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ICT, amenability and the BBC digital  
curriculum service in Northern Ireland:  
Supplement 1, January 2005



British Educational Communications  
and Technology Agency

This document, published in January 2005, supplements Becta's report to the DCMS, *ICT, amenability and the BBC digital curriculum service in Northern Ireland*, published in the autumn of 2004.

It should be read in conjunction with that report.

# Annex

## Northern Ireland Curriculum: amenability findings for subjects and key stages in the BBC's Year 1 commissioning plans

### 3a) Citizenship at Key Stage 2

Citizenship is part of personal development, one of the six areas of learning in the revised National Curriculum. Personal development has nine learning requirements in total, to be developed through the learning opportunities set out in two strands:

- Personal understanding and health
- Mutual understanding in the local and global community.

Citizenship falls within the second strand, which is further divided into three sections:

- Relationships with family, friends and at school
- Relationships in the community
- Relationships with the wider world.

In each section there are a number of statements, from which teachers may select to address the statutory requirements. The statements list a range of experiences and activities aimed at developing relevant attitudes, values, skills, knowledge and understanding.

#### Measuring 50%

The BBC may choose up to half the outcomes in these sections. The BBC may also choose up to half the areas of knowledge and understanding of those relevant to this age group.

#### Amenability statement

Based on both the inspection of the outcomes and an assessment of the role of ICT in the development of skills, knowledge and understanding in citizenship at Key Stage 2, Becta judges that there are no outcomes judged to be **not** amenable.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

#### Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

### **3b) Technology and design at Key Stage 3**

The learning requirements for technology and design at Key Stage 3 are organised into:

- Developing pupils' knowledge, understanding and skills

along with three objectives:

- Developing pupils as individuals
- Developing pupils as contributors to society
- Developing pupils as contributors to the economy and environment.

The knowledge, understanding and skills aspect sets out the pupils' entitlements to learning, which should be developed through the opportunities listed under each of the objectives. The knowledge, understanding and skills aspect is therefore not taken into account in the measurement of 50%, since to do so would be double counting.

#### **Measuring 50%**

The BBC may select up to 50% of the outcomes listed under each objective.

#### **Amenability statement**

Based on both the inspection of individual outcomes and an assessment of the role of ICT in learning in Key Stage 3 technology and design, Becta judges that there are no outcomes that are **not** amenable to ICT in the requirements for technology and design at Key Stage 3.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

## Context

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### 3c) Language and literacy at Key Stage 2

The learning outcomes for language and literacy at Key Stage 2 are organised around the four modes of language: talking, listening, reading and writing. The outcomes have been examined for amenability.

Most of the learning outcomes in talking and listening might be considered non-amenable if taken in isolation and out of context. While it would be difficult to argue that the outcomes could all be learned or taught via ICT, it is clear that ICT might be used in many cases to support and extend learning. For example, the requirement 'improvising a scene based on experience, imagination, literature, media and curricular topics' could be supported by electronic media as well as many other types of source material. Furthermore, these outcomes address key aspects of the subject and describe 'holistic' or 'integral' skills that are part of effective learning in the subject. As the introduction to the curriculum states:

'Language and literacy should be considered in a holistic and recursive way.'

#### Measuring 50%

The BBC may select up to 50% of those outcomes judged to be amenable by Becta.

### **Amenability statement**

The following outcomes for language and literacy at Key Stage 2 are judged to be not amenable:

- Taking part in group and class discussions for a variety of curricular purposes, sharing, responding to and evaluating ideas, arguments and points of view, using evidence of reasoning and justifying opinions, actions or proposals
- Talking about the way they behave in groups
- Using a swift and legible system style of handwriting.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

### **Context**

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

### 3d) Environment and Society (geography strand) at Key Stage 3

Geography at Key Stage 3 forms one strand of the Environment and Society learning area of the revised Northern Ireland curriculum. The other is history.

The statutory entitlement is set out in:

- Statements of entitlement listing the knowledge, understanding and skills to be developed

and three objectives:

- Developing pupils as individuals
- Developing pupils as contributors to society
- Developing pupils as contributors to the economy and environment.

The knowledge, understanding and skills listed in the statements of entitlement are developed through the opportunities set out in the three objectives. The statements listed in the three objectives have been examined for amenability.

#### Measuring 50%

The BBC may develop resources covering up to half the opportunities set out in the three objectives listed above.

#### Amenability statement

There are no outcomes judged to be **not** amenable in the programme of study in the Key Stage 3 geography strand.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

#### Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

### 3e) **The World Around Us (history sections) at Key Stage 1**

The learning requirements for History at Key Stage 1 are presented in The World Around Us curriculum. This curriculum connects learning across the subject disciplines of geography, history, science and technology.

The World Around Us is organised into three broad strands:

- Me and my home
- Me and my school
- My environment.

Each strand has a number of statutory learning requirements. Some of these are specific to one subject, while others may be addressed by all the subjects. This is to promote a more flexible and integrated approach to learning and teaching in the area of The World Around Us.

The statutory learning requirements or intentions that draw mostly on history are as follows.

#### **Me and my home**

- Find out about themselves
- Identify changes that have occurred over time

#### **Me and my school**

- Compare and contrast their school with a school in the past
- Identify the jobs of familiar people who help, including how these jobs have changed over time

#### **My environment**

- Explore and investigate aspects of their own environment now and then
- Compare and contrast this with an environment elsewhere and in the past.

In addition, there are history-specific statements from which teachers can select to address these statutory requirements. There is also a list of holistic or integrated skills relating to The World Around Us. Good pedagogy demands that they should be taught and learned in an integrated fashion, and, for reasons already given (see **4.3.4** in *ICT, amenability and the BBC digital curriculum service in Northern Ireland*), these skills are not included in the list of learning outcomes against which the 50% would be measured.

### Measuring 50%

Since the requirements of the programme of study for history at Key Stage 1 form a holistic knowledge/skill set, for reasons given in **4.5** of the main report it is not appropriate to measure coverage of the subject in terms of its learning outcomes. Becta will consult with CCEA on the BBC's commissioning plans in making judgements on the 50%.

### Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 1 history, Becta judges that there are no outcomes judged to be **not** amenable in The World Around Us curriculum (history sections) at Key Stage 1.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

### Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

### 3f) Physical Education at Key Stage 2

The effective use of ICT in PE can help learners make the most of their entitlement rather than detract from learners' opportunities to practise and develop knowledge and skills physically through a range of activities. This is a key principle in determining the amenability of learning outcomes within the PE curriculum to being taught by ICT.

The learning requirements outline the main areas of activity:

- Athletics
- Dance
- Games
- Gymnastics
- Swimming.

The emphasis in all activity areas is to develop the fundamental movement skills (FMS) of co-ordination, locomotion, balance, control and manipulation, gross and fine motor skills.

Overall, PE is a practical subject during which children are given opportunities to develop a range of physical skills. However, there is a variety of ways in which ICT can facilitate teaching and learning, enhance the quality of skills and improve future participation and performance. For example, technology can be used to provide visual demonstrations to initiate the learning of a new skill or to improve performance. It can be used as a supplement to verbal feedback and is an important aspect of developing children's observational and evaluative assessment. ICT can also be used effectively to record, measure and present data related to performance – for example, when measuring heart rate, times and distances.

#### Measuring 50%

PE at Key Stage 2 forms a holistic knowledge/skill set, so for the reasons given in section 4.5 in *ICT, amenability and the BBC digital curriculum service in Northern Ireland*, it is not appropriate to measure coverage of the subject in terms of its learning outcomes. Becta will consult with CCEA on the BBC's commissioning plans in making judgements on the 50%.

#### Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 2 PE, Becta finds that there are no outcomes judged to be **not** amenable to ICT. It is emphasised that PE must remain a practical subject and ICT should only be used to enhance the quality of teaching and learning.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

## Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

## 3g) The World Around Us (science sections) at Key Stage 1

The learning requirements for science and technology at Key Stage 1 are presented within the curriculum for The World Around Us. This curriculum connects learning across the subject disciplines of geography, history, science and technology and is organised into three broad strands:

- Me and my home
- Me and my school
- My environment.

Each strand has a number of statutory learning requirements. Some of these are specific to one subject, while others may be addressed by all the subjects. This is to promote a more flexible and integrated approach to learning and teaching in the area of The World Around Us.

The statutory learning requirements or intentions that draw particularly on science are as follows.

### Me and my home

- Explore and investigate aspects of their own immediate world

### Me and my school

- Explore and investigate aspects of their own school and its surroundings
- Investigate energy and materials within school

### **My environment**

- Explore and investigate aspects of their own environment
- Compare and contrast this with an environment elsewhere
- Identify causes and consequences of changes in their environment.

In addition, there are statements specific to science and technology from which teachers can select to address these statutory requirements. There is also a list of holistic or integrated skills relating to The World Around Us. Good pedagogy demands that these should be taught and learned in an integrated fashion and, for the reasons already given (see 4.3.4 in *ICT, amenability and the BBC digital curriculum service in Northern Ireland*), these skills are not included in the list of learning outcomes against which the 50% would be measured.

The BBC has made it clear to Becta that in developing resources for Key Stage 1 science it intends to focus on developing skills of problem solving, using and applying knowledge and understanding, and investigation rather than the teaching of concepts. It is in this sense, then, that the amenability of the learning outcomes has been determined as shown below.

### **Measuring 50%**

The BBC may select up to 50% of those outcomes judged to be amenable by Becta.

### **Amenability statement**

There are no outcomes in Key Stage 1 science judged to be **not** amenable.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

### **Technology statements not counted as part of the science set of outcomes**

The following statements are given as the outcomes relating to technology; this is not to dispute