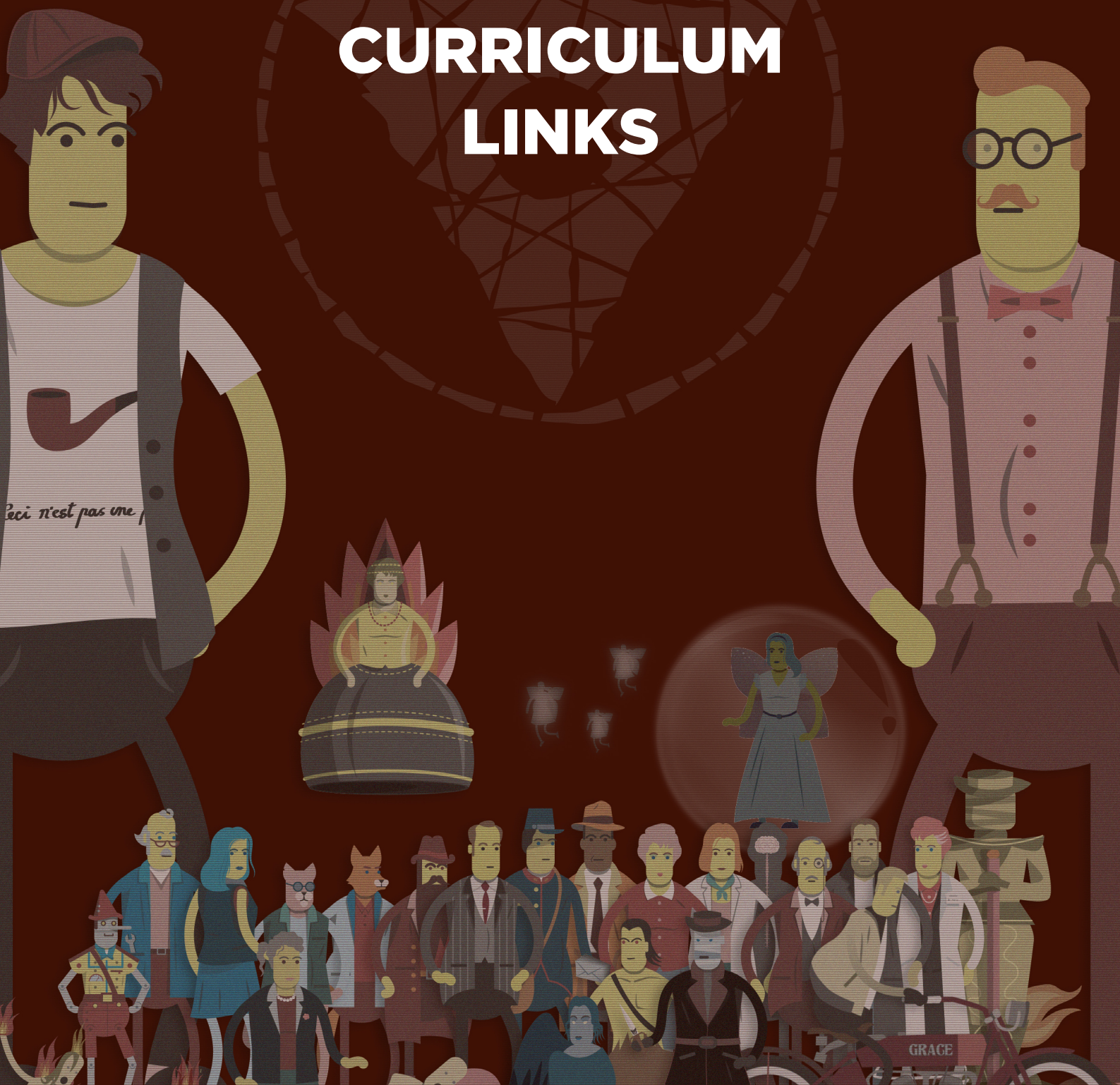


The Game is On!

CURRICULUM LINKS



THE GAME IS ON! – CURRICULUM LINKS

A free resource from the makers of *The Game is On!*

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INTRODUCTION: CURRICULUM LINKS

The Game is On! (TGIO) is a rich, adaptable resource offering teaching and learning opportunities across a range of subject areas as well as core thinking skills. In this document, we map some of these links across the four relevant curricula – England, Scotland, Northern Ireland and Wales – and for pupils aged 11-18.

In Wales, of course, consultation on the development of a new curriculum is ongoing. We have, naturally, provided links to the existing curriculum. However, we see enormous potential for this resource with respect to the new Welsh curriculum as it begins to roll out – especially given the forward-thinking emphasis on digital competence and digital skills across the curriculum.

Naturally, the films, case files and annotated notes should be used to help pupils further their understanding of copyright. Indeed, we might describe the main learning aims of TGIO as follows:

- to understand how copyright law works
- to debate for and against copyright
- to discuss how copyright affects moral, cultural, social issues

TGIO allows for cross-curriculum planning and learning, particularly in relation to the following core subject areas: English Language and Literacy; Media; Law; and, Art. For example, the films and their accompanying annotations provide a stimulus for Media Studies across the curricula; they can also be used as stimulus for tasks in areas such as Creative Writing, English Literature and Drama, as they allow students to explore setting, plot, character and narrative.

In addition, it provides opportunities for learning in cross-cutting areas such as Citizenship and Cultural Understanding, as well as enabling pupils to enhance critical thinking skills. For example, in Northern Ireland, this may concern Thinking Skills & Personal Capabilities, such as: managing information; problem solving and decision making; being creative; working with other; and, self-management. In Scotland, it may concern Developing the Young Workforce, for example, with respect to skills for learning, skills for life and skills for work.

For ease of reference, we have allocated an alphanumeric code to each specified aim of the curriculum, aligned with the subject area. So, for example, in England, for KS3, TGIO has relevance for six discrete aspects of the Art and Design curriculum; we have labelled these AD1, AD2, through to AD6. For instance, we think Case File 6 (CF6) has specific relevance for AD1, and that CF2 has relevance for AD6. All the links between TGIO and the curricula mapped below are suggestions only; they are not intended to provide an exhaustive or definitive list. Indeed, teachers may well find alternative connections and links in their planning and as they explore TGIO resource.

Finally, it is worth noting that throughout the films, the accompanying annotations, as well the CFs, we make numerous references to specific TV programmes, films and other media to aid understanding of key terms and ideas. For example, in the annotations that accompany Episode 3, we explain a hidden reference to the film *Pulp Fiction* (1984, dir. Quentin Tarantino) which is rated 18 by the BBFC. Our reference is perfectly innocuous and very fleeting, but it also allows us an opportunity for introducing the concept of non-linear

narrative in film. In any event, teachers are asked to use their own judgement when drawing on or exploring these references to gauge age appropriateness.

