

DISASTERS AND DEBATE CURRICULUM LINKS



ONLY IN CINEMAS

THE NATIONAL CURRICULUM ENGLAND

SUBJECT	TOPIC	DESCRIPTION
ENGLISH	Reading	<ul style="list-style-type: none"> making inferences and referring to evidence in the text read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
	Writing	<ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through notes and polished scripts for talks and presentations
	Spoken English	<ul style="list-style-type: none"> using Standard English confidently in a range of formal and informal contexts, including classroom discussion participating in formal debates and structured discussions, summarising and/or building on what has been said
SCIENCE	Biology	
	Interactions and interdependencies	<ul style="list-style-type: none"> the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
	Relationships in an ecosystem	<ul style="list-style-type: none"> how organisms affect, and are affected by, their environment, including the accumulation of toxic materials
	Genetics and evolution Inheritance, chromosomes, DNA and genes	<ul style="list-style-type: none"> the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material
GEOGRAPHY	Chemistry	
	Earth and atmosphere	<ul style="list-style-type: none"> Earth as a source of limited resources and the efficacy of recycling
GEOGRAPHY	Human and physical geography	<ul style="list-style-type: none"> understand the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts 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
	CITIZENSHIP	<ul style="list-style-type: none"> the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

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SCOTLAND CURRICULUM FOR EXCELLENCE

SUBJECT	AREA	DESCRIPTION	CODE
LITERACY	Reading - Finding and using information	Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.	LIT 3-14a
		I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.	LIT 3-15a
	Writing - Organising and using information	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.	LIT 3-26a
		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
SCIENCE	Planet Earth - Biodiversity and interdependence	I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.	SCN 3-05b
	Topical science	Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications.	SCN 3-20b
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

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NATIONAL CURRICULUM FOR WALES

SUBJECT	STRAND	ELEMENTS	ASPECTS	LEARNERS ARE ABLE TO
ENGLISH	Reading	Responding to what has been read	Comprehension	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them locate and selectively use additional information and evidence from different sources read around a topic that interests them and develop a broader understanding of it through research
			Response and analysis	identify different views of a topic and any areas of agreement and contradiction consider what they read/view and respond orally and in writing to the ideas, language, style, tone and organisation; use apt evidence to support their views
	Oracy	Developing and presenting information and ideas	Speaking	extend their understanding of the use of standard and non-standard English and, with increasing confidence, use language appropriately in formal and informal situations
			Listening	defend a point of view with information and reasons respond positively and thoughtfully to new ideas and alternative points of view
			Collaboration and discussion	express opinions clearly about topics and written texts, reasoning and supporting with relevant evidence
	SCIENCE			Interdependence of organisms
GEOGRAPHY		Skills	Understanding places, environment and processes	Explain the causes and effects of physical and human processes
			Communicating	Communicate findings, ideas and information using geographical terminology
PERSONAL AND SOCIAL EDUCATION			Active citizenship	topical local and global issues
			Sustainable development and global citizenship	how conflict can arise from different views about global issues and be aware of the role of pressure groups.

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NORTHERN IRELAND CURRICULUM

CURRICULUM AREA	SUBJECT	KEY ELEMENT	REQUIREMENT
LANGUAGE AND LITERACY	English with Media Education	Ethical Awareness	Investigate and evaluate communication techniques used to explore a relevant ethical issue
SCIENCE AND TECHNOLOGY	Science	Moral Character	Recognise and challenge over-simplistic or distorted generalisations about science with informed and balanced responses and take responsibility for choices and actions.
		Media Awareness	Investigate how the media help inform the public about science and science related issues.
		Ethical Awareness	Explore some ethical dilemmas arising from scientific developments
ENVIRONMENT AND SOCIETY	Geography	Moral Character	Challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses.
		Ethical Awareness	Research and debate ethical issues
		Education for Sustainable Development	Investigate the impact of conflict between social, economic and environmental needs

