



Wales Standards Alignment (F-Q)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Geography, Key Stages 3, 4, 5 (11 to 19-year-olds)		Environment and Modern Agriculture	Healthful Eating
Stage 3 only	<p>Skills</p> <p>Pupils should be given opportunities to:</p> <p>Locating places, environments and patterns</p> <ul style="list-style-type: none"> 1. locate places and environments using globes, atlases, maps and plans, e.g. use six-figure grid references, OS 1:25,000 and 1:50,000 maps, and internet/satellite imagery 2. use maps, plans and imagery of different types and scales and ICT to interpret and present locational information, e.g. use relief maps, satellite images, GIS, draw sketch maps 3. explain the spatial patterns of features, places and environments at different scales and how they are interconnected, e.g. local traffic flows, global population density. <p>Understanding places, environments and processes</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> 1. describe and explain physical and human features, e.g. the features of a river, characteristics of economic activity 	✓	✓

- 2. explain the causes and effects of physical and human processes and how the processes interrelate, e.g. causes and consequences of tectonic activity, impacts of migration in Europe
- 3. explain how and why places and environments change and identify trends and future implications, e.g. population increase, climate change, globalisation.

Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world. Pupils should be given opportunities to:

- Study
 - the town and country: the variations and changes in quality of life in rural and/or urban environments
 - the physical world: the processes and landforms of coasts or rivers
 - people and the planet: population patterns, change and movement
 - people as consumers: the impacts on and changes in economic activity
 - the rich and poor world: economic development in different locations/countries
 - the hazardous world: global distribution, causes, and impacts of extreme tectonic and other hazardous events
 - threatened environments: characteristics of, and possibilities for, their sustainable development
 - tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen

Investigating

Pupils should be given opportunities to:

- 1. identify and establish sequences of questions for investigation, e.g. What are the processes? How can people manage these processes? What are the issues? What decision would I make?
- 2. observe, measure, extract and record data through carrying out practical investigations and fieldwork and using a variety of secondary sources, e.g. carry out land use mapping, use GIS
- 3. analyse and evaluate ideas and evidence, answer questions and justify conclusions, e.g. analyse trends over time, evaluate causes and effects.

Communicating Pupils should be given opportunities to:

- 1. develop opinions and understand that people have different values, attitudes and points of view on geographical issues, e.g. about buying local or global produce
- 2. assess bias and reliability of geographical evidence to weigh arguments, make decisions and solve problems, e.g. about a proposed route for a new bypass
- 3. communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT, e.g. use extended terminology, construct graphs, conduct a debate, produce a PowerPoint presentation.

carry out

- at least one group investigation and one independent investigation into a geographical question or issue
- investigations into 'geography in the news', topical events and issues in the locality and the wider world

	<ul style="list-style-type: none"> • fieldwork to observe and investigate real places and processes ask and answer the questions • what are the features, the processes and patterns of this place/environment and why do they occur? • how and why is this place/environment changing? What might happen next, in the short/long term and why? • how and why is this place/environment/feature connected to and interdependent with other places/environment/features? • how do environments and people interact? • how can changes be sustainable and why is it important for this place/environment? • what are the geographical issues for people living in this location? How and why do people’s views on issues differ and what do I think? • how can my actions and those of other people make a difference locally, nationally and globally? 		
History, Key Stages 3, 4, 5 (11 to 19-year-olds)		Environment and Modern Agriculture	Healthful Eating
Stage 3 only	<p>Skills</p> <p>Chronological awareness</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • 1. use a range of chronological frameworks • 2. explain links between people, events and changes within and across the periods studied • 3. use specialist vocabulary to describe historical periods and the passage of time. 	✓	✓

Historical knowledge and understanding
Pupils should be given opportunities to:

- 1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one
- 2. describe, analyse and explain patterns and relationships, e.g. the causes and consequences of the historical events, situations and changes studied
- 3. evaluate the significance of the main events, people and changes studied.

Interpretations of history
Pupils should be given opportunities to:

- 1. consider differing views and representations of some historical events, people and changes, and understand how and why they have been interpreted in these ways
- 2. apply their historical knowledge to analyse and evaluate interpretations
- 3. identify and begin to assess why some historical interpretations are more valid than others.

