

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 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 appropriate vocabulary
7. use appropriate vocabulary and terminology to consider and evaluate their own work and that of others
8. draft 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 develop their writing skills through:

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

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- explain and expand ideas for writing by including detail, reasons, information and observations
- gather ideas to plan writing in a variety of ways
- revise and improve writing

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use language appropriate to writing
- use appropriate vocabulary, including subject-specific words and phrases

History

Skills



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Range

Pupils should be given opportunities to:

carry out

- investigations into the history around them and into the life of people at different times and places in the past

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 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 appropriate vocabulary
8. draft 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 develop their writing skills 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 stimuli: vision, audio and written.

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- explain and expand ideas for writing by including detail, reasons, information and observations
- gather ideas to plan writing in a variety of ways
- revise and improve writing

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use language appropriate to writing
- use appropriate vocabulary, including subject-specific words and phrases



Geography



Skills


Locating places, environments and patterns

Pupils should be given opportunities to:

- identify and locate places and environments using globes, atlases and maps 
- use maps, imagery and ICT to find and present locational information 

Range

Pupils should be given opportunities to: **study**

- living in Wales: their local area and an aspect of the Geography of the whole of Wales e.g. castles 

carry out

- fieldwork to observe and investigate real places and processes


PSE



Range

Active Citizenship

Learners should be given opportunities to understand:

- aspects of the cultural heritage and diversity in Wales 

History



Skills

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Range

Pupils should be given opportunities to: **carry out**

- investigations into the history around them and into the life of people at different times and places in the past

ask and answer the questions

- what impact did people of this time have on their environment?

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 opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
4. develop awareness 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: visual, audio 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:

- explain ideas and issues clearly
- listen to others, asking questions and responding to content and viewpoint
- contribute to group discussions
- use purposeful talk to develop ideas

History

Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times
3. understand why people did things, what caused specific events and the consequences of those events



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Range

Pupils should be given opportunities to:

study

- the daily life of people living in the Age of the Princes

carry out

- investigations into the history around them and into the life of people at different times and places in the past

ask and answer the questions

- what impact did people of this time have on their environment?

Geography

Skills



Understanding places, environments and processes

Pupils should be given opportunities to:

3. describe the causes and consequences of how people and environments change

PSE

Skills



Developing communication

Learners should be given opportunities to:



- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and take part in debates

Range

Active Citizenship

Learners should be given opportunities to understand:

- aspects of the cultural heritage and diversity in Wales
- how injustice and inequality affect people's lives



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 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: visual, audio 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:

- explore situations through role play

History Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times
3. understand why people did things, what caused specific events and the consequences of those events



Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Range

Pupils should be given opportunities to study

- the daily life of people living in the Age of the Princes
- carry out
 - investigations into the history around them and into the life of people at different times and places in the past

PSE Skills



Developing communication

Learners should be given opportunities to:

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods



Range

Active Citizenship

Learners should be given opportunities to understand:

- aspects of the cultural heritage and diversity in Wales



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 question and comment, developing responses to others in order to learn through talk 
3. communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
4. develop awareness 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: visual, audio 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

Aspects: Speaking, Listening, Collaboration and discussion

Learners are able to:

- explain ideas and issues clearly
- listen to others, asking questions and responding to content and viewpoint
- contribute to group discussions
- use purposeful talk to develop ideas

History Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Range

Pupils should be given opportunities to:

carry out

- investigations into the history around them and into the life of people at different times and places in the past

PSE Skills



Developing communication 

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and debates

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 opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
4. develop awareness 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: visual, audio 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:


- explore situations through role play
- listen to others, asking questions and responding to the content and viewpoint
- contribute to group discussions
- use purposeful talk to develop ideas

History Skills



Historical knowledge and understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times
3. understand why people did things, what caused specific events and the consequences of those events 

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Range

Pupils should be given opportunities to study

- the daily life of people living in the Age of the Princes
 - investigations into the history around them and into the life of people at different times and places in the past
- ask and answer the questions**
- what impact did people of this time have on their environment?

PSE Skills



Developing communication 

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and debates

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 appropriate vocabulary
7. use appropriate vocabulary and terminology to consider and evaluate their own work and that of others
8. draft 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 develop their writing skills 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 stimuli: visual, audio and written.

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- explain and expand ideas for writing by including detail, reasons, information and observations
- gather ideas to plan writing in a variety of ways

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use language appropriate to writing
- use appropriate vocabulary, including subject-specific words and phrases

History



Skills

Chronological awareness

Pupils should be given opportunities to:

1. use appropriate key words to estimate, measure and describe the passage of time

Historical knowledge and understanding

Pupils should be given opportunities to:

2. identify differences between ways of life at different times

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources, e.g. buildings and sites

Organisation and communication

Pupils should be given opportunities to:

2. communicate ideas, opinions and conclusions with increasing independence in a variety of ways, including ICT, e.g. extended writing

Range

Pupils should be given opportunities to:

study

- the daily life of people living in the Age of the Princes

carry out

- investigations into the history around them and into the life of people at different times and places in the past

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 appropriate vocabulary

Range

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

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

Literacy Framework

Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- adapt their writing to suit the purpose and reader

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use language appropriate to writing
- use appropriate vocabulary, including subject-specific words and phrases

Art and design



Skills

Investigating

Pupils should be given opportunities to:

1. select and record from:
 - observation
 - imagination
2. investigate:
 - the natural world
 - the made world
 - 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 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 appropriate key words to estimate, measure and describe the passage of time.

Range

ask and answer the questions

- what impact did people of this time have on their environment?

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 appropriate vocabulary

Range

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

1. writing for a range of purposes
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Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- adapt their writing to suit the purpose and reader

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use language appropriate to writing
- use appropriate vocabulary, including subject-specific words and phrases

History



Skills

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
3. use a range of sources e.g. buildings and sites

Organisation and communication

Pupils should be given opportunities to:

1. select, record and organise historical information
2. communicate ideas, opinions and conclusions with increasing independence in a variety of ways



Range

Pupils should be given opportunities to:
study

- the daily life of people living in the Age of the Princes

carry out

- investigations into the history around them and into the life of people at different times and places in the past

English

Other curriculum links

Topic



Activity

Home sweet home

Castle for sale

Writing Skills

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

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Strand 3: Writing across the curriculum

Elements: Organising ideas and information

Aspects: Meaning, purposes, readers

Learners are able to:

- adapt their writing to suit the purpose and reader
- explain and expand ideas for writing by including detail, reasons, information and observations
- gather ideas to plan writing in a variety of ways
- revise and improve writing

Elements: Writing accurately

Aspects: Language

Learners are able to:

- use language appropriate to writing
- use appropriate vocabulary, including subject-specific words and phrases


Geography



Skills

Locating places, environments and patterns

Pupils should be given opportunities to:

1. use maps, imagery and ICT to find and present locational information 

Understanding places, environments and processes

Pupils should be given opportunities to:

1. identify and describe natural 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.