| Language, Literacy and Communication; English | Reading | KS2 teachers may wish to provide students with copies of the Roald Dahl book chapter highlighted for each film. |
| | Writing | All films |
| | Oracy | All films |
| Mathematics | Measures and money: capacity/volume | <i>The Witches</i> |
| | Number (addition) | <i>The Witches</i> |
| Knowledge and Understanding of the World; Science | Myself and other living things | <i>James and the Giant Peach</i> |
| Geography | Locating places, environments and patterns | <i>The BFG</i> |
| Creative Development; Art and Design | Understanding, Investigating and Making | <i>Fantastic Mr Fox; Charlie and the Chocolate Factory</i> |
| | CD Art, Craft and Design; Pupils should design and make both imaginatively and expressively: objects, artefacts | <i>James and the Giant Peach; Matilda; The Witches; Charlie and the Chocolate Factory</i> |
| Design and Technology | Design | <i>Charlie and the Chocolate Factory</i> |
| | Make | <i>Fantastic Mr Fox; Charlie and the Chocolate Factory</i> |
| Personal Social Development, Well-Being and Cultural Diversity; Personal and Social Education | Well-Being; Moral and Spiritual Development | <i>Matilda; Danny, The Champion of the World</i> |
| Music | Pupils should be given opportunities to improvise, compose and arrange music | <i>Danny, The Champion of the World</i> |
| Welsh Language Development | Reading; Oracy | All of the Roald Dahl books included in this resource have been translated into Welsh. Books could be used as a stimuli for Welsh language 'drama' games. |