Pupils should be given opportunities to develop their historical skills and to build on their knowledge and understanding of the characteristics of daily life in the past by focusing on political, economic, social, religious and cultural history in the following contexts.

Pupils should be given opportunities to:

- explore and interpret the following historical contexts in chronological order
- how the coming of the Normans affected Wales and Britain between 1000 and 1500
- the change and conflict in Wales and Britain between 1500 and 1760
- the changes that happened in Wales, Britain and the wider world between 1760 and 1914 and people's reactions to them
- how some twentieth century individuals and events have shaped our world today
- carry out investigations into historical issues on a range of scales, from the local to the international

Historical enquiry

Pupils should be given opportunities to:

- 1. ask and answer significant questions
- 2. identify strategies for historical enquiry
- 3. independently use a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistical and numerical data, interpretations and representations, and a variety of ICT sources
- 4. select and summarise information accurately from sources
- 5. record and evaluate the information acquired, reaching reasoned conclusions.

Organisation and communication

Pupils should be given opportunities to:

- 1. select, recall and organise historical information with increasing independence and accuracy
- 2. begin to organise ideas and arguments to help them to understand the historical issues and developments studied

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| | <ul style="list-style-type: none">● 3. use the necessary vocabulary to communicate findings, ideas and opinions with increasing independence in a variety of ways, including extended writing, graphs, charts, diagrams, visual and oral presentations and a range of ICT.● ask and answer the questions● what historical knowledge do you have about this period; how did you gain it and what else would you like to know?● what were the key changes in this period; what impact did these changes have on your locality, Wales, Britain and, where relevant, the world?● what are the different opinions about this period? Why are there these differences? Which do you consider most valid?● what important links can you see within this period and across other periods you have studied?● what significance does this period of history have for our world today? | | |
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Information & Communication Technology, Key Stages 3, 4, 5 (11 to 19-year-olds)		Environment and Modern Agriculture	Healthful Eating
Stage 3 only	<p>Skills</p> <p>Find and analyse information Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> 1. plan tasks, including consideration of purpose/audience and appropriate resources 2. find relevant information efficiently from a variety of sources for a defined purpose 3. select relevant information and make informed judgements about sources of information 4. produce and use databases to analyse data and follow particular lines of enquiry, e.g. use simple and complex queries (searches/sorts) 5. produce and use models and/or simulations to analyse data and test hypotheses, e.g. changing data and formulas in spreadsheets 6. investigate more complex patterns and relationships in models and/or simulations. <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs 	✓	✓

- use a range of information, from a variety of sources, considering how its characteristics, structure and purpose influences its use with ICT
- use ICT to analyse and interpret data and produce new information on which to draw conclusions
- use their knowledge and understanding of ICT to design information systems and evaluate existing systems suggesting improvements
- use ICT to explore and to solve problems in the context of work across a variety of subjects
- draw upon their experiences of using ICT to form judgements about its value in supporting their work
- manage their workspace
- reflect on their work, evaluating outcomes and learning
- become aware of new developments in ICT and consider the social, economic, ethical and moral issues raised by the impact and use of ICT.

Create and communicate information
Pupils should be given opportunities to:

- 1. create and communicate information in the form of text, images and sound, using a range of ICT hardware and software
- 2. create and develop a range of presentations, combining a variety of information and media, for specific purposes and audiences, e.g. use higher order functions in a presentation package
- 3. share and exchange information safely through electronic means, e.g. collaborative use of e-mail with attachments, virtual learning environments.

Health, safety and child protection

	Pupils should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities. They should be able to follow instructions to minimise risk to themselves and others and understand that disclosing personal details can put themselves and others at risk.		
Stage 4	Standards not available		

Personal and social education, Key Stages 3, 4, 5 (11 to 19-year-olds)	Environment and Modern Agriculture	Healthful Eating
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Stage 3	<p>Skills</p> <p>Developing thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● use some prior knowledge to explain links between cause and effect ● identify and assess bias and reliability, e.g. evaluate messages from the media ● consider others' views to inform opinions and make informed decisions and choices effectively ● use a range of techniques for personal reflection. <p>Developing communication Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● listen attentively in different situations and respond appropriately ● communicate confidently personal feelings and views through a range of appropriate methods 	✓	✓
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- express opinions clearly and justify a personal standpoint
- take part in debates and vote on issues.

Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value and celebrate diversity and equality of opportunity locally, nationally and globally
- be moved by injustice, exploitation and denial of human rights
- participate in school and the wider community and to understand:
 - their rights, e.g. the UN Convention on the Rights of the Child, and entitlements, e.g. Extending Entitlement
 - their responsibilities as young citizens in Wales
 - the principles of democracy in Wales, the UK and the EU
- how representatives, e.g. School Councils, Youth Forums, Funky Dragon, Councillors, AMs, MPs, MEPs, are elected and understand their roles
- how young people can have their views listened to and influence decision-making
- how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
- the key aspects of the criminal justice system and how they relate to young people
- issues of access within the community and be able to distinguish between different levels of learning needs and disability
- topical local and global issues.

Developing ICT

Learners should be given opportunities to:

- find and develop information and ideas

- create and present information and ideas
- use ICT safely and responsibly, following safe practices.

Developing number

Learners should be given opportunities to:

- access and select data from relevant information presented in a variety of ways and from different sources to support understanding of PSE-related issues.

Health and emotional well-being

Learners should be given opportunities to:

- display a responsible attitude towards keeping the mind and body safe and healthy
- develop positive attitudes towards themselves and others and to understand:
 - the relationship between diet, exercise, and good health and well-being
 - the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use
 - how to use alcohol responsibly and the risks of binge drinking
 - the law relating to aspects of sexual behaviour
 - about contraception, sexually transmitted infections and HIV within the context of relationships
 - the features of safe and potentially abusive relationships
 - the role of marriage, the importance of stable family relationships and the responsibilities of parents
 - the range of emotions they experience and how to develop strategies for coping with negative feelings
 - the benefits of accessing different sources of information, support and advice.

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively
- make and maintain friendships, and begin to negotiate behaviour in personal relationships
- be assertive and resist unwanted peer pressure
- empathise with others' experiences, feelings and actions
- develop and use a range of strategies to manage anger and resolve conflict
- adapt to new situations
- access an appropriate range of sources for help, support and advice.

Improving own learning

Learners should be given opportunities to:

- recognise and develop learning styles to improve learning
- review and reflect on learning and analyse strengths and weaknesses
- apply learning to similar situations within and outside school
- manage time and meet deadlines
- action plan and set targets
- develop a range of revision techniques to reinforce learning
- develop practical skills necessary for everyday life, e.g. basic emergency aid procedures

Moral and spiritual development

Learners should be given opportunities to:

- develop an insight into their values
- show sensitivity to the values of others and to understand:
- what they believe to be right and wrong actions and the moral dilemmas involved in life situations

- their beliefs in the context of those in society.

Preparing for lifelong learning

Learners should be given opportunities to:

- value their achievements and be committed to lifelong learning
- take personal responsibility for actions and decisions related to learning and to understand:
 - their aptitudes and interests in order to make informed choices about learning and future studies
 - the economic and ethical consequences of personal financial decision-making as a consumer, e.g. Fairtrade
 - how to become competent at managing personal finances and recognise that saving provides financial independence.

Sustainable development and global citizenship

Learners should be given opportunities to:

- develop a sense of personal responsibility towards local and global issues, e.g. protecting biodiversity
- appreciate that people's actions and perspectives are influenced by their values and to understand:
 - the key issues of sustainable development and global citizenship, e.g. climate change, and the need to reflect on personal decisions about lifestyle choices
 - global issues which threaten the planet, e.g. inequalities of wealth and differences in health provision
 - how conflict can arise from different views about global issues and be aware of the role of pressure groups.