ENGLAND: AGES 11-16 (KS3 & KS4)

KEY AIMS OF THE NATIONAL CURRICULUM (SECONDARY)

- engender an appreciation of human creativity and achievement
- develop pupils spoken language, reading, writing and vocabulary
- learn to justify ideas with reasons
- ask questions to check understanding
- develop vocabulary and build knowledge
- evaluate and build on the ideas of others
- give well-structured descriptions and explanations
- develop understanding through speculating, hypothesising and exploring ideas
- understand the cycle of collecting, presenting and analysing data

AGES 11-14 (KS3)	SUGGESTED CASE FILE(S)
ENGLISH: KEY AIMS <ul style="list-style-type: none"> ▪ appreciate our rich and varied literary heritage E1 	CF1-33 (E1)
ENGLISH: READING Read critically through: <ul style="list-style-type: none"> ▪ studying setting, plot and characterisation, and the effects of these E2 ▪ making critical comparisons across texts E3 	Annotations 1-6: E2 CF21: E2
ENGLISH: WRITING <ul style="list-style-type: none"> ▪ summarising and organising material, and supporting ideas and arguments with any necessary factual detail E4 ▪ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing E5 ▪ plan, draft, edit and proof-read E6 	CF1-33: E4-6
ENGLISH: SPOKEN ENGLISH Speak confidently and effectively, including through: <ul style="list-style-type: none"> ▪ using Standard English confidently in a range of formal and informal contexts, including classroom discussion E7 ▪ giving short speeches and presentations, expressing their own ideas and keeping to the point E8 ▪ participating in formal debates and structured discussions, summarising and/or building on what has been said E9 	CF1-33: E7-9 CF2, CF8, CF10 and CF30: E8 CF8, CF10, CF26, CF30 and CF32: E9
ART and DESIGN: KEY AIMS	CF1: AD1-4

<ul style="list-style-type: none"> understand how art and design contribute to the culture, creativity and wealth of our nation AD1 produce creative work, exploring ideas and recording experiences AD2 evaluate and analyse creative works using the language of art craft and design AD3 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms AD4 	CF2: AD1 , AD3-4 CF6: AD1 CF7: AD2 , AD4
ART AND DESIGN <ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas AD5 to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work AD6 	CF1: AD5-6 CF2: AD6 CF7: AD5-6
CITIZENSHIP <ul style="list-style-type: none"> the roles of citizens and Parliament CZ1 the nature of rules and laws and the justice system CZ2 the functions and uses of money, and managing risk CZ3 	CF6: CZ1 CF12: CZ3 CF15: CZ3
COMPUTING <ul style="list-style-type: none"> ensure that all pupils are responsible, competent, confident, creative users of information and communication technology C1 create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability C2 understand a range of ways to use technology safely, respectfully, responsibly and securely C3 	CF2: C2 CF32: C3

AGES 14-16 (KS4)	SUGGESTED CASE FILE(S)
ENGLISH: KEY AIMS <ul style="list-style-type: none"> appreciate our rich and varied literary heritage E1 	CF1-33: E1
ENGLISH: READING Make an informed personal response, recognising that other responses to a text are possible and evaluating these Understand and critically evaluate texts through: <ul style="list-style-type: none"> reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes E2 identifying and interpreting themes, ideas and information E3 exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects E4 seeking evidence in the text to support a point of view, including justifying inferences with evidence E5 	CF1-33: E2-6 Films 1-6: E4 CF5: E3 CF21: E4

<ul style="list-style-type: none"> distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence E6 	
ENGLISH: WRITING <ul style="list-style-type: none"> selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis E7 make notes, draft and write, including making use of information provided by others E8 	CF1-33: E7-8 CF15: E8
ENGLISH: SPOKEN ENGLISH Speak confidently, audibly and effectively, including through: <ul style="list-style-type: none"> using Standard English when the context and audience require it E9 working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines E10 listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary E11 planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates E12 listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation E13 	CF1-33: E9-13 CF8: E9-13 CF15: E10 CF10, CF26, CF39 and CF32: E10-13
CITIZENSHIP <ul style="list-style-type: none"> the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press CZ1 human rights and international law CZ2 the legal system in the UK, different sources of law and how the law helps society deal with complex problems CZ3 the different ways in which a citizen can contribute to the improvement of his or her community ... as well as other forms of responsible activity CZ4 income and expenditure, financial products and services CZ5 	CF6: CZ1 CF8: CZ1, CZ4 CF5: CZ4 CF12 and CF15: CZ5
COMPUTING <ul style="list-style-type: none"> develop their capability, creativity and knowledge in computer science, digital media and information technology C1 	

AGES 16-18 (AQA): AS LEVEL	SUGGESTED CASE FILE(S)
<p>MEDIA STUDIES</p> <ul style="list-style-type: none"> demonstrate skills of enquiry, critical thinking, decision making and analysis MS1 demonstrate a critical approach to media issues MS2 demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy MS3 develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences MS4 demonstrate knowledge and understanding of the global nature of the media MS5 apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues MS6 engage in critical debate about academic theories used in media studies MS7 appreciate how theoretical understanding supports practice and practice supports theoretical understanding MS8 demonstrate sophisticated practical skills by providing opportunities for creative media production MS9 	<p>CF1-33: MS1-9</p> <p>CF12-13: MS1</p> <p>CF10: MS2</p> <p>CF31-32: MS3-6</p> <p>CF10: MS7-8</p> <p>CF2, CF5 and CF6: MS9</p>
<p>LAW</p> <ul style="list-style-type: none"> develop their knowledge and understanding of the English legal system and areas of both private [and public] law within the law of England and Wales L1 develop an understanding of legal method and reasoning as used by lawyers and the judiciary L2 develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law L3 develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities L4 	<p>CF1-33: L1-4</p> <p>CF2, CF12, CF15 and CF23: L1</p> <p>CF1, CF3, CF7, CF9 and CF11: L2</p> <p>CF7-9, CF18, CF21-23, CF26 and CF29: L3</p> <p>CF33: L4</p>

