

Planning for the Revised Curriculum for Key Stage 3



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The information contained in this guidance booklet is also available as a CPD Unit for use in whole-staff training. The CPD Unit, which comprises a PowerPoint presentation, appears on the CPD disc included in your *Revised Curriculum Support and Implementation Box*.

Acknowledgements

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Council for Catholic Maintained Schools (CCMS)
The Education and Library Boards
Regional Training Unit (RTU)
Classroom 2000 (C2K)

The Partnership Management Board would also like to thank all the schools who so generously allowed us to take photographs. Their participation celebrates pupils enjoying learning. Their involvement makes the materials real.

Overview

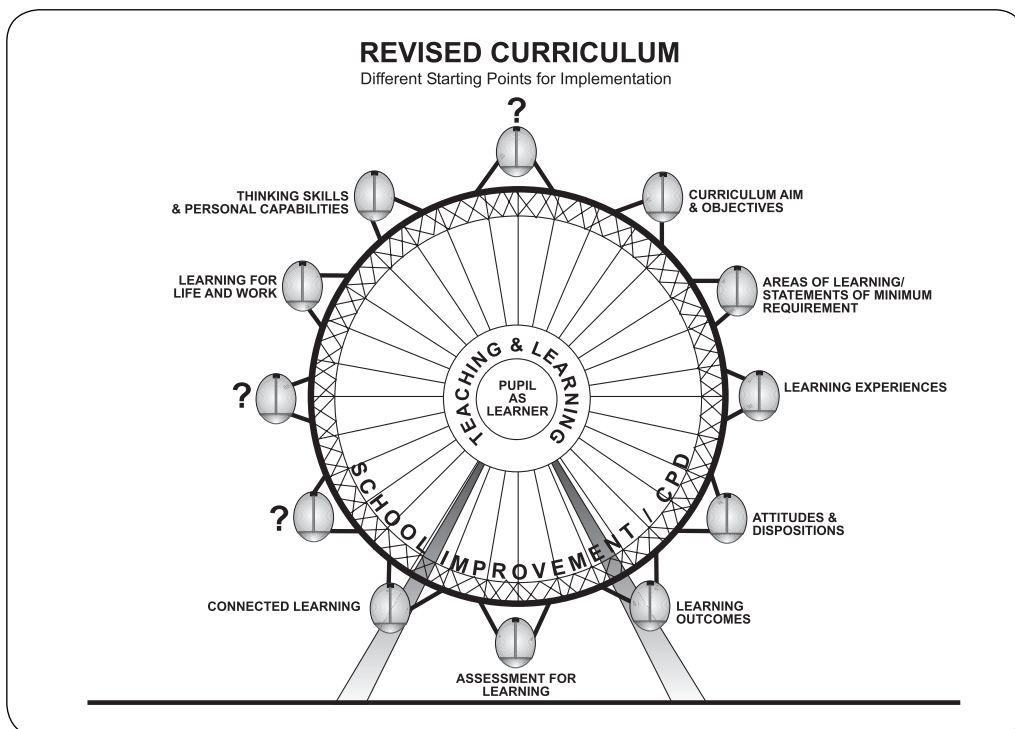
The Revised Curriculum seeks to prepare young people for a rapidly changing world. It does this by retaining the best of current practice whilst building in areas of change.

This document (and its accompanying CPD Unit) can assist you as you carry out School Development Planning (SDP) for implementation of the Revised Curriculum. It provides you with practical strategies and resources that can be used to plan the *Learning for Life and Work, Thinking Skills and Personal Capabilities, Assessment for Learning, Areas of Learning, and Connected Learning* elements of the Revised Curriculum. Sample units of work are also available in your *Revised Curriculum Support and Implementation Box* to illustrate how teachers can collaborate to deliver the aims and content of the Revised Curriculum.