<p>Stage 4</p>	<p>Skills</p> <p>Developing thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● use prior knowledge to explain links between cause and effect, and make predictions ● analyse information and ideas in order to assess bias, reliability and validity ● take different perspectives into account when making informed decisions and choices effectively ● use a range of techniques for personal reflection. <p>Developing communication Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● listen perceptively in a range of situations, and respond appropriately ● communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods ● appreciate, reflect on and critically evaluate other points of view. <p>Active citizenship Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● develop respect for themselves and others ● value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ● engage in practical involvement in the community and to understand: <ul style="list-style-type: none"> ○ the principles of the Universal Declaration of Human Rights ○ how political systems work locally, nationally and internationally, e.g. the European Union, the UN ○ the main features of the major political parties in Wales ○ the opportunities for young people to participate in 		
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decision-making, both locally and nationally

- the importance of participating in democratic elections and the links between political decisions and their own lives
- the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media
- how to challenge assertively expressions of prejudice, racism and stereotyping
- local and global contemporary issues and events, e.g. homelessness and international migration.

Developing ICT

Learners should be given opportunities to:

- find and develop information and ideas.
- create and present information and ideas
- use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.

Developing number

Learners should be given opportunities to:

- access numerical data from written and graphical sources
- select from and interpret a variety of methods of presenting data, including pie charts, scatter graphs and line graphs, to support understanding of PSE-related issues.

Health and emotional well-being

Learners should be given opportunities to:

- accept personal responsibility for keeping the mind and body safe and healthy
- develop a responsible attitude towards personal relationships

	<p>and to understand:</p> <ul style="list-style-type: none"> ○ the short and longer term consequences when making decisions about personal health ○ the personal, social and legal consequences of the use of legal and illegal substances ○ the range of sexual attitudes, relationships and behaviours in society ○ the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation ○ the features of effective parenthood and the effect of loss and change in relationships ○ the factors that affect mental health and the ways in which emotional well-being can be fostered ○ the statutory and voluntary organisations which support health and emotional well-being ○ how to access professional health advice and personal support with confidence. <p>Moral and spiritual development Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● consider questions and issues involving the meaning and purpose of life and to understand: <ul style="list-style-type: none"> ○ how beliefs and values affect personal identity and lifestyle ○ the factors involved in making moral judgements ○ the range of values and principles by which people live. <p>Working with others Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● work both independently and cooperatively to plan and complete a range of tasks 		
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- reflect on the roles played in group situations, including leadership
- make and maintain friendships and negotiate behaviour effectively in relationships
- be assertive and resist unwanted peer and other influence
- resolve conflict with a win/win solution
- manage anger, frustration and aggressive feelings effectively
- adapt to changing situations
- evaluate and access a range of local and national sources of information, support and advice confidently.

Improving own learning

Learners should be given opportunities to:

- apply learning styles to improve learning
- review learning and action plan effectively, setting priorities for development and targets for improvement
- apply learning to unfamiliar or more abstract situations
- manage time and organise themselves effectively to meet deadlines
- apply a range of revision techniques to reinforce learning
- recognise and manage stress
- develop the practical skills necessary for everyday life, e.g. administer basic first aid.

Preparing for lifelong learning

Learners should be given opportunities to:

- be ambitious, adaptable and embrace learning opportunities
- be well-organised and take responsibility for their actions and decisions related to learning and to understand:
 - the relevant opportunities available to them in education and training
 - their rights as consumers and their responsibilities in terms of

	<p>managing a budget</p> <ul style="list-style-type: none"> ○ the importance of planning for their financial futures and how to access financial advice. <p>Sustainable development and global citizenship Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● recognise the rights of future generations to meet their basic needs ● take personal responsibility for changing their own lifestyle as a response to local and global issues and to understand: <ul style="list-style-type: none"> ○ the interdependence of global economic systems and the effects of human development on natural systems ● the tensions between economic growth, sustainable development and basic human needs, e.g. the causes of inequality within and between societies. 		
Stage 5	<p>Skills</p> <p>Developing thinking Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● use prior knowledge to explain links between cause and effect, and justify predictions ● evaluate information and ideas in order to gauge bias, reliability and validity ● in more abstract situations, take several perspectives into account to inform opinions and decisions ● use a range of techniques for personal reflection. <p>Developing communication Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● communicate complex views and express opinions in a wide range of 	✓	✓

