

Links to the National Curriculum

Key Stage 3 Example

Project: The local community and environment

Note: this is just a one topic idea for how a school linking project can be taught across the Curriculum. Note the activities are about producing material to exchange with the partner school to learn about each other and each other's local community/ environment.

Subject	Activity	NC Links
English		
Maths	<p>Pupils research, study and present data relating to local statistics.</p> <p>For example, age, employment, sex, country of birth, religion... These statistics can be found for wards and districts on http://neighbourhood.statistics.gov.uk/dissemination</p>	<p>Ma4</p> <p>3 collating data</p> <p>4 processing and representing data</p>
Science	<p>How healthy is the local community? Pupils record their own diets over a week, compare to a balanced diet and decide which (if any) components of a healthy diet they are lacking. Pupils collate they findings and present in a poster form for their link school. (Linked to PE)</p> <p>This topic could also be linked to where our food comes from and energy use in transportation of food.</p>	<p>2a about the need for a balanced diet containing carbohydrates, proteins, fats, minerals, vitamins, fibre and water, and about foods that are sources of these</p>

History	A study of the impact of industrialisation on the local area / settlements.	10 A study of how expansion of trade and colonisation, industrialisation and political changes affected the U.K., including the local area.
Geography ICT	Collate and research information on the local area using images, maps, explaining both physical and human features and patterns. Present information in the form of a brochure using ICT.	2d to select and use secondary sources of evidence, including photographs 2e to draw maps and plans at a range of scales, using symbols, keys and scales 3c to describe and explain the physical and human features that give rise to the distinctive character of places 4a describe and explain patterns of physical and human features and relate these to the character of places and environments ICT 3a to interpret information and to reorganise and present it in a variety of forms that are fit for purpose
Religious Education	Research and present in a poster or a booklet describing and explaining the different religious, cultural and philosophical	2e express their own beliefs and ideas, using a variety of forms

	<p>groups within the local community. Including places of major religious significance.</p> <p>If relevant and possible pupils from both schools could jointly visit significance places to learn about the different religions present in each others communities.</p>	<p>of expression</p> <p>3m encountering people from different religious, cultural and philosophical groups</p> <p>3n visiting, where possible, places of major religious significance and using ICT to enhance understanding</p> <p>Also relates to Citizenship 1b (diversity)</p>
<p>Art and Design</p>	<p>Pupils take photos of their likes and dislike of their local environment, use the photos to either present their likes and dislikes to present changes they would like to see happen.</p> <p>This project could be linked to a citizenship project exploring roles / responsibilities and taking action in the local community.</p>	<p>2a investigate, combine and manipulate materials and images, taking account of purpose and audience</p> <p>5a exploring a range of starting points for practical work including themselves, their experiences and natural and made objects and environments</p>
<p>Music</p>	<p>Pupils create a piece of music that they believe reflects their local environment. This could range from composing a piece of instrumental music to composing a rap.</p> <p>Pupils could work in groups to research and compile a CD of music representing the types of current and past music appreciated in the local community.</p>	<p>5a a range of musical activities that integrate performing, composing and appraising</p> <p>5e a range of live and recorded music from different times and cultures including music from the British</p>

		Isles
PE	Linked to Science. How healthy is the local community? Research into the fitness of people in the local community / and or themselves. By looking into local activities and facilities available and researching and recording the types and the amount of exercise taken. If resources are available pupils could use instruments such as pedometers to record the amount of exercise taken.	4 c the benefits of regular exercise 4d how to go about getting involved in activities that are good for their personal and social health and well-being
MFL	Where appropriate pupils could communicate with the link school in a MFL. Pupils could ask and respond to questions about the local area in the chosen language.	1c how to ask and answer questions 5h using the target language for real purposes

Citizenship

School linking is a very practical teaching tool for covering citizenship, some of the activities mentioned above will help to cover the NC guidelines (relevant guidelines listed below).

For further activities relating to citizenship visit the [activities page](#) in the **How** section.

Relevant NC guidelines:

Knowledge, skills and understanding

Teaching should ensure that 'knowledge and understanding about becoming informed citizens' are acquired and applied when 'developing skills of enquiry and communication', and 'participation and responsible action'.

Knowledge and understanding about becoming informed citizens

1) Pupils should be taught about:

- a. the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- b. the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- c. central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- d. the key characteristics of parliamentary and other forms of government
- e. the electoral system and the importance of voting
- f. the work of community-based, national and international voluntary groups
- g. the importance of resolving conflict fairly
- h. the significance of the media in society
- i. the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

Developing skills of enquiry and communication

2) Pupils should be taught to:

- a. think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based resources
- b. justify orally and in writing a personal opinion about such issues, problems or events
- c. contribute to group and exploratory class discussions, and take part in debates

Developing skills of participation and responsible action

3) Pupils should be taught to:

- a.** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own

- b.** negotiate, decide and take part responsibly in both school and community-based activities

- c.** reflect on the process of participating.