We don't expect you to implement all the changes of the Revised Curriculum at once, or to the same degree of detail, by the close of 2007. We recognise that implementation needs to be planned, incremental and facilitated in ways that take account of your school's individual circumstances and readiness. What's more, your teachers need time to access training and support to develop confidence with and expertise in all of the areas of curriculum change. To help you with the transition, we've scheduled training and support for implementation over 2005 – 2010. Your CASS link officer will have communicated details on these to your school.

Starting to Plan for the Revised Curriculum – Big Wheel

This 'Big Wheel' model shows the range and scale of issues that you must focus on and how these issues are inter-connected. The model also reveals the centrality of the learner – pupils are the reason for change and the Revised Curriculum is designed to best meet their needs.



Although all the 'pods' are inter-related and moving at once, you can decide which pod (area of curriculum change) to jump on as a starting point. You may have your own starting points not named here – hence the '?' pods.

Because the areas of curriculum change are so inter-related, whichever pod you begin with should inevitably lead you to planning for the other pods. To ensure manageability and thoroughness, however, we do recommend that you devise a plan for each pod. Each individual pod's plan will eventually contribute to an overall Year 8 master plan, but constructing a plan for each pod will ensure that you have a clear understanding of your school's state of development and readiness for change in relation to each. It will also provide you with a planned approach to continuous and connected development in each area. As planning is an ongoing process, and because the areas of change are intrinsically linked, you can (and should) then revisit each pod's plan (and the Year 8 master plan) to add detail and amend as plans for the other pods develop, staff's confidence grows and implementation is underway.

The 4A's Model for Planning

Once you choose your starting point, you can begin to plan change.

We recommend using the 4A's planning model, shown here. This model has been developed as a result of schools' experiences in trial and pilot work. The 4A's model comprises four steps (Aspire, Audit, Adapt, and Action) and can be used to carry out planning across the following levels:

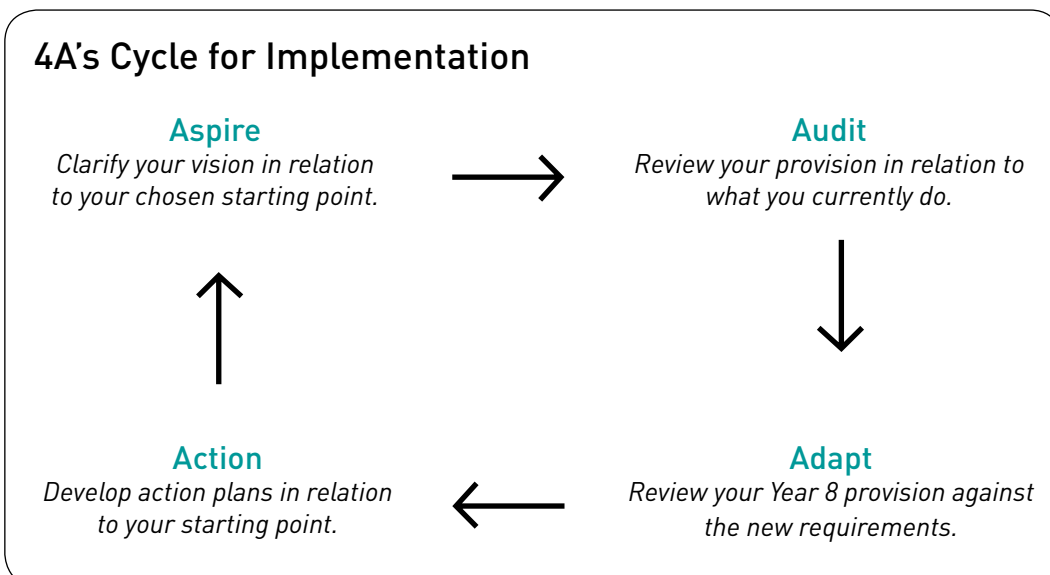
- whole-school
- key stage
- subject/individual teachers.
- department/*Area of Learning*
- year groups

The 4A's planning approach offers an incremental process that you can repeat as you plan the various elements of the Revised Curriculum. The 4A's language may be new but the processes aren't. They harmonise with best practice being advocated by the Education and Training Inspectorate (ETI) and SDP. Each one of these stages is driven by a belief that schools must be in control of the change and that leadership within schools is the key to making a real difference for teachers and pupils.