AGES 16-18 (AQA): A LEVEL	SUGGESTED CASE FILE(S)
<p>MEDIA STUDIES</p> <ul style="list-style-type: none"> demonstrate skills of enquiry, critical thinking, decision making and analysis MS1 demonstrate a critical approach to media issues MS2 demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy MS3 develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences MS4 demonstrate knowledge and understanding of the global nature of the media MS5 apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues MS6 engage in critical debate about academic theories used in media studies MS7 appreciate how theoretical understanding supports practice and practice supports theoretical understanding MS8 demonstrate sophisticated practical skills by providing opportunities for creative media production list of aims MS9 	<p>CF1-33: MS1-9</p> <p>CF12-13: MS1</p> <p>CF10: MS2</p> <p>CF31-32: MS3-6</p> <p>CF10: MS7-8</p> <p>CF2, CF5 and CF6: MS9</p>
<p>LAW</p> <ul style="list-style-type: none"> develop their knowledge and understanding of the English legal system and areas of both private [and public] law within the law of England and Wales L1 develop an understanding of legal method and reasoning as used by lawyers and the judiciary L2 develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law L3 develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities L4 develop the ability to communicate persuasive legal arguments by reference to appropriate legal authorities L5 be able to demonstrate critical awareness of the influence and operation of the law in society L6 	<p>CF1-33: L1-6</p> <p>CF2, CF12, CF15, and CF23: L1</p> <p>CF1, CF3, CF7, CF9 and CF11: L2</p> <p>CF7-9, CF18, CF21-23, CF26 and CF29: L3</p> <p>CF33: L4</p> <p>CF30: L5</p> <p>CF4-6, CF12, CF14, CF19, CF24-25 and CF29: L6</p>

AGES 16-18 (EDEXCEL): AS LEVEL	SUGGESTED CASE FILE(S)
<p>MEDIA COMMUNICATION AND PRODUCTION</p> <ul style="list-style-type: none"> encourage learners to develop a broad understanding and knowledge of, and skills in media applied within a work-related, client-orientated context, through learning approaches and activities that reflect working practices of, and constraints on, professionals working in the media industries MCP1 develop practical media skills, techniques and processes MCP2 study the working methods used by professional media practitioners as both individual and team workers MCP3 explore media practice in terms of products, services and audiences MCP4 develop ways of working that emphasise practical independence, self-directed learning and improving practice over time MCP5 explore how meaning is created and communicated through experimentation in a range of media MCP6 support progression to courses that might be either general or multi-disciplinary throughout, start general or multi-disciplinary and become more specialist, or be specialist throughout MCP7 	<p>CF1-33: MCP1-7</p> <p>CF12, CF13 and CF15: MCP1</p> <p>CF2, CF5-6 and CF25: MCP2</p> <p>CF13 and CF27: MCP3</p> <p>CF31-32: MCP4</p> <p>CF1-33: MCP5</p> <p>CF16-17: MCP6</p> <p>CF1-33: MCP7</p>

AGES 16-18 (EDEXCEL): A LEVEL	SUGGESTED CASE FILE(S)
<p>MEDIA COMMUNICATION AND PRODUCTION</p> <ul style="list-style-type: none"> encourage learners to develop a broad understanding and knowledge of, and skills in media applied within a work-related, client-orientated context, through learning approaches and activities that reflect working practices of, and constraints on, professionals working in the media industries MCP1 develop practical media skills, techniques and processes MCP2 study the working methods used by professional media practitioners as both individual and team workers MCP3 explore media practice in terms of products, services and audiences MCP4 develop ways of working that emphasise practical independence, self-directed learning and improving practice over time MCP5 explore how meaning is created and communicated through experimentation in a range of media MCP6 support progression to courses that might be either general or multi-disciplinary throughout, start general or multi-disciplinary and become more specialist, or be specialist throughout MCP7 	<p>CF1-33: MCP1-7</p> <p>CF12, CF13 and CF15: MCP1</p> <p>CF2, CF5-6 and CF25: MCP2</p> <p>CF13 and CF27: MCP3</p> <p>CF31-32: MCP4</p> <p>CF1-33: MCP5</p> <p>CF16-17: MCP6</p> <p>CF1-33: MCP7</p>

AGES 16-18 (OCR): AS LEVEL	SUGGESTED CASE FILE(S)
<p>MEDIA STUDIES</p> <ul style="list-style-type: none"> demonstrate skills of enquiry, critical thinking, decision-making and analysis M1 demonstrate a critical approach to media issues M2 demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy M3 develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences M4 demonstrate knowledge and understanding of the global nature of the media M5 apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantial judgements and draw conclusions about media issues M6 engage in critical debate about academic theories used in media studies M7 appreciate how theoretical understanding supports practice and practice supports theoretical understanding M8 	<p>CF1-33: M1-8</p> <p>CF12-13: M1</p> <p>CF10: M2</p> <p>CF31-32: M3-6</p> <p>CF10: M7-8</p>
<p>LAW</p> <ul style="list-style-type: none"> develop their knowledge and understanding of the English legal system and areas of both private [and public] law within the law of England and Wales L1 develop an understanding of legal method and reasoning as used by lawyers and the judiciary L2 develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law L3 develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities L4 	<p>CF1-33: L1-4</p> <p>CF2, CF12, CF15 and CF23: L1</p> <p>CF1, CF3, CF7, CF9 and CF11: L2</p> <p>CF7-9, CF18, CF21-23, CF26 and CF29: L3</p> <p>CF33: L4</p>

AGES 16-18 (OCR): A LEVEL	SUGGESTED CASE FILE(S)
<p>MEDIA STUDIES</p> <ul style="list-style-type: none"> demonstrate skills of enquiry, critical thinking, decision-making and analysis M1 demonstrate a critical approach to media issues M2 demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy M3 develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences M4 demonstrate knowledge and understanding of the global nature of the media M5 apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantial judgements and draw conclusions about media issues M6 appreciate how theoretical understanding supports practice and practice supports theoretical understanding M7 	<p>CF1-33: M1-7</p> <p>CF12-13: M1</p> <p>CF10: M2</p> <p>CF31-32: M3-6</p> <p>CF10: M7</p>
<p>LAW</p> <ul style="list-style-type: none"> develop their knowledge and understanding of the English legal system and areas of both private [and public] law within the law of England and Wales L1 develop an understanding of legal method and reasoning as used by lawyers and the judiciary L2 develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law L3 develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities L4 develop the ability to communicate persuasive legal arguments by reference to appropriate legal authorities L5 be able to demonstrate critical awareness of the influence and operation of the law in society L6 	<p>CF1-33: L1-6</p> <p>CF2, CF12, CF15 and CF23: L1</p> <p>CF1, CF3, CF7, CF9 and CF11: L2</p> <p>CF7-9, CF18, CF21-23, CF26 and CF29: L3</p> <p>CF33: L4</p> <p>CF3: L5</p> <p>CF4-6, CF12, CF14, CF19, CF24-25 and CF29: L6</p>

SCOTLAND: AGES 3-18

KEY AIMS OF CURRICULUM FOR EXCELLENCE (SECONDARY)

Its purpose is often summed up as helping children and young people to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