	<p>situations through a range of appropriate methods</p> <ul style="list-style-type: none"> ● listen, reflect on and critically evaluate another person’s point of view and respond appropriately <p>Active citizenship</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● demonstrate respect for self, others and for diversity ● be committed to active involvement in the community and to understand: <ul style="list-style-type: none"> ○ the electoral procedures, processes and powers of local, national, European and international political systems ○ the main policies of the major UK political parties ○ the role of Europe within the constitutional government of the UK ○ the opportunities to participate in the democratic process locally, nationally and internationally ○ how individuals and voluntary groups can bring about change locally, nationally and internationally ○ how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision-making ○ local and global contemporary issues. <p>Health and emotional well-being</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> ● accept responsibility for all aspects of personal and social development and well-being ● act as positive role models for younger students and to understand: <ul style="list-style-type: none"> ○ how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, 		
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considering the short and long term consequences of such decisions

- the need to exercise responsibility for personal and group safety in social settings
- the potential consequences of sexual activity for themselves and personal relationships
- the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
- the role of the state in promoting public health and emotional well-being.

Developing ICT

Learners should be given opportunities to:

- find and develop information and ideas
- create and present information and ideas
- use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times.

Developing number

Learners should be given opportunities to:

- choose how to obtain relevant information from different sources
- collate and use relevant data to support understanding of PSE-related issues.

Moral and spiritual development

Learners should be given opportunities to:

- develop a consistent set of personal values and have the confidence to apply these in practice and to understand:
 - the concept of moral responsibility and the need for shared

values

- the moral and ethical problems faced by society and individuals and reflect upon how such issues may be resolved
- the moral, social, ethical and environmental implications of scientific discoveries and technological development.

Preparing for lifelong learning

Learners should be given opportunities to:

- be positive and resourceful in their approach to learning
- develop the confidence and drive to set personal goals and put their ideas into action and to understand:
 - the relevant opportunities available to them in education, training and the world of work
 - their increasing independence in terms of managing personal finances and accessing credit.

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively to plan and complete a range of tasks
- negotiate effectively in relationships with peers and adults
- be assertive and resist unwanted peer and other influence
- adapt readily to changing situations
- independently access and evaluate information, support and advice
- reflect on the process of participating.

Improving own learning

Learners should be given opportunities to:

- review learning and action plan independently, setting realistic priorities for

- development and targets for improvement
- apply learning in abstract situations
- apply effectively a range of revision techniques to reinforce learning and exam preparation
- research and prepare high quality applications for employment, training or higher education
- evaluate financial advice, take personal responsibility for financial planning and manage personal finances effectively.

Sustainable development and global citizenship

Learners should be given opportunities to:

- actively demonstrate personal responsibility as a global citizen
- appreciate why equity and justice are necessary in a sustainable community and to understand:
 - the challenges and impacts of globalisation and global interdependence for communities in different parts of the world
 - the need for international cooperation and appreciate the role played by non-governmental organisations.

Physical Education, Key Stages 3, 4, 5 (11 to 19-year-olds)		Environment and Modern Agriculture	Healthful Eating
Stage 3	<p>Pupils should develop their skills, knowledge and understanding of physical education through each of the four areas of experience. Pupils should be taught the programme of study for each area of experience through specific activities selected by the school and pupils, spending enough time on any one activity to make progress in that activity. Pupils should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity, including their work in different roles. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down routines and take increasing responsibility for their planning and execution.</p> <p>Skills</p> <p>1. Health, fitness and well-being activities Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> 1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being 2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles 3. try different activities that affect their fitness and find out how appropriate training can improve fitness and performance 4. identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance. <p>Range</p>		

- 1. Health, fitness and well-being activities: activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being. Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during the lunchtimes. Finding activities that are enjoyable and sustainable is important if the goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends. Pupils should wear appropriate footwear and clothing for taking part in activity safely and remove jewelry because it might cause injury. They should take care to handle equipment and apparatus safely.

2. Creative activities

Pupils should be given opportunities to:

- 1. create and perform more complex movement patterns, techniques and sequences in their activities
- 2. use compositional principles when planning and performing their activities
- 3. describe, analyse and interpret performance, recognising different qualities that contribute to successful performance
- 4. develop and communicate a variety of imaginative ideas and information
- 5. listen carefully to others' contributions, considering their ideas and responding aptly
- 6. vary their presentations for different audiences and purposes, using ICT
- when appropriate, to improve the impact of their work.