Schools involved in pilot studies have reported that the 4A's approach provides:

- a deeper understanding of the changes in the Revised Curriculum;
- opportunities for staff to identify creative opportunities to meet the requirements of the Revised Curriculum;
- increased engagement and commitment from staff; and
- vital information to inform decision-making about a number of important issues such as:
 - staff training and development needs;
 - key stage planning; and
 - models of implementation for *Learning for Life and Work*.

We encourage you to adapt and amend the model in ways that harmonise with your existing SDP and best suit the needs and interests of your pupils. A sample approach to planning using the 4A's model appears in Appendix 1.



Aspire

During the Aspire stage, you must clarify your vision for the Revised Curriculum in relation to your chosen starting point (pod).

You can use the following questions to encourage staff involvement:

- 'What do we want our pupils to know about?'
- 'What do we want our pupils to be (attitudes, dispositions and values)?'
- 'What do we want our pupils to be able to do (skills and capabilities)?'

Outline of Planning Activities for Aspire

Objectives	Suggested Activities	Resources
Ensure all staff understand the changes in the Revised Curriculum, its aim and its objectives.	Present and discuss planning for Key Stage 3 using the 'Planning for the Revised Curriculum at Key Stage 3' CPD unit.	<ul style="list-style-type: none"> • 'Planning for the Revised Curriculum at Key Stage 3' CPD Unit (on CPD disc) • Flip Chart • The 'Planning for Implementation' DVD and booklet questions • Your school's mission statement • Appendix 2: Aspire Activity
Get staff to think carefully about the Revised Curriculum in relation to your school's vision.	View and discuss the 'Planning for Implementation' DVD and booklet. Your school will already have a copy of this resource.	
Create conditions to support the implementation of the Revised Curriculum.	Review and discuss the school's mission statement asking: <i>'In what ways do we develop our pupils as: individuals and contributors to society, the economy and the environment?'</i>	
Provide a focus for Year 8 planning.	Complete the Aspire Activity.	
	Agree a starting point for change.	

Audit

During the Audit stage, you must review your current provision in relation to the pod you have chosen to start with. We recommend that you audit your current provision on a departmental subject level.

A template for the Departmental Audit is included in Appendix 3. Each department's audit should show:

- the department's and/or subjects' focuses for learning;
- what learning is being delivered and when (the knowledge, understanding and skills that your *Area of Learning* currently delivers);
- the learning experiences that are currently being delivered to pupils (examples of the types of learning experiences are described for you on the 'Big Picture' of the Revised Curriculum);
- the learning outcomes (*Thinking Skills and Personal Capabilities*); and
- how pupils are being assessed.

Please note that when you audit *Learning for Life and Work*, you will also need to audit any whole-school *Learning for Life and Work* initiatives or activities and any discrete provision and integrate your findings into your Curriculum Map. A sample template of how to audit *Learning for Life and Work* is included in Appendix 4.

You then use these audit findings to create a Year 8 Curriculum Map. Record everything that is happening in every subject on the Year 8 Curriculum Map – don't worry about duplication at this stage. A Curriculum Map template is included in Appendix 5. Your Curriculum Map should replicate all of the information obtained in the departmental audits. In addition, once collated, you will also be able to see:

- where and how *Connected Learning* is currently taking place across *Areas of Learning*; and
- existing links to *Learning for Life and Work*.