SQA'S SKILLS FRAMEWORK: DEVELOPING THE YOUNG WORKFORCE SKILLS FOR LEARNING, SKILLS FOR LIFE, AND SKILLS FOR WORK	SUGGESTED CASE FILE(S)
<p>LITERACY</p> <ul style="list-style-type: none"> ▪ This is the ability to communicate by reading, by writing, and by listening and talking. DYW1 <p>NUMERACY</p> <ul style="list-style-type: none"> ▪ This is the ability to use numbers to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. This is also the ability to understand the results. DYW2 <p>HEALTH AND WELL BEING</p> <ul style="list-style-type: none"> ▪ This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others. DYW3 <p>EMPLOYABILITY, ENTERPRISE AND CITIZENSHIP</p> <ul style="list-style-type: none"> ▪ This is the ability to develop skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources. DYW4 <p>THINKING SKILLS</p> <ul style="list-style-type: none"> ▪ This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating. DYW5 	<p>CF1-33: DYW1-5</p> <p>CF31: DYW1</p> <p>CF30: DYW3-5</p>

BGE THIRD LEVEL (S1-3)	SUGGESTED CASE FILE(S)
ENGLISH & LITERACY: LISTENING AND TALKING Enjoyment & Choice <ul style="list-style-type: none"> I can regularly select subject, purpose, format and resource to create texts of my choice, and am developing my one style. LIT 3-01a 	CF1-2 and CF4: LIT 3-01a
Tools for Listening and Talking <ul style="list-style-type: none"> When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a 	CF8, CF10 and CF27: LIT 3-02a
Finding and Using Information <ul style="list-style-type: none"> 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; identify and discuss similarities and differences between different types of text; and use this information for different purposes. LIT 3-04a 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 I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a 	CF1-2, CF4, CF8, CF10 and CF26-27: LIT 3-04a , LIT 3-05a , LIT 3-06a
Understanding, Analysing and Evaluating <ul style="list-style-type: none"> I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. LIT 3-07a To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. LIT 3-08a When listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; and identify issues raised, summarise findings or draw conclusions. LIT 3-09a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 3-10a 	CF2, CF8 and CF26-27: LIT 3-07a , LIT 3-09a , LIT 3-10a CF4: LIT 3-08a
ENGLISH & LITERACY: LISTENING AND READING Tools for Reading	CF5, CF31-32: ENG 3-12a and LIT 3-13a

<ul style="list-style-type: none"> Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 3-12a I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. LIT 3-13a 	
<p>Finding and Using Information</p> <ul style="list-style-type: none"> 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 	<p>CF5, CF27-19 and CF 31-32: LIT 3-14a, LIT 3-15a</p>
<p>Finding and Using Information, Understanding Analysing and Evaluating</p> <ul style="list-style-type: none"> To show my understanding across different areas of learning, I can: identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences from key statements; and identify and discuss similarities and differences between different types of text. LIT 3-16a To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. ENG 3-17a To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. LIT 3-18a 	<p>CF5, CF27-19, CF 31-32: LIT 3-16a, ENG 3-17a, LIT 3-18a</p>
<p>ENGLISH & LITERACY: WRITING</p> <p>Tools for Writing</p> <ul style="list-style-type: none"> As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. LIT 3-23a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a 	<p>CF16-17: LIT 3-22a, LIT 3-23a, LIT 3-24a</p>
<p>Organising and Using Information</p> <ul style="list-style-type: none"> I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and 	<p>CF21 and CF24: LIT 3-25a, LIT 3-26a</p>

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	
Creating Texts I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a	CF21 and CF24: LIT 3-28a
HEALTH AND WELLBEING Planning for Choices and Changes <ul style="list-style-type: none"> 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 3-20a 	CF1-33: HWB 3-20a
SOCIAL SCIENCES: Changes People in Society, Economy and Business <ul style="list-style-type: none"> When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. SOC 3-20a 	CF1-33: SOC 3-20a
TECHNOLOGIES Changes people in society economy and business searching, processing, and managing information responsibility <ul style="list-style-type: none"> Having used digital technologies to search, access and retrieve information I can justify my selection in terms of validity, reliability and have an awareness of plagiarism. TCH 3-02a 	CF1-33: TCH 3-02a

BGE FOURTH LEVEL (S1-3)	SUGGESTED CASE FILE(S)
ENGLISH & LITERACY: LISTENING AND TALKING Enjoyment & Choice <ul style="list-style-type: none"> I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 4-01a 	CF1-2 and CF4: LIT 4-01a
Tools for Listening and Talking <ul style="list-style-type: none"> When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a 	CF8, CF10 and CF27: LIT 4-02a
Finding and Using Information <ul style="list-style-type: none"> As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; and gather, link and use 	CF1-2, CF4, CF8, CF10 and CF26-27: LIT 4-04a , LIT 4-05a , LIT 4-06a

<p>information from different sources and use this for different purposes. LIT 4-04a</p> <ul style="list-style-type: none"> 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 4-05a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 4-06a 	
<p>Understanding, Analysing and Evaluating</p> <ul style="list-style-type: none"> I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts. LIT 4-07a To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. LIT 4-08a When listening and talking with others for different purposes, I can: communicate detailed information, ideas or opinions explain processes, concepts or ideas with some relevant supporting detail; and sum up ideas, issues, findings or conclusions. LIT 4-09a I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 4-10a 	<p>CF2, CF8 and CF26-27: LIT 4-07a, LIT 4-09a, LIT 4-10a</p> <p>CF4: LIT 4-08a</p>
<p>ENGLISH & LITERACY: READING</p> <p>Tools for Reading</p> <ul style="list-style-type: none"> Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 4-12a Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. LIT 4-13a 	<p>CF5, CF31-32: ENG 4-12a, LIT 4-13a</p>
<p>Finding and Using Information</p> <ul style="list-style-type: none"> 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 4-14a 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 4-15a 	<p>CF5, CF27-19 and CF31-32: LIT 4-14a, LIT 4-15a</p>
<p>ENGLISH & LITERACY: WRITING</p> <p>Tools for writing</p> <ul style="list-style-type: none"> As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 4-22a 	<p>CF5, CF27-19 and CF31-32: LIT 4-22a, LIT 4-23a, LIT 4-24a</p>

<ul style="list-style-type: none"> Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. LIT 4-23a I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT 4-24a 	
Organising and Using Information <ul style="list-style-type: none"> I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a 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 4-26a 	CF16-17: LIT 4-25a , LIT 4-26a
Creating Texts <ul style="list-style-type: none"> I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a 	CF21 and CF24: LIT 4-28a
HEALTH & WELLBEING Planning for Choices and Changes <ul style="list-style-type: none"> 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 4-20a 	CF1-33: HWB 4-20a
SOCIAL SCIENCES Changes People in Society, Economy and Business <ul style="list-style-type: none"> I can critically examine how some economic factors can influence individuals, businesses or communities. SOC 4-20a 	CF1-33: SOC 4-20a
TECHNOLOGIES Searching, Processing, and Managing Information Responsibly <ul style="list-style-type: none"> I can use digital technologies to process and manage information responsibly and can reference sources accordingly. TCH 4-02a 	CF1-33: TCH 4-02a

