

## National Curriculum

**The following information contains extracts from the National Curriculum handbook for key stages 3 & 4.**

**Key stage 3 = 11-14 year olds. Years 7-9**

**Key stage 4 = 14-16 year olds. Years 10 & 11**

“The school curriculum should contribute to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.....the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

...It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.”

### **Education for Sustainable Development**

ESD enables pupils to develop the knowledge, skills, understanding and values to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future. There are opportunities for pupils to develop their understanding of sustainable development within the school curriculum, in particular in their work in geography, science, PSHE and Citizenship.

### **Citizenship**

Main areas:

- Central and local government – how they work, what they offer and how you can contribute.
- Parliamentary and other forms of government.
- The work of community-based, national and international voluntary groups.
- The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.
- Think about topical political, spiritual, moral, social and cultural issues.
- Justify orally and in writing a personal opinion about issues, problems or events.
- Contribute to class discussions and take part in debates.
- Use imagination to consider other people’s experiences.
- Negotiate, decide and take part responsibly in both school and community-based activities.
- Reflect on the process of participating.

### **PSHE**

Personal, social and health education at key stages 3 and 4 helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. For example pupils may be asked to consider social and moral dilemmas such as how the choices they make as consumers affect other people’s economies and environments.

## **Geography**

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

Includes issues such as:

- Appreciate how people's values and attitudes including their own, affect contemporary social, environmental, economic and political issues.
- Places and environments in the news and other significant places and environments.
- How and why changes happen in places and the issues that arise from these changes.
- Explain how places are interdependent and explore the ideas of global citizenship.
- Identify, describe and explain physical and human processes, and their impact on places and environments.
- Describe and explain environmental change and recognise different ways of managing it.
- Explore the ideas of sustainable development and recognise its implications for people, places and environments and for their own lives.
- Weather, ecosystems, population, changing characteristics of settlements, development.
- How conflicting demands on an environment arise; how and why attempts are made to plan and manage environments; effects of environmental planning and management on people, places and environments.
- Resource issues including the effects on the environment of the use of a resource.

## **Science**

Scientific enquiry; life processes and living things, materials and their properties and physical processes. This includes thinking about the positive and negative effects of scientific and technological developments on the environment.

Includes:

- Ways in which living things and the environment can be protected and the importance of sustainable development.
- Habitats support a diversity of plants and animals that are interdependent.
- Possible effects of burning fossil fuels on the environment and how these effects can be minimised.
- The variety of energy resources, including oil, gas, coal, biomass, food, wind, waves and batteries, and the distinction between renewable and non-renewable resources.
- Generation of electricity.
- Conservation of energy.

## **English**

Speaking, listening, group discussion, drama, look at different texts, media, TV, radio, writing – imaginative, persuasive arguments, conveying information – leaflets, poems, articles, letters, campaign material (can link to Citizenship and ICT).

## **Mathematics**

Problem solving, graphs, statistics, data, future predictions, communicating, reasoning, collecting data – questionnaires, surveys, handling data (can link to ICT and Science).

## **Design & Technology/D&T**

Teaching should ensure that knowledge and understanding are applied when developing ideas, planning, producing products and evaluating them. Global and environmental impact of products and assessment for sustainability. Green designs.

**Information & Communication Technology/ICT**

How and when to use it; sources of information; collecting, recording information; presenting and sharing information; communicating; e-mail; sharing views on ICT; use in the wider world.

**History**

Significant main events; significance of historical events; interpreting historical events; historical enquiry – using ICT, photos, documents, books. Looking at political, religious and social changes.

**Art & Design**

Use to get creative and get environmental messages across. Look at different cultures and art; natural and man made objects; use the environment as your inspiration, get ideas from the natural world. Use ICT, visit galleries and museums. Investigate environmentally friendly materials; junk modelling.

**Music**

Listen to environmental songs, write your own, change song lyrics.

**Modern Foreign Languages/MFL**

Use environmental case studies, texts.

**Physical Education/PE**

Link with PSHE; exercise – walking, not using the car all the time; eating well – organic food/locally produced. Outdoor activities – be out in your environment.

**The Environment**

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

On the basis of these values, we should:

- Accept our responsibility to maintain a sustainable environment for future generations
- Understand the place of human beings within nature
- Understand our responsibilities for other species
- Ensure that development can be justified
- Preserve balance and diversity in nature wherever possible
- Preserve areas of beauty and interest for future generations
- Repair, wherever possible, habitats damaged by human development and other means.

From: Statement of values by the National Forum for Values in Education and the Community.