Outline of Planning Activities for Audit

Objectives	Suggested Activities	Resources
Support departmental planning.	Have each department audit what they currently do in Year 8.	<ul style="list-style-type: none"> • Existing schemes of work • KS3 'Big Picture' poster • Appendix 3: Departmental Audit template • Appendix 4: <i>Learning for Life and Work</i> Audit template (if you are starting your planning with <i>Learning for Life and Work</i>) • Appendix 5: Curriculum Map template • Statements of Minimum Requirement (available at www.nicurriculum.org.uk)
Identify and build on current good practice.	Create a Year 8 Curriculum Map to show what is currently being delivered. Base this on the audit information provided by each department. Assign a coordinator to collate the information and create the map.	
Ensure that staff understand the Statements of Minimum Requirement.	It is likely that other areas of curriculum change will be represented by the Curriculum Map even though you start at one 'pod'.	
Provide all staff with a holistic view of Year 8 learning experiences.	Present all information gained from audits.	

Adapt

At the Adapt stage, you need to review the Year 8 Curriculum Map you created during the Audit stage against the requirements of the Revised Curriculum.

For some starting points, you will compare your map against the Revised Curriculum's Statements of Minimum Requirement. If your pod has no Statements of Minimum Requirement, then you could perhaps review your Curriculum Map against the advice in your pod's guidance booklet, the 'Big Picture' or the Statutory Orders. Your goal is to identify:

- duplications and/or gaps in learning; and
- strengths and weaknesses.

In the Adapt stage, you also begin to look forward at how you can revise what you currently offer in order to meet the requirements of the Revised Curriculum in relation to the pod you have chosen as your starting point. You need to consider:

- what you want your pupils to know, understand and be able to do;
- what learning experiences you want to deliver to pupils; and
- what can be done better.

In addition, you may see natural opportunities in your Curriculum Map to also implement some of the other areas of change. If so, take advantage of this by identifying:

- what *Thinking Skills and Personal Capabilities* you want to deliver to pupils;
- opportunities for *Assessment for Learning*;
- opportunities for *Connected Learning* (for example through topics such as health, the environment or identity); and
- opportunities for *Learning for Life and Work*.

Outline of Planning Activities for Adapt

Objectives	Suggested Activities	Resources
<p>Develop knowledge and understanding of colleagues' work.</p> <p>Create conditions for collaboration and encourage creativity.</p>	<p>Examine the Year 8 Curriculum Map against the Statements of Minimum Requirement to determine:</p> <ul style="list-style-type: none"> • strengths and weaknesses of your Year 8 learning programme; and • duplication of content, contexts and activities. 	<ul style="list-style-type: none"> • Relevant Statements of Minimum Requirement (available at www.nicurriculum.org.uk) • Your Year 8 Curriculum Map • Key Stage 3 'Big Picture' poster • Question prompts for group discussions about the 'Big Picture' • Feedback sheets/flip chart • Your SDP
	<p>Discuss and evaluate the map's Year 8 learning experiences in relation to the Key Stage 3 'Big Picture'.</p> <p>For example, evaluate current learning provision in terms of how it promotes:</p> <ul style="list-style-type: none"> • curriculum objectives • key elements • learning experiences • attitudes and dispositions. <p>How can you maximise learning connections between <i>Areas of Learning</i>?</p> <p>Where are there further opportunities for promoting <i>Connected Learning</i>?</p> <p>Are there elements of your Year 8 programme that can be excluded?</p>	
	<p>Discuss potential areas for change and then:</p> <ul style="list-style-type: none"> • agree on areas for change; and • agree on aims and scope of proposed change. 	
	<p>Identify whole-school/inter-departmental/<i>Connected Learning</i> initiatives.</p>	
	<p>Add details on the agreed changes to your SDP. Ensure your SDP meets the needs of all pupils.</p>	

Action

During the Action stage, you must develop action plans in relation to your chosen starting point and your agreed areas of change and aims/scope of change.

Separate action plans should be prepared for each of the following:

- the whole school;
- departments;
- *Areas of Learning*;
- individual subjects; and
- individual teachers.

For example, School A decides to implement the Revised Curriculum by first focusing on *Learning for Life and Work*. In the Action stage, School A should:

- schedule whole-school *Learning for Life and Work* events and activities;
- identify opportunities for collaboration across *Areas of Learning* to meet the curriculum requirements for *Learning for Life and Work*;
- identify which teachers will plan the discrete delivery of *Learning for Life and Work*; and
- plan common thematic units for a specific period of time.