SENIOR PHASE: NATIONAL 5 (S4-6)	SUGGESTED CASE FILE(S)
MEDIA STUDIES <ul style="list-style-type: none"> the ability to analyse and create media content as appropriate to purpose, audience and context MS1 knowledge and understanding of the key aspects of media literacy as appropriate to content MS2 knowledge and understanding of the role of media within society MS3 the ability to plan and research when creating media content as appropriate to purpose, audience and context MS4 the ability to evaluate their own practice MS5 	CF1-33: MS1-5 CF22: MS1 CF33: MS2 CF6, 10, 13, 14 and 32: MS3 CF25: MS4

SENIOR PHASE: HIGHER (S4-6)	SUGGESTED CASE FILE(S)
MEDIA STUDIES <ul style="list-style-type: none"> the ability to analyse and create media content, as appropriate to purpose, audience and context MS1 knowledge and understanding of the key aspects of media literacy MS2 knowledge and understanding of the role of media within society MS3 the ability to plan and research when creating media content, as appropriate to purpose, audience and context MS4 the ability to evaluate their own practice MS5 	CF1-33: MS1-5 CF22: MS1 CF33: MS2 CF6, 10, 13, 14 and 32: MS3 CF25: MS4

WALES: AGES 11-14 (KS3)	SUGGESTED CASE FILE(S)
ENGLISH: KEY AIMS <ul style="list-style-type: none"> Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected E1 Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers E2 Learners should experience a language-rich environment where oracy, reading and writing experiences are connected E3 	CF1-33: E1-3
ENGLISH: ORACY <ul style="list-style-type: none"> respond orally to continuous and non-continuous texts E4 respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images E5 communicate for a range of purposes, e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings, speak and listen individually, in pairs, in groups and as members of a class E6 use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate E7 present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults E8 engage in activities that focus on words, their derivation, meanings, choice and impact E9 listen and view attentively, responding to a wide range of communication, e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions E10 use appropriate vocabulary suitable for the situation or purpose E11 	CF4: E4-6 CF1: E4-6 , E8 , E11 CF2: E4-11 CF26: E7 , E9 CF27: E10
ENGLISH: ORACY ELEMENTS <ul style="list-style-type: none"> developing and presenting information and ideas through speaking, listening and collaboration and discussion E12 	CF8, CF10 and CF27: E12
ENGLISH: READING <ul style="list-style-type: none"> read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include: <ul style="list-style-type: none"> extracts and complete texts E13 information and reference texts E14 texts that have challenging subject matter, which broadens perspectives and extends thinking E15 	CF5: E13-18 , E20-23 CF27-29 and CF31-32: E13-23

<ul style="list-style-type: none"> ○ texts with a variety of structures, forms, purposes, intended audiences and presentational devices E16 ○ texts that demonstrate quality and variety in language use E17 ○ texts that reflect individual choice of reading matter E18 ○ texts with a variety of social, historical and cultural contexts E19 ○ texts that extend learners' intellectual, moral and emotional understanding E20 ○ texts that show the evolving nature of the English language including the impact of technology and the media on language use and forms of communication E21 ○ texts that present challenge E22 ▪ read for different purposes, e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding E23 	
<p>ENGLISH: READING ELEMENTS</p> <ul style="list-style-type: none"> ▪ locating, selecting and using information through reading strategies, comprehension E24 ▪ responding to what has been read through comprehension and response and analysis E25 	<p>CF5, CF31-32: E24-25</p>
<p>ENGLISH: WRITING</p> <ul style="list-style-type: none"> ▪ write for a variety of purposes, including to: <ul style="list-style-type: none"> ○ recount E26 ○ instruct E27 ○ inform E28 ○ explain E29 ○ argue/persuade – discuss/analyse – evaluate E30 ○ narrate E31 ○ describe E32 ○ empathise E33 ▪ write in a range of continuous and non-continuous texts in a variety of forms, e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies E34 ▪ write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters E35 ▪ use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music E36 ▪ use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers. E37 	<p>CF16: E26-32, E35-37 CF17: E34</p>
<p>ENGLISH: WRITING ELEMENTS</p> <ul style="list-style-type: none"> ▪ Organising ideas and information through meaning, purposes, readers, structure and organisation E38 	<p>CF21 and CF24: E38-39</p>

<ul style="list-style-type: none"> ▪ Writing accurately through language, grammar, punctuation spelling, handwriting E39 	
<p>ART AND DESIGN: UNDERSTANDING</p> <p>Explore the diverse working practices of artists, craftworkers and designers from different:</p> <ul style="list-style-type: none"> ▪ periods, places, cultures AD1 ▪ considering their purpose and intentions AD2 	<p>CF1, CF2 and CF4-7: AD1-2</p>
<p>PSE AIMS</p> <ul style="list-style-type: none"> ▪ develop learners' self-esteem and a sense of personal responsibility PSE1 ▪ promote self-respect, respect for others and celebrate diversity PSE2 ▪ prepare learners for the choices and opportunities of lifelong learning PSE3 ▪ prepare learners for the challenges, choices and responsibilities of work and adult life PSE4 	<p>CF1-33: PSE1-4</p> <p>CF4 and CF8: PSE2</p>
<p>PSE: DEVELOPING THINKING</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ use some prior knowledge to explain links between cause and effect PSE5 ▪ identify and assess bias and reliability, e.g. evaluate messages from the media PSE6 ▪ consider others' views to inform opinions and make informed decisions and choices effectively PSE7 	<p>CF10 and CF30-31: PSE5-7</p>
<p>PSE: DEVELOPING COMMUNICATION</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ listen attentively in different situations and respond appropriately PSE8 ▪ communicate confidently personal feelings and views through a range of appropriate methods PSE9 ▪ express opinions clearly and justify a personal standpoint PSE10 ▪ take part in debates and vote on issues PSE11 	<p>CF8, CF10 and CF30-31: PSE8-11</p>
<p>PSE: ACTIVE CITIZENSHIP</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ develop respect for themselves and others PSE12 	<p>CF8 and CF10: PSE12</p>
<p>PSE: DEVELOPING ICT</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ find and develop information and ideas PSE13 ▪ create and present information and ideas PSE14 ▪ use ICT safely and responsibly, following safe practices PSE15 	<p>CF30: PSE13-15</p>

