

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)