Curriculum for Excellence – Scotland

LEVEL	SUBJECT	STRAND	CONTENT	CODE
Second	Expressive Arts	Art and Design	I can create and present work that shows developing skill in using the visual elements and concepts	EXA 2-03a
Third			I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work	EXA 3-03a
Second			Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.	EXA 2-05a
Second/Third	Health and Wellbeing	Planning for choices and changes	I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.	HWB 2-20a/ HWB 3-20a
Second	Literacy and English	Listening and talking: Finding and using information	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.	LIT 2-04a
Third			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	LIT 3-04a
Second			As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate	LIT 2-05a
			As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.	LIT 3-05a
Second		Listening and talking: Creating texts	When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more.	LIT 2-09a
Third			When listening and talking with others for different purposes, I can: • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions.	LIT 3-09a
Second		Writing: Organising and using information	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-26a

LEVEL	SUBJECT	STRAND	CONTENT	CODE
Third			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
Second		Reading – Understanding, analysing and evaluating	I can: • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre	ENG 2-19a
Third			I can: • discuss and evaluate the structure, characterisation and/or setting using some supporting evidence • identify the main theme of the text and recognise the relevance this has to my own and others' experiences • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.	ENG 3-19a
Second	Technologies	ICT to enhance learning	I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.	TCH 2-04b
Third			Using appropriate software, I can work individually or implement a game, animation or other application.	TCH 3-09a
Second		Digital Literacy	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.	TCH 2-01a
Third			I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems.	TCH 3-01a
Second		Design and construct models/ product	I can extend and enhance my design skills to solve problems and can construct models.	TCH 2-09a
Third			I can create solutions in 3D and 2D and can justify the construction/graphic methods and the design features.	TCH 3-09a
Second	Social Studies	People in society, economy and business	By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences	SOC 2-19a
Third			I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives.	SOC 3-19a

The National Curriculum for Wales

KEY STAGE	SUBJECT	SKILL	SECTION	
Key Stage 2	Art and Design	Understanding		2. experiment with and examine the methods used by other artists, craftworkers and designers from different: • periods • places • cultures
Key Stage 3				2. explore the diverse working practices of artists, craftworkers and designers from different: • periods • places • cultures considering their purpose and intentions
Key Stage 2				3. evaluate the methods and results of their own work and that of their fellow pupils through: • discussion • reading • writing • reflection.
Key Stage 3				3. evaluate their work, methods and results of their investigation, modifying and refining their work through: • discussion • reading • writing • reflection.
Key Stage 2		Making		2. design and make: • two-dimensional images • three-dimensional objects and artefacts using a range of various materials for a variety of purposes
Key Stage 3				2. design and make images and artefacts using a variety of materials, processes and ideas
Key Stage 2				3. use their experience and knowledge of different materials, tools and techniques: • experimentally • expressively.
Key Stage 3				3. experience a wide range of techniques and media to: • realise their ideas • express their feelings • communicate meaning
Key Stage 2	Geography	Skills	Locating places, environments and patterns	1. identify and locate places and environments using globes, atlases, and maps
Key Stage 3				1. locate places and environments using globes, atlases, maps and plans
Key Stage 3			Understanding places, environments and processes	2. identify similarities and differences to describe, compare and contrast places and environments
Key Stage 2	Personal and Social Education	Active citizenship		To understand aspects of the cultural heritage and diversity in Wales
Key Stage 3				To value and celebrate diversity and equality of opportunity locally, nationally and globally
Key Stage 2	Design and Techonology	Designing		5. develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate
Key Stage 2				7. evaluate their design ideas as they develop, considering the needs of the user
Key Stage 3				9. evaluate their final design ideas against their initial specification/recipe.
Key Stage 2 and Key Stage 3	Information and Communication Technology	Skills	Create and communicate information	1. create and communicate information in the form of text, images and sound, using a range of ICT hardware and software

The National Curriculum of England

KEY STAGE	SUBJECT	DESCRIPTION
Key Stage 2	Art and Design	to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Key Stage 2	Geography	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Key Stage 3	Geography	extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
Key Stage 2	English	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Key Stage 3	English	considering how their writing reflects the audiences and purposes for which it was intended

Northern Ireland Curriculum

KEY STAGE	SUBJECT	AREA	DESCRIPTION
Key Stage 2	Language and Literacy	Talking and Listening	To participate in group and class discussions for a variety of curricular purposes
Key Stage 3		Talking and Listening	Listen to and take part in discussing, explanations, ole-plays and presentations
Key Stage 2		Writing	Express thoughts, feelings and opinions in imaginative and factual writing
Key Stage 3		Writing	Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
Key Stage 2	The Arts	Looking at the work of artists	Talk about and explain what they have seen, giving personal responses and offering individual interpretations and reactions
Key Stage 3	The Arts: Art and Design	Art and Design	Explore the diversity of various cultures that are expressed through Art and Design
Key Stage 3	English with Media Education	Developing pupils as individuals	Explore the use of langauge and imagery in conveying and evoking a variety of powerful feelings
Key Stage 2	Geography	Place	Comparisons between people and places
Key Stage 3	Environment and Society	Geography	Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global.
Key Stage 2	Personal Development and Mutual Understanding	Mutual Understanding in the local and wider community	Developing an awareness of the experience, lives and cultures of people in the wider world
Key Stage 3	Learning for Life and Work	Local and Global Citizenship	Investigate ways in which individuals and groups express their identity