AGES 14-16 (KS4)	SUGGESTED CASE FILE(S)
<p>ENGLISH: KEY AIMS</p> <ul style="list-style-type: none"> ▪ Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected E1 ▪ Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers E2 ▪ Learners should experience a language-rich environment where oracy, reading and writing experiences are connected E3 	<p>CF1-33: E1-3</p>
<p>ENGLISH: ORACY</p> <ul style="list-style-type: none"> ▪ respond orally to continuous and non-continuous texts E4 ▪ increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages E5 ▪ respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images E6 ▪ communicate for a range of purposes, e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings E7 ▪ speak and listen individually, in pairs, in groups and as members of a class E8 ▪ use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate E9 ▪ present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults E10 ▪ listen and view attentively, responding to a wide range of communication, e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions E11 ▪ speak clearly, using intonation and emphasis appropriately, e.g. recitation, oral storytelling E12 ▪ use appropriate vocabulary suitable for the situation or purpose E13 	<p>CF4: E4-6 CF1: E4-6, E8, E11-12 CF2: E4-12 CF26: E7, E9 CF27: E10, E13 CF8 and CF10: E13</p>
<p>ENGLISH: ORACY ELEMENTS</p> <ul style="list-style-type: none"> ▪ Developing and presenting information and ideas through speaking, listening and collaboration and discussion E14 	<p>CF1: E14</p>
<p>ENGLISH: READING</p> <ul style="list-style-type: none"> ▪ read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include: <ul style="list-style-type: none"> ○ extracts and complete texts E15 	<p>CF5: E15-19, E21-24 CF27-29 and CF31-32: E15-E24</p>

<ul style="list-style-type: none"> ○ information and reference texts E16 ○ texts that have challenging subject matter, which broaden perspectives and extend thinking E17 ○ texts with a variety of structures, forms, purposes, intended audiences and presentational devices E18 ○ texts that demonstrate quality and variety in language use E19 ○ texts that reflect individual choice of reading matter E20 ○ texts with a variety of social, historical and cultural contexts E21 ○ texts that extend learners' intellectual, moral and emotional understanding E22 ○ texts that present challenge E23 ▪ read for different purposes, e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer to analyse purpose; to identify alternative readings of a text E24 	
<p>ENGLISH: READING ELEMENTS</p> <ul style="list-style-type: none"> ▪ locating, selecting and using information through reading strategies E25 ▪ responding to what has been read through comprehension, response and analysis E26 	<p>CF5, CF31-32: E25-26</p>
<p>ENGLISH: WRITING</p> <ul style="list-style-type: none"> ▪ write for a variety of purposes, including to: <ul style="list-style-type: none"> ○ recount E27 ○ instruct E28 ○ inform E29 ○ explain E30 ○ argue/persuade – discuss/analyse – evaluate E31 ○ narrate E32 ○ describe E33 ○ empathise E34 ▪ write in a range of continuous and non-continuous texts in a variety of forms, e.g. letters, diaries, articles, stories, reports, speeches, plays, scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies E35 ▪ write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters E36 ▪ use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music E37 	<p>CF16: E27-33 CF17: E36</p>
<p>ENGLISH: WRITING ELEMENTS</p> <ul style="list-style-type: none"> ▪ organising ideas and information through meaning, purpose, readers, structure and organisation E38 	<p>CF16, CF21 and CF24: E38-39</p>

<ul style="list-style-type: none"> ▪ writing accurately through language, grammar, punctuation, spelling and handwriting E39 	
<p>PSE: DEVELOPING THINKING</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ use prior knowledge to explain links between cause and effect, and make predictions PSE1 ▪ analyse information and ideas in order to assess bias, reliability and validity PSE2 ▪ take different perspectives into account when making informed decisions and choices effectively PSE3 	<p>CF1-33: PSE1-8</p> <p>CF10 and CF30: PSE2-3</p>
<p>PSE: DEVELOPING COMMUNICATION</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ listen perceptively in a range of situations, and respond appropriately PSE4 ▪ communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods PSE5 ▪ appreciate, reflect on and critically evaluate other points of view PSE6 	<p>CF30-31: PS4-6</p>
<p>PSE: DEVELOPING ICT</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ▪ find and develop information and ideas PSE7 ▪ create and present information and ideas PSE8 	<p>CF30-31: PS7-8</p>

AGES 16-18 (WJEC): GCSE	SUGGESTED CASE FILE(S)
MEDIA STUDIES <ul style="list-style-type: none"> develop investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to learners and to the world in which they live MS1 develop their appreciation and critical understanding of the media and its role in their daily lives MS2 develop their practical and creative skills through opportunities for personal engagement and creativity MS3 understand how to use media concepts and ideas to analyse media productions in their various contexts MS4 	CF1-33: MS1-4 CF12 and 25: MS1 CF10, 13 and 14: MS2 CF2, 5, 6 and 22: MS3 CF6 and 31: MS4
LAW <ul style="list-style-type: none"> develop their knowledge and understanding of the Welsh legal system and areas of both private [and public] law within the law of Wales and England L1 develop an understanding of legal method and reasoning as used by lawyers and the judiciary L2 develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law L3 and develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities L4 	CF1-33: L1-4 CF2, CF12 and CF23: L1 CF1, CF3, CF7, CF9 and CF11: L2 CF7-9, CF18, CF21-23, CF26 and CF29: L3 CF33: L4

AGES 16-18 (WJEC): A LEVEL	SUGGESTED CASE FILE(S)
MEDIA STUDIES <ul style="list-style-type: none"> understand the relevance and impact of the media and its role in their daily lives MS1 demonstrate knowledge and understanding of the global nature of the media MS2 develop skills of enquiry, critical understanding and analysis of the media through engagement with media products and concepts and through the creative application of practical skills MS3 explore and understand relevant contexts of media MS4 develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences MS5 develop their independence when researching and creating practical work and forming their own views and interpretations MS6 analyse and apply critical perspectives to media products MS7 value their own practical work MS8 	CF1-33: MS1-8 CF10, 13 and 14: MS1 CF25 and 32: MS2 CF2, 5 and 6: MS3 CF25, 27, 31 and 32: MS4 CF25, 31 and 32: MS5 CF0, 2, 5, 6 and 12: MS6 CF16, 17, 31 and 32: MS7

<p>LAW</p> <ul style="list-style-type: none"> ▪ develop their knowledge and understanding of the Welsh legal system and areas of both private [and public] law within the law of Wales and England L1 ▪ develop an understanding of legal method and reasoning as used by lawyers and the judiciary L2 ▪ develop and apply the techniques of legal method and reasoning to analyse and offer answers to problems, based on legal principles, legislation and case law L3 ▪ and develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities L4 ▪ communicate persuasive legal arguments by reference to appropriate legal authorities L5 ▪ evaluate the strength of legal arguments L6 ▪ and be able to demonstrate critical awareness of the influence and operation of the law in society L7 	<p>CF1-33: L1-7</p> <p>CF2, CF12, CF15, and CF23: L1</p> <p>CF1, CF3, CF7, CF9 and CF11: L2</p> <p>CF7-9, CF18, CF21-23, CF26 and CF29: L3</p> <p>CF33: L4</p> <p>CF30: L5</p> <p>CF8, CF30 and CF33: L6</p> <p>CF4-6, CF12, CF14, CF19, CF24-25 and CF29: L7</p>
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NORTHERN IRELAND: AGES 11-16 (KS3 & KS4)

CURRICULUM AIMS

- the Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives

CURRICULUM OBJECTIVES

- to develop a young person as an individual
- to develop the young person as a contributor to society
- to develop the young person as a contributor to the economy and environment

AGES 11-14 (KS3)	SUGGESTED CASE FILE(S)
KEY ELEMENTS: CITIZENSHIP <ul style="list-style-type: none"> respect the rights of others CZ1 recognise the interdependence of people, communities and the environment CZ2 negotiate and compromise CZ3 contribute to the welfare of school, the community and the environment CZ4 	CF1-33: CZ1-4 CF4 and CF33: CZ1 CF6: CZ2 CF22: CZ3 CF5: CZ4
KEY ELEMENTS: CULTURAL UNDERSTANDING <ul style="list-style-type: none"> recognise the richness and diversity of cultural influences in contemporary society CU1 engage with human cultural achievement in a range of forms and contexts CU2 	CF1-33: CU1-2 CF5, CF6 and CF32: CU1 Annotations 1-6: CU2
KEY ELEMENTS: MEDIA AWARENESS <ul style="list-style-type: none"> be critically aware of the range of print, sound, moving image and graphic media MA1 assess the role and influence of media within society MA2 	CF1-33: MA1-2 Annotations 1-6: MA1 CF32: MA2
CROSS CURRICULAR SKILLS: COMMUNICATION (TALKING & LISTENING) <ul style="list-style-type: none"> listen to and take part in discussions, explanations, role plays and presentations CM1 contribute comments, ask questions and respond to others' points of view CM2 communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary CM3 structure talk so that ideas can be understood by others CM4 	CF1-33: CM1-13 CF8 and CF10: CM1-6 CF2: CM3-5 CF8: CM9 CF5: CM10 CF22: CM11

<ul style="list-style-type: none"> ▪ speak clearly and adapt ways of speaking to audience and situation CM5 ▪ use non-verbal methods to express ideas and engage with the listener CM6 <p>READING</p> <ul style="list-style-type: none"> ▪ read a range of texts for information, ideas and enjoyment CM7 ▪ use a range of strategies to read with increasing independence CM8 ▪ find, select and use information from a range of sources CM9 ▪ understand and explore ideas, event and features in texts; and use evidence from texts to explain opinions CM10 <p>WRITING</p> <ul style="list-style-type: none"> ▪ talk about, plan and edit work CM11 ▪ communicate information, meaning, feelings, imaginings and ideas in a clear and organised way CM12 ▪ develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes CM13 	<p>CF2, CF8, CF22 and CF30: CM13</p>
<p>THINKING SKILLS AND PERSONAL CAPABILITIES (TS&PC): MANAGING INFORMATION</p> <ul style="list-style-type: none"> ▪ ask focused questions MI1 ▪ plan and set goals and break a task into sub-tasks MI2 ▪ use their own and others' ideas to locate sources of information MI3 ▪ select, classify, compare and evaluate information MI4 ▪ select the most appropriate method for a task MI5 ▪ use a range of methods for collating, recording and representing information MI6 ▪ communicate with a sense of audience and purpose MI7 	<p>CF1-33: MI1-7 CF8: MI3 CF18: MI4 CF8 and CF10: MI7 CF30: MI7</p>
<p>TS&PC: THINKING, PROBLEM-SOLVING AND DECISION-MAKING</p> <ul style="list-style-type: none"> ▪ make predictions, examine evidence, and distinguish fact from opinion TPD1 ▪ make links between cause and effect TPD2 ▪ justify methods, opinions and conclusions TPD3 ▪ generate possible solutions, try out alternative approaches, and evaluate outcomes TPD4 ▪ examine options and weigh up pros and cons TPD5 ▪ use different types of questions TPD6 ▪ make connections between learning in different contexts TPD7 	<p>CF1-33: TPD1-7 CF18: TPD1, TPD5 CF30: TPD3, TPD5</p>

<p>TS&PC: BEING CREATIVE</p> <ul style="list-style-type: none"> ▪ seek out questions to explore and problems to solve BC1 ▪ experiment with ideas and questions BC2 ▪ make new connections between ideas/information BC3 ▪ learn from and value other people's ideas BC4 ▪ make ideas real by experimenting with different designs, actions, and outcomes BC5 ▪ challenge the routine method BC6 ▪ value the unexpected or surprising BC7 ▪ see opportunities in mistakes and failures BC8 ▪ take risks for learning BC9 	<p>CF1-33: BC1-9</p> <p>CF1: BC2, BC5</p> <p>CF6 and CF7: BC5</p>
<p>TS&PC: WORKING WITH OTHERS</p> <ul style="list-style-type: none"> ▪ listen actively and share opinions WWO1 ▪ develop routines of turn-taking, sharing and cooperating WWO2 ▪ give and respond to feedback WWO3 ▪ understand how actions and words affect others WWO4 ▪ adapt their behaviour and language to suit different people and situations WWO5 ▪ take personal responsibility for work with others and evaluate their own contribution to the group WWO6 ▪ be fair WWO7 ▪ respect the views and opinions of others and reach agreements using negotiation and compromise WWO8 ▪ suggest ways of improving their approach to working collaboratively WWO9 	<p>CF22 and CF32: WWO1-9</p> <p>CF26: WWO1-3, WWO6-9</p> <p>CF8 and CF10: WWO1, WWO3, WWO8</p>
<p>TS&PC: SELF-MANAGEMENT</p> <ul style="list-style-type: none"> ▪ organise and plan how to go about a task SM1 ▪ focus, sustain attention and persist with tasks SM2 ▪ review learning and some aspect that might be improved SM3 ▪ learn ways to manage their own time SM4 ▪ seek advice when necessary SM5 ▪ compare their own approach with others' and in different contexts SM6 	<p>CF1-33: SM1-6</p> <p>CF22: SM1, SM3</p>
<p>LANGUAGE & LITERACY: ENGLISH WITH MEDIA</p> <p>Developing Pupils' Knowledge, Understanding and Skills</p> <ul style="list-style-type: none"> ▪ expressing viewpoints LL1 	<p>CF1-33: LL1-10</p> <p>CF2 and CF10: LL1-2</p> <p>CF32: LL1-3</p>

<ul style="list-style-type: none"> ▪ talking to include debate, role-play, interviews, presentations and group discussions LL2 ▪ listening actively and reporting back LL3 ▪ interpreting visual stimuli including the moving image LL4 ▪ participating in a range of drama activities LL5 ▪ reading and viewing for key ideas, enjoyment and empathy LL6 ▪ developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created LL7 ▪ developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar LL8 ▪ analysing critically their own and other texts LL9 ▪ using a range of techniques, forms and media to convey information creatively and appropriately LL10 	<p>CF8: LL2-3</p> <p>CF26: LL2</p> <p>CF5 and CF21: LL7</p> <p>CF22: LL2-3, LL9</p>
<p>ART AND DESIGN</p> <p>Developing pupils' knowledge, understanding and skills</p> <ul style="list-style-type: none"> ▪ researching, gathering and interrupting information from direct experiences, observations, imagination, memory, imagination from a range of traditional and digital sources AD1 ▪ evaluating and appreciating their own and others' works through discussion and reflection AD2 ▪ developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present; AD3 ▪ developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making; AD4 	<p>CF1-33: AD1-4</p> <p>CF1: AD1, AD4</p> <p>CF2: AD2</p> <p>CF6: AD3</p> <p>CF7: AD2-4, AD9</p>
<p>Developing pupils as contributors to society:</p> <ul style="list-style-type: none"> ▪ investigate and respond to the use of visual language, logos and catchphrases in advertising (key element – media awareness) AD5 	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ research and manage information effectively to investigate and inform ideas in art, design, craft, digital media and moving image, using Mathematics and ICT where appropriate AD6 ▪ show deeper artistic understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriates AD7 ▪ demonstrate creativity and initiative when developing ideas and following them through AD8 ▪ work effectively with others AD9 	<p>CF1-33: AD6-9</p> <p>CF32: AD8, AD9</p> <p>CF8, CF10 and CF26: AD9</p>

AGES 14-16 (KS4)	SUGGESTED CASE FILE(S)
<p>CROSS CURRICULAR SKILLS: COMMUNICATION</p> <ul style="list-style-type: none"> ▪ develop as individuals CM1 ▪ contribute as members of society CM2 ▪ communicating meaning, feelings and viewpoints in a logical and coherent manner CM3 ▪ making oral and written summaries, reports and presentations, taking account of audience and purpose CM4 ▪ participating in discussions, debates and interviews CM5 ▪ interpreting, analysing and presenting information in oral, written and ICT formats CM6 ▪ exploring and responding, both imaginatively and critically, to a variety of texts CM7 	<p>CF1-33: CM1-7 CF2: CM3, CM7 CF8 and CF10: CM3-5 CF32: CM5, CM7</p>
<p>TS&PC: PROBLEM SOLVING SKILLS</p> <ul style="list-style-type: none"> ▪ identify and analyse relationships and patterns PS1 ▪ propose justified explanations PS2 ▪ reason, form opinions and justify their views PS3 ▪ analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas PS4 ▪ analyse and evaluate multiple perspectives PS5 ▪ explore unfamiliar views without prejudice PS6 ▪ weigh up options and justify decisions PS7 ▪ apply and evaluate a range of approaches to solve problems in familiar and novel contexts PS8 	<p>CF1-33: PS1-8 CF10: PS3 CF33: PS4 CF10 and CF30: PS5, PS7</p>
<p>TS&PC: WORKING WITH OTHERS</p> <ul style="list-style-type: none"> ▪ learn with and from others through co-operation WWO1 ▪ participate in effective teams and accept responsibility for achieving collective goals WWO2 ▪ listen actively to others and influence group thinking and decision-making, taking account of others' opinions WWO3 	<p>CF8, CF10, CF26 and CF32: WWO1-3</p>

<p>TS&PC: SELF-MANAGEMENT SKILLS</p> <ul style="list-style-type: none"> ▪ plan work SM1 ▪ set personal learning goals and targets to meet deadlines SM2 ▪ monitor, review and evaluate their progress and improve their learning SM3 ▪ effectively manage their time SM4 	<p>CF1-33: SM1-4</p>
<p>CCEA: ENGLISH LANGUAGE at GCSE</p> <p>Speaking and Listening strand</p> <ul style="list-style-type: none"> ▪ communicate clearly and effectively EL1 ▪ present information and ideas EL2 ▪ express ideas clearly, accurately and appropriately EL3 ▪ listen and respond to others' ideas and perspectives EL4 ▪ challenge what they hear where appropriate and shape EL5 ▪ gain meaning through asking questions and making comments and suggestions EL6 	<p>CF1-33: EL1-6</p> <p>CF8: EL1-5</p> <p>CF32: EL1-4</p> <p>CF2 and CF10: EL2-5</p>
<p>MOVING IMAGE ARTS at GCSE</p> <ul style="list-style-type: none"> ▪ develop a critical understanding of film language, narrative, representation and audience in both theory and practice MIA1 ▪ investigate and research others work and demonstrate the ability to analyse and evaluate creative purpose MIA2 ▪ acquire knowledge and understanding of moving image genres and contexts MIA3 ▪ develop ideas by investigating and experimenting with film-making techniques and processes MIA4 ▪ develop the ability to manage resources, processes and equipment at different stages of moving image production MIA5 ▪ create complete moving image products MIA6 ▪ develop technical competence in using film-making techniques MIA7 ▪ evaluate the effectiveness of their practice as film-makers MIA8 	<p>CF1-33: MIA1-6</p> <p>CF16: MIA2</p> <p>CF17, CF25 and CF27: MIA3-4</p> <p>CF2, 5, 6, 16 and 25: MIA7</p>

AGES 16-18 (CCEA): GCE AS/A2	SUGGESTED CASE FILE(S)
<p>MOVING IMAGE ARTS</p> <ul style="list-style-type: none"> ▪ develop technical and expressive competence in using film-making and animation techniques MIA1 ▪ acquire knowledge and understanding of moving image genres, movements and contexts MIA2 ▪ develop a critical understanding of film language, narrative and audience in both theory and practice MIA3 ▪ develop ideas through investigating and experimenting with film-making techniques and processes MIA4 ▪ investigate and research the work of others, demonstrating the ability to analyse and evaluate creative purpose MIA5 ▪ develop knowledge and understanding of the role that moving image has in contemporary society and an awareness of what is involved in moving image production and consumption MIA6 ▪ take responsibility for the content of their work and its potential impact on a target audience MIA7 ▪ develop creativity, teamwork and problem-solving skills MIA8 ▪ demonstrate enterprise and initiative in making their own films MIA9 ▪ evaluate the effectiveness of their own practice as film-makers MIA10 	<p>CF1-33: MIA1-6 and 8</p> <p>CF17, CF25 and CF27: MIA2 and 4</p> <p>CF16: MIA5</p> <p>CF5 and 11: MIA7</p> <p>CF12-13: MIA8</p> <p>CF32: MIA9</p>

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