

English

Other curriculum links

Topic

Activity

Castle inspiration
Exciting writing

In the mood ...
(poetry)

Many, many years ago ...
(fiction)

Writing

Skills

Pupils should be given opportunities to communicate in writing to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
4. choose and use a wide range of vocabulary with increasing precision
7. use appropriate vocabulary and terminology to consider and evaluate their own work and that of others
8. draft, edit and improve their work, using ICT as appropriate to plan, draft, revise, proof-read and prepare a final copy



Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes
4. writing in response to a wide range of visual, audio and written stimuli.

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- in planning writing make choices about content, structure, language, presentation to suit the purpose
- improve writing through independent review and redrafting

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use technical terms, language and expression consistent with the subject

History

Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Range

Pupils should be given opportunities to:

carry out

- investigations into historical issues on a range of scales, from the local to the international

English

Other curriculum links

Topic

Activity

Castle inspiration
Exciting writing

Visit Wales
(non-fiction)

Writing

Skills

Pupils should be given opportunities to communicate in writing to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
4. choose and use a wide range of vocabulary with increasing precision
8. draft, edit and improve their work, using ICT as appropriate to plan, draft, revise, proof-read and prepare a final copy
9. present writing appropriately:
 - using appropriate features of layout and presentation, including ICT.



Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes
2. writing for a range of real or imagined audiences
3. writing in a range of forms
4. writing in response to a wide range of visual, audio and written stimuli.

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- in planning writing make choices about content, structure, language and presentation to suit the purpose
- improve writing through independent review and redrafting
- write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use technical terms, language and expression consistent with the subject
- make connections and/or elaborate to ensure full coverage of topic

Geography



Skills

Locating places, environments and patterns

Pupils should be given opportunities to:

- locate places and environments using globes, atlases, maps and plans
- use maps, plans and imagery of different types and scales and ICT to interpret and present locational information



Range

Pupils should be given opportunities to:

carry out

- fieldwork to observe and investigate real places and processes

History



Skills

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Range

Pupils should be given opportunities to:

carry out

- investigations into historical issues on a range of scales, from the local to the international

ask and answer the questions

- what were the key changes in this period; what impact did these have on your locality?

English

Other curriculum links

Topic

Activity

Castle inspiration
Talk of the town

Building castles - Debating the issue

Oracy Skills

Pupils should be given opportunities to:

1. listen and view attentively, responding to a wide range of communication
3. communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
4. extend their understanding of the social conventions of conversation and discussion



Range

Pupils should be given opportunities to develop their oral skills through:

2. experiencing and responding to a variety of stimuli and ideas: audio, visual and written
3. communicating for a range of purposes
5. using a variety of methods to present ideas



Literacy Framework

Strand 1: Oracy across the curriculum

Elements: Developing and presenting information and ideas

Aspects: Speaking, Listening, Collaboration and discussion

Learners are able to:

- present ideas and issues convincingly using a range of techniques for impact
- argue and defend a convincing case using subject knowledge effectively, e.g. in role or debate
- discuss opposing viewpoints and negotiate ways forward
- make a range of contributions to discussions

History Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one
2. describe, analyse and explain patterns and relationships, e.g. cause and consequence



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Range

Pupils should be given opportunities to:

explore and interpret the following historical contexts in chronological order

- how the coming of the Normans affected Wales and Britain between 1000 and 1500

carry out

- investigations into historical issues on a range of scales, from the local to the international

ask and answer the questions

- what were the key changes in this period; what impact did these have on your locality?

Geography Skills



Understanding places, environments and processes

Pupils should be given opportunities to:

3. explain how and why places and environments change and identify trends and future implications

PSE Skills



Developing communication

Learners should be given opportunities to:

- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods
- express opinions clearly and justify a personal standpoint
- take part in debates and vote on issues.



