

Links with National Curriculum Programmes of Study and Key Skills

3.2

You will find both statutory and non-statutory guidance and complete programmes of study on the DfE website:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014>

History KS1, KS2 and KS3

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

KS1

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in the locality.

KS2

- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (this may be 20th or 21st century).

KS3

- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study
- at least one study of a significant society or issue in world history and its interconnections with other world developments.

PSHE (none statutory) KS1 and KS2

No statutory programme of study; personal and social elements may draw on previous none statutory Citizenship content; a school has a right to choose content as applicable to the needs and wants of students.

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

DfE 2013

Citizenship KS3 and KS4

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular,

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citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

KS3

- understand democracy, government and the rights and responsibilities of citizens.
- apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and
- evaluate viewpoints, present reasoned arguments and take informed action.
- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

KS4

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account
- actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

English KS1, KS2, KS3 and KS4

Spoken Language – all aspects

Reading and Writing as applicable (see statutory document) and choose detail as appropriate to activities and focus.

Computing KS1, KS2, KS3 and KS4

KS1

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other

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online technologies.

KS2

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

KS3

- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

KS4

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Post Sixteen

Possible subject focus – Citizenship, History, Sociology, English, Computing, Art and Design

Key skills

Communication, ICT, working with others, problem solving

Thinking skills:

- information processing
- reasoning
- enquiry
- creative
- evaluative

Cross curricular themes and dimensions – SMSC, diversity and equality, community cohesion, resilience to extremism and radicalisation.