A Departmental Action Plan template is available in Appendix 6. You can adapt this to action plan for the other tiers of planning as well (whole-school, teachers etc.).

Outline of Planning Activities for Action

Objectives	Suggested Activities	Resources
<p>Develop detailed knowledge of the Revised Curriculum at subject level.</p> <p>Produce a revised Year 8 course that meets departmental aspirations.</p> <p>Provide detailed guidance for each Year 8 subject.</p>	<p>Use the decisions made during the Adapt stage and have each department prepare a Departmental Action Plan. Include the following information:</p> <ul style="list-style-type: none"> • existing schemes; • your revised Year 8 curriculum map; • SDP targets; • agreed action points to realise your agreed areas of change; and • a timeline for departmental review. <p>A template is provided that mirrors the Audit template. It leaves room to identify <i>Thinking Skills and Personal Capabilities</i> as well as plans for <i>Assessment for Learning</i>, depending on your school's readiness.</p> <p>Each department can agree their Year 8 Department Action Plan in one of two ways:</p> <ol style="list-style-type: none"> 1. Read the Statements of Minimum Requirement and relate these to your existing practice. Discuss and identify: <ul style="list-style-type: none"> – what is currently covered; – what needs to change/be adapted and how; – what needs to be added to meet the Statements of Minimum Requirement; and – what is no longer relevant. <p>OR</p> <ol style="list-style-type: none"> 2. Have each department's staff discuss what they want their pupils to: <ul style="list-style-type: none"> – know – be – do <p>in relation to their subject.</p> <p>They then must agree five outcomes for each.</p> <p>Finally, departments use the Statements of Minimum Requirement to create a Year 8 Departmental Action Plan that matches these aspirations.</p>	<ul style="list-style-type: none"> • Relevant Statements of Minimum Requirement (available at www.nicurriculum.org.uk) • Your school's agreed areas of change • '<i>Connecting the Learning: Thematic Units</i>' (located in your <i>Revised Curriculum Support and Implementation Box</i>) • Information on <i>Thinking Skills and Personal Capabilities and Assessment for Learning</i> (located in your <i>Revised Curriculum Support and Implementation Box</i>) • Schemes of Work for Year 8 • Appendix 6: Departmental Action Plan
	<p>Add detail and depth to action plans for all areas of curriculum change on an ongoing basis.</p>	

Sequence of the 4A's

It is very important to realise that the 4A's process of Aspire, Audit, Adapt and Action is flexible and can be carried out in a few different sequences. While Adapt and Action always need to be the final two steps of the planning process, either Aspire or Audit can be used as the first stage of planning. For example, you might decide to start the planning process with an Audit and then focus on your aspirations for the new curriculum (Aspire) by asking, 'How can we use the Statements of Minimum Requirement to develop a Year 8 programme that will reflect our aspirations for our pupils?'. The answer to this question will help inform the Action planning stage.

Additional Resources to Support the 4A's Planning Process

Additional information and resources are provided to support you throughout your planning for the Revised Curriculum.

These include:

- *'Planning for Implementation'* DVD and staff discussion booklet (already with your school);
- Case studies of school planning and implementation (available on www.nicurriculum.org.uk);
- CPD materials on *Learning for Life and Work*, *Thinking Skills and Personal Capabilities and Assessment for Learning* (available on the CPD disc included in your *Revised Curriculum Support and Implementation Box*); and
- *'Connecting the Learning: Thematic Unit'* booklets (available in your *Revised Curriculum Support and Implementation Box*).

Appendix 1: A Departmental Approach to Planning Minimum Requirements

As illustrated by the 'Big Wheel' diagram, your school must choose one of the areas of curriculum change to start planning the Revised Curriculum.

In this example, Statements of Minimum Requirement for *Areas of Learning* is the starting point, and a head of department would lead his or her team through the stages. Please note that you could follow the exact same process for planning any of the other cross-curricular changes in the Revised Curriculum: *Learning for Life and Work*, *Thinking Skills and Personal Capabilities* or *Assessment for Learning*.