English

Other curriculum links

Topic

Activity

Castle inspiration
Talk of the town

Castle conversations

Oracy

Skills

Pupils should be given opportunities to:

1. listen and view attentively, responding to a wide range of communication
3. communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener

Range

Pupils should be given opportunities to develop their oral skills through:

2. experiencing and responding to a variety of stimuli and ideas: audio, visual and written
3. communicating for a range of purposes
5. using a variety of methods to present ideas



Literacy Framework

Strand 1: Oracy across the curriculum

Elements: Developing and presenting information and ideas

Aspects: Speaking, Listening, Collaboration and discussion

Learners are able to:

- defend a point of view with information and reasons, e.g. in role

History



Skills

Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one
2. describe, analyse and explain patterns and relationships, e.g. cause and consequence



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Range

Pupils should be given opportunities to:

explore and interpret the following historical contexts in chronological order

- how the coming of the Normans affected Wales and Britain between 1000 and 1500

carry out

- investigations into historical issues on a range of scales, from the local to the international

PSE



Skills

Developing communication

Learners should be given opportunities to:

- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods



English

Other curriculum links

Topic

Activity



Castle inspiration
Talk of the town

Let's talk

Oracy




Skills

Pupils should be given opportunities to:

1. listen and view attentively, responding to a wide range of communication
2. identify key points and follow up ideas through probing question and comment in order to inform and moderate opinions, ideas and judgements and to learn through talk 
3. communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
4. extend their understanding of the social conventions of conversation and discussion 

Range

Pupils should be given opportunities to develop their oral skills through:

2. experiencing and responding to a variety of stimuli and ideas: audio, visual and written 
3. communicating for a range of purposes 
4. speaking and listening individually, in pairs, in groups and as members of a class 
5. using a variety of methods to present ideas
6. presenting, talking and performing for a variety of audiences

Literacy Framework

Strand 1: Oracy across the curriculum

Elements: Developing and presenting information and ideas

Aspects: Speaking, Listening, Collaboration and discussion

Learners are able to:

- present ideas and issues convincingly using a range of techniques for impact
- respond thoughtfully to others' ideas, asking pertinent questions
- discuss opposing viewpoints and negotiate ways forward
- make a range of contributions to discussions


History

Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one 

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Range

Pupils should be given opportunities to:

carry out

- investigations into historical issues on a range of scales, from the local to the international

PSE

Skills



Developing communication

Learners should be given opportunities to:



- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods
- express opinions clearly and justify a personal standpoint
- take part in debates and vote on issues.

English

Other curriculum links

Topic

Activity

Just the job

Give us a clue?
Dirty work

Oracy Skills

Pupils should be given opportunities to:

1. listen and view attentively, responding to a wide range of communication
3. communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
4. extend their knowledge of the social conventions of conversation and discussion



Range

Pupils should be given opportunities to develop their oral skills through:

2. experiencing and responding to a variety of stimuli and ideas: audio, visual and written
3. communicating for a range of purposes
4. speaking and listening individually, in pairs, in groups and as a member of a class.
5. using a variety of methods to present ideas



Literacy Framework

Strand 1: Oracy across the curriculum

Elements: Developing and presenting information and ideas

Aspects: Speaking, Listening, Collaboration and discussion

Learners are able to:

- present ideas and issues convincingly using a range of techniques for impact
- respond thoughtfully to others' ideas, asking pertinent questions
- make a range of contributions to discussions

History Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Range

Pupils should be given opportunities to:

explore and interpret the following historical contexts in chronological order

- how the coming of the Normans affected Wales and Britain between 1000 and 1500

carry out

- investigations into historical issues on a range of scales, from the local to the international

ask and answer the questions

- what were the key changes in this period; what impact did these have on your locality?

PSE Skills



Developing communication

Learners should be given opportunities to:

- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods
- express opinions clearly and justify a personal standpoint
- take part in debates and vote on issues.



English

Other curriculum links

Topic

Activity

Just the job

Help wanted

Writing

Skills

Pupils should be given opportunities to communicate in writing to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
4. choose and use a wide range of vocabulary with increasing precision

Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes
2. writing for a range of real and imagined audiences
3. writing in a range of forms
4. writing in response to a wide range of visual, audio and written stimuli

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- make imaginative choices about content and presentation of writing

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use varied and appropriate vocabulary and expression

History Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

English

Other curriculum links

Topic

Activity

Home sweet home

Now and then: Castle life
(poetry)

Writing

Skills

Pupils should be given opportunities to communicate in writing and to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
4. choose and use a wide range of vocabulary with increasing precision
7. use appropriate vocabulary and terminology to consider and evaluate their own work and that of others
8. draft, edit and improve their work, using ICT as appropriate to plan, draft, revise, proof-read and prepare a final copy



Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes
2. writing for a range of real and imagined audiences
3. writing in a range of forms
4. writing in response to a wide range of visual, audio and written stimuli

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- in planning writing make choices about content, structure, language, presentation to suit the purpose
- improve writing through independent review and redrafting

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use technical terms, language and expression consistent with the subject

History

Skills



Chronological awareness

Pupils should be given opportunities to:

1. use a range of chronological frameworks
3. use specialist vocabulary to describe historical periods and the passage of time



Historical knowledge and understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Organisation and communication

Pupils should be given opportunities to:

3. use the necessary vocabulary to communicate findings, ideas and opinions with increasing independence in a variety of ways including extended writing.



Range

Pupils should be given opportunities to:

explore and interpret the following historical contexts in chronological order

- how the coming of the Normans affected Wales and Britain between 1000 and 1500

ask and answer the questions

- what were the key changes in this period; what impact did these have on your locality?

English

Other curriculum links

Topic

Activity

Home sweet home

A room with a view
(fiction)

Writing

Skills

Pupils should be given opportunities to communicate in writing and to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
4. choose and use a wide range of vocabulary with increasing precision

Range

Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes
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3. writing in a range of forms
4. writing in response to a wide range of visual, audio and written stimuli

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- make imaginative choices about content and presentation of writing

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use varied and appropriate vocabulary and expression

Art and design



Skills

Investigating


Pupils should be given opportunities to:

1. develop specific skills for recording from:
 - observation
 - imagination
- develop specific skills for investigating:
- the natural environment
 - the made environment
 - the world of imagination

Range

Understanding

Pupils should be stimulated and inspired, where appropriate, by:



- ideas
- local and Welsh art, craft and design 

Investigating

Pupils should investigate:

- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work relevant findings collected from a variety of contexts including:

- local and Welsh examples 
- different cultures and periods. 

Making

They should work in different contexts such as:

- outdoors


History



Skills

Chronological awareness

Pupils should be given opportunities to:

1. use a range of chronological frameworks
3. use specialist vocabulary to describe historical periods and the passage of time 

English

Other curriculum links

Topic

Activity

Home sweet home

Defensive or domestic?
(non-fiction)

Writing

Skills

Pupils should be given opportunities to communicate in writing and to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
4. choose and use a wide range of vocabulary with increasing precision

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Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- make imaginative choices about content and presentation of writing

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use varied and appropriate vocabulary and expression

History

Skills



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
3. independently use a range of historical sources in their historical context, including buildings and sites

Organisation and communication

Pupils should be given opportunities to:

1. select, recall and organise historical information with increasing independence and accuracy
3. use the necessary vocabulary to communicate findings, ideas and opinions with increasing independence in a variety of ways including extended writing.



Range

Pupils should be given opportunities to:

explore and interpret the following historical contexts in chronological order:

- how the coming of the Normans affected Wales and Britain between 1000 and 1500

ask and answer the questions

- what were the key changes in this period; what impact did these have on your locality?

English

Other curriculum links

Topic

Activity

Home sweet home

Castle for sale
(non-fiction)

Writing

Skills

Pupils should be given opportunities to communicate in writing and to:

1. use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose.
4. choose and use a wide range of vocabulary with increasing precision
8. draft, edit and improve their work, using ICT as appropriate to plan, draft, revise, proof-read and prepare a final copy
9. present writing appropriately:
 - using appropriate features of layout and presentation, including ICT.



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Pupils should be given opportunities to improve and extend their skills in writing through:

1. writing for a range of purposes
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3. writing in a range of forms
4. writing in response to a wide range of visual, audio and written stimuli

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- in planning writing make choices about content, structure, language, presentation to suit the purpose
- improve writing through independent review and redrafting

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use technical terms, language and expression consistent with the subject

Geography

Skills



Locating places, environments and patterns

Pupils should be given opportunities to:

1. use maps, plans and imagery of different types and scales and ICT to interpret and present locational information



Understanding places, environments and processes

Pupils should be given opportunities to:

1. describe and explain physical and human features

Skills across the curriculum



Developing thinking

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.



Developing communication

Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.



Developing ICT

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.



Developing number

Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.



Cwricwlwm Cymreig (7-14)

Learners aged 7-14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.



Personal and social education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.



Careers and the world of work

Learners aged 11-19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.