

Appendix 1: Link to the curriculum

England

	Key Stage 3 (Age 11 to 14, year 7, 8, 9)	Key Stage 4/GCSE (Age 14 to 16, year 10, 11)
Biology	<ul style="list-style-type: none"> • Changes in the environment, adaptation and extinction • Importance of maintaining biodiversity 	<ul style="list-style-type: none"> • Importance of biodiversity; positive and negative human interactions with ecosystems
Chemistry	<ul style="list-style-type: none"> • Earth as a source of limited resources & the efficacy of recycling • Production of carbon dioxide by human activity & the impact on climate 	<ul style="list-style-type: none"> • Evidence for additional anthropogenic causes of climate change • Potential effects of, and mitigation of, increased levels of carbon dioxide and methane on the Earth's atmosphere • Common atmospheric pollutants: sulphur dioxide, nitrogen oxides, particulates • Water resources, obtaining potable water
Physics	<ul style="list-style-type: none"> • Fuels and energy resources 	<ul style="list-style-type: none"> • Renewable and non-renewable energy sources; changes in how these are used
Geography	<ul style="list-style-type: none"> • Weather & climate; change in climate from Ice Age • The use of natural resources • How humans change the climate 	<ul style="list-style-type: none"> • Causes, consequences of and responses to extreme weather conditions • Characteristics of climatic change, evidence for different causes • Global ecosystems; biodiversity and sustainable use and management
Design & Technology	<ul style="list-style-type: none"> • Investigate new and emerging technologies • Understand developments in D&T, its impact on individuals, society and the environment... 	<ul style="list-style-type: none"> • Be aware of...environmental and economic factors • The impact of new and emerging technologies on... sustainability...and the environment • Selection of materials influenced by factors such as environmental

Source: National curriculum in England, DfE

Appendix 1:

Link to the curriculum

Wales

	Progression step 2	Peogression step 3	Progression step 4
Science & Technology	<ul style="list-style-type: none"> • identify things in the environment which may be harmful • investigate different forms of energy 	<ul style="list-style-type: none"> • consider how my design proposals will solve problems and how this may affect the environment • take into account the impact my making may have on the environment 	<ul style="list-style-type: none"> • adopt an iterative process to improve my design proposals, while minimising their negative impact on the environment and society • evaluate and apply responsible habits of working which consider environmental and societal impacts
Humanities	<ul style="list-style-type: none"> • describe how people and the natural world may impact on each other • appreciate and care for living things and my own environment • take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future 	<ul style="list-style-type: none"> • describe and give simple explanations about the impact of human actions on the natural world in the past and present • understand the consequences of my actions and the actions of others, and how these affect local, national and global issues 	<ul style="list-style-type: none"> • explain the connections between past, present and anticipated challenges and opportunities faced by people in my locality and in Wales, as well as in the wider world • understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future

Source: Curriculum for Wales Curriculum for Wales - Hwb (gov.wales) (accessed 2024)

Appendix 1: Link to the curriculum

Scotland

	2nd Level	3rd Level	4th Level
Sciences	<ul style="list-style-type: none"> • identify energy source, how it is transferred and ways of reducing wasted energy • exploring non-renewable energy sources • how lifestyles can impact on the environment and Earth's resources 	<ul style="list-style-type: none"> • renewable energy sources • processes which contribute to climate change 	<ul style="list-style-type: none"> • risks & benefits of different energy sources • use of fossil fuels; responsible use and conservation of finite resources • exploring the carbon cycle
Social Studies		<ul style="list-style-type: none"> • identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact 	<ul style="list-style-type: none"> • discuss the sustainability of key natural resources and analyse the possible implications for human activity • the role of agriculture in the production of food and raw material, draw reasoned conclusions about the environmental impacts and sustainability • assess impact of transport infrastructure in a selected area and contribute to a discussion on development of sustainable systems
Technologies	<ul style="list-style-type: none"> • analyse how lifestyles can impact on the environment and Earth's resources, suggest how to live in a more sustainable way • how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. 		<ul style="list-style-type: none"> • analyse products taking into consideration sustainability • consider the material performance as well as sustainability of materials

Source: Curriculum for Excellence, Education Scotland (accessed 2024)

Appendix 1:

Link to the curriculum

Northern Ireland

	Knowledge, Understanding & Skills	Objective 1	Objective 2	Objective 3
Environment & Society	<ul style="list-style-type: none"> The need for social, economic and environmental change to be sustainable 	<ul style="list-style-type: none"> Investigate factors that impact on personal health locally, e.g. pollution 	<ul style="list-style-type: none"> Research and debate ethical issues in geography, e.g. nuclear power, use of non-renewable resources 	<ul style="list-style-type: none"> Evaluate the environmental impact of... the industrial revolution Investigate the conflict between social, economic and environmental needs, e.g. climate change
Science & Technology	<ul style="list-style-type: none"> The environment and human influences 			<ul style="list-style-type: none"> Identify how skills... will be useful to a wide range of careers Investigate the effects of pollution Explore the importance of biodiversity Pursue design solutions using environmentally friendly materials and energy sources

Source: The Statutory Curriculum at Key Stage 3 (CCEA 2007)