Aspire

The advantage of starting with the Aspire stage is that it gives your departments a chance to gain clarity, build confidence and retain current good practice. Experience from pilot schools tells us that this can be an inspiring experience that builds commitment right at the outset.

During the Aspire stage, each head of department needs to identify goals. He or she can get staff involved by asking the following questions:

- 'What do we want our pupils to know?'
- 'What do we want our pupils to be?'
- 'What do we want our pupils to do?'

The answers to these questions will help each head of department identify what elements they want to see embedded across their revised Key Stage 3 curriculum, including:

- the knowledge;
- the opportunities to develop dispositions and values; and
- the skills (subject specific and skills and capabilities in general).

Audit

Once your departments have decided on their aspirations, they need to decide how their current learning programme and the curriculum's changes are going to impact their ability to realise those aspirations. At the Audit stage, departments can examine those issues in depth using one of two approaches:

- decide how the Statements of Minimum Requirement can be used to meet their aspirations; or
- audit existing schemes of work in terms of the Statements of Minimum Requirement in order to identify the areas where most change will be needed.

With the latter, each department should try to identify:

- which Statements of Minimum Requirement are covered by their current curriculum;
- which Statements of Minimum Requirement are not covered by their current curriculum;
- how well their goals are currently being achieved;
- what in their schemes of work can be adapted; and
- what should be excluded.

Departments wanting to take full advantage of the Revised Curriculum's flexibility will likely choose to begin with the first option to fashion their new curriculum. Here, they work towards their vision and see how the Statements of Minimum Requirement can meet their aspirations. Alternately, departments that feel that much of what they have in place fulfils the requirements of the Revised Curriculum and reflects their aspirations may choose to work back from what they already have and begin with the second option – auditing their existing schemes of work against the Statements of Minimum Requirement. If all departments carry out an Audit, your school will have vital information for the next stage and a very clear view of its Year 8 curriculum.

Adapt

After all Audits are complete, each department will have information about the Year 8 curriculum. We suggest that you share this information with all staff to reward their investment of work and to provide everyone with a comprehensive view of the current whole-school Year 8 learning programme. When examined collectively, you should be able to see:

- coverage and duplication – within and across *Areas of Learning*;
- existing, but perhaps unexploited, links – between both topics and *Areas of Learning*;

- current contributions to *Learning for Life and Work* as well as gaps;
- potential for connections to be made across *Areas of Learning* – for example themes that can be extended into collaborative projects; and
- existing whole-year/school activities.

Schools involved in pilot studies have shared information from audits through:

- a master audit template that each department contributes to during its Audit process;
- a curriculum map that is collated after completion of Audits; and
- departmental/subject curriculum maps that are displayed to all staff (in the assembly hall).

Once the information is available to everyone, all members of staff should then make suggestions as to how each department's curriculum needs to be amended to fit into the revised Year 8 plan.

To complete the Adapt stage, you must agree on the aims and scope of changes to your Year 8 programme.

Action

At this final stage, activity moves back into the hands of the departments. With the big picture of your revised Year 8 programme agreed, departments now move into the Action stage of planning and begin to build detail and depth around their interpretation of the Statements of Minimum Requirement. They may choose to do this in layers, for example building in skills development and *Assessment for Learning* practices gradually and increasingly, year on year, as teachers' confidence grows.

Appendix 2: Aspire Activity

The purpose of this activity is to help highlight the many components that make up your whole-school community and to help you determine:

- what your school would look like if your chosen starting pod underpinned the work of the school; and
- how your school would be different.

Instructions

Divide your school's planning team into four groups and assign each group a letter – A, B, C or D. Circulate the relevant activity sheet to each group. Each group will be responsible for the following areas of investigation:

Group:	Areas of Investigation
A	Senior Management Staff and auxiliary staff
B	Pupils The learning environment
C	The curriculum and school day Assessment
D	Governors Parents and local community Education Board and others

Step 1 – (15 minutes)

For each of their areas of investigation, have each group consider the following questions:

- What would this area look like if the objectives of our starting pod for whole-school planning underpinned the work of our school?
- How would this area differ from now?