3. Adventurous activities

Pupils should be given opportunities to:

- 1. develop a range of skills and techniques in at least one of the following three types of adventurous activities:
 - outdoor and adventurous activities, e.g. climbing, canoeing, orienteering
 - problem-solving or initiative challenges, e.g. following or designing trails, rope courses
 - journeys, e.g. hill walking and camping
- 2. plan, undertake and evaluate activities, using what they find out to plan how to improve their next attempts
- 3. take some responsibility for themselves, others and the learning environment
- 4. apply and evaluate the principles and practice of rescue and resuscitation
- 5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.

4. Competitive activities

Pupils should be given opportunities to:

- 1. develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities including sending (throwing, tossing, bowling); receiving (catching, fielding); striking (hitting, batting, volleying, serving); travelling (with a ball or other equipment); application of spin; attacking and defending (possession, progression, scoring and change of possession); running (different speeds); jumping (for height or length); and throwing (for distance)
- 2. refine, adapt and apply their skills with consistent control and

	<p>accuracy under competitive conditions</p> <ul style="list-style-type: none"> ● 3. analyse and evaluate the effectiveness of increasingly complex strategies and tactics against a background of changing situations ● 4. use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective ● 5. adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship. 		
<p>Stage 4</p>	<p>Pupils should develop their skills, knowledge and understanding of physical education through health, fitness and well-being activities, and an activity, or activities, selected from at least one other area of experience. Pupils should be taught the programme of study for each area of experience through specific activities selected by the school and pupils, spending enough time on any one activity to make progress in that activity. Pupils should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity, including their work in different roles. Across all of the areas of experience, pupils should engage in relevant and safe warm-up and cool-down</p> <p>Skills</p> <p>1. Health, fitness and well-being activities</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> ● 1. select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being ● 2. refine and apply more complex techniques in their chosen activities 	<p>✓</p>	<p>✓</p>

- 3. conduct safe, activity-specific warm-up and cool-down routines as appropriate, taking responsibility for their planning and execution
- 4. plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals
- 5. revise the plan effectively when necessary and be able to explain why amendments were made.

2. Creative activities

Pupils should be given opportunities to:

- 1. work collaboratively to refine, adapt and apply their techniques and skills and develop more complex movement patterns, e.g. containing more elements or larger groups, adapting from floor to pool or trampoline, developing different dance styles and stimuli
- 2. communicate ideas through more complex and elaborate work
- 3. prepare for taking part in a performance through practice and helping to plan its organisation
- 4. adopt different roles in their chosen activity
- 5. communicate ideas and information coherently and consistently
- 6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

Skills

3. Adventurous activities

Pupils should be given opportunities to:

- 1. work collaboratively to refine and adapt their techniques and skills, and apply them safely in increasingly challenging situations, e.g. more

	<p>difficult terrain, climbs or water conditions</p> <ul style="list-style-type: none"> ● 2. prepare for, undertake and review a challenging activity safely, where possible in an unfamiliar environment ● 3. take responsibility for themselves, others and the learning environment ● 4. describe gaps in skills, knowledge and understanding ● 5. analyse the different options available in the challenge activity ● 6. analyse the strategies used and alternative strategies that might be available ● 7. revise the plan effectively when necessary ● 8. adopt different roles in their chosen activity. <p>4. Competitive activities</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> ● 1. work collaboratively to refine and adapt previously learned techniques, skills, strategies and tactics and apply them in new situations, e.g. a different activity; with larger numbers; a different playing surface or changed equipment ● 2. explain why chosen skills, strategies and tactics have been selected and identify possible problems ● 3. determine a range of success criteria for the skills, strategies and tactics ● 4. apply the rules of competition, e.g. relating to structure, equality, protection and conduct ● 5. prepare for taking part in a competitive sports event through training, practice and helping to plan its organisation using appropriate ICT to improve the impact of their work ● 6. adopt different roles in their chosen activity. 		
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