Give each group 15 minutes to discuss the questions and record their answers on the activity sheet.

Step 2 – (10 minutes)

Have each group pass their activity sheet clockwise to the next group. Then ask each group to comment on what points they agree or disagree with and add any information they feel is missing. For example, Group A must comment on Group D's answers about governors, parents and the local community, and the Education Board and others. Group B must comment on Group A's answers about senior management and staff and auxiliary staff.

Steps 3 and 4 – (5 minutes)

Once again, have each group pass the activity sheets clockwise, review the information, indicate whether or not they agree with the other groups' responses, and add comments. Repeat this step for Step 4 so that all groups have the opportunity to comment on all of the areas of investigation.

Step 5 – (20 minutes)

Pass the activity sheets one last time so that each group receives their original activity sheet. Have each group review their areas of investigation in light of comments from other groups. Finally, have each group pick the most important findings and present feedback to the entire team.

Activity Sheet for Aspire Activity – Group A

Group	Area of investigation	What would this area look like if our starting point underpinned the work of our school?	How would this area be different than it is now?
A	Senior Management		
	Staff and auxiliary staff		
B	Comments/ideas		
	Comments/ideas		
C	Comments/ideas		
	Comments/ideas		
D	Comments/ideas		
	Comments/ideas		

Activity Sheet for Aspire Activity – Group B

Group	Area of investigation	What would this area look like if our starting point underpinned the work of our school?	How would this area be different than it is now?
A	Comments/ideas		
	Comments/ideas		
B	Pupils		
	The Learning Environment		
C	Comments/ideas		
	Comments/ideas		
D	Comments/ideas		
	Comments/ideas		

Activity Sheet for Aspire Activity – Group C

Group	Area of investigation	What would this area look like if our starting point underpinned the work of our school?	How would this area be different than it is now?
A	Comments/ideas		
	Comments/ideas		
B	Comments/ideas		
	Comments/ideas		
C	The curriculum and school day		
	Assessment		
D	Comments/ideas		
	Comments/ideas		

Activity Sheet for Aspire Activity – Group D

Group	Area of investigation	What would this area look like if our starting point underpinned the work of our school?	How would this area be different than it is now?
A	Comments/ideas		
	Comments/ideas		
B	Comments/ideas		
	Comments/ideas		
C	Comments/ideas		
	Comments/ideas		
D	Governors		
	Parents and local community		
	Education Board and others		

Appendix 3: Departmental Audit Template

Period	Focus for Learning (topic/theme/ skills/knowledge)	Learning Outcomes (<i>Thinking Skills and Personal Capabilities</i>)	Learning Experiences	Assessment Methods	How does this meet the requirements of the Revised Curriculum?	Depth of Cover 1=limited 3=some 5=fully	Supporting Evidence
Sept – Oct							
Nov – Dec							
Jan – Feb							
Mar – Apr							
May – June							

Appendix 4: Sample Learning for Life and Work Audit Template

Whole-school Provision

Period	Focus for Learning (topic/theme/skills/knowledge)	Learning Outcomes (<i>Thinking Skills and Personal Capabilities</i>)	Learning Experiences	How does this meet the requirements of the Revised Curriculum?	Depth of Cover 1=limited 3=some 5=fully	Supporting Evidence
Sept – Oct	Whole-school event on drugs awareness	<ul style="list-style-type: none"> Learn from and value others' ideas Research and manage information effectively Thinking critically and flexibly Communicate effectively 	<p>Guest speaker to give Drugs Prevention talk.</p> <p>Complete project on types of drugs.</p> <p>Consider the influences on individual and group behaviours.</p> <p>Present project work to peers.</p>	<p>Personal Health: <i>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.</i></p> <p>Self-Awareness <i>Explore personal morals, values and beliefs.</i></p> <p><i>Investigate the influences on a young person.</i></p>	4	<ul style="list-style-type: none"> Pupils use information from talk and additional sources to produce a project on a drug of their choice and present it to the class. Class debate on the legal status of cannabis. Pupils discuss and suggest why young people use drugs.

Subject area Provision

Period	Focus for Learning (topic/theme/skills/knowledge)	Learning Outcomes (Thinking Skills and Personal Capabilities)	Learning Experiences	How does this meet the requirements of the Revised Curriculum?	Depth of Cover 1=limited 3=some 5=fully	Supporting Evidence
Nov – Dec	Year 8 Biology <ul style="list-style-type: none"> Laboratory safety and hazard symbols Class contract for safe working practice in a science laboratory Home safety – spot the dangers and consider the consequences 	<ul style="list-style-type: none"> Thinking, Problem-Solving and Decision-Making Working with Others and Decision-Making Managing Information and Problem-Solving 	<p>Understand the purposes of various apparatus.</p> <p>Discuss how to use apparatus appropriately and safely.</p> <p>Hands-on practice using apparatus safely.</p> <p>Present solutions to scenarios depicting accidents in the lab.</p> <p>Identify hazard symbols.</p> <p>Draw up a class contract by challenging ideas, drawing conclusions and negotiating with peers.</p> <p>Investigate dangers in the home.</p> <p>Forecast dangerous scenarios and present solutions and preventative measures.</p>	Personal Health: <i>Develop preventative strategies in relation to accidents in the home, school and on the road.</i>	4	<ul style="list-style-type: none"> In-depth cover of safety in the lab and how to work safely. Examine hazards in the home and suggest how they can be avoided. Identify hazard symbols and where they are found.

Discrete Provision

Period	Focus for Learning (topic/theme/skills/knowledge)	Learning Outcomes (<i>Thinking Skills and Personal Capabilities</i>)	Learning Experiences	How does this meet the requirements of the Revised Curriculum?	Depth of Cover 1=limited 3=some 5=fully	Supporting Evidence
Jan – Feb	<p>Year 8 Personal Development</p> <p>Friendship</p> <ul style="list-style-type: none"> • Characteristics of friendships • Types of friends. • Being a good friend • Scenarios around friendships 	<ul style="list-style-type: none"> • Work effectively with others when developing role play activities • Communicate effectively in oral format when debating issues around friendship 	<p>Paired and group discussion on 'What I value in a friend.'</p> <p>Personal reflections/ writing.</p> <p>Role plays on characteristics of friendship.</p> <p>Explore a range of literature that deals with aspects of relationships.</p> <p>Evaluate advice articles in teenage magazines that deal with friendship. Create a class advice page.</p>	<p>Relationships <i>Explore the qualities of relationships including friendships.</i></p>	3	Cover friendship in significant detail, but do not examine other relationships or gender issues.

Appendix 5: Curriculum Map Template

Include:

- the department's and/or subjects' focuses for learning;
- what learning is being delivered and when (the knowledge, understanding and skills that your *Area of Learning* currently delivers);
- the learning experiences that are currently being delivered to pupils (examples of the types of learning experiences are described for you on the 'Big Picture' of the Revised Curriculum);
- the learning outcomes (*Thinking Skills and Personal Capabilities*); and
- how pupils are being assessed.

	Sept – Oct	Nov – Dec	Jan – Feb	Mar – Apr	May – June
Department A					
Department B					
Department C					
Department D					
Department E					
Department F					

Appendix 6: Departmental Action Plan Template

Period	Focus for Learning (topic/theme/ skills/knowledge)	Learning Outcomes (<i>Thinking Skills and Personal Capabilities</i>)	Learning Experiences	Assessment for Learning Methods	How does this meet the requirements of the Revised Curriculum?	Depth of Cover 1=limited 3=some 5=fully	Supporting Evidence
Sept – Oct							
Nov – Dec							
Jan – Feb							
Mar – Apr							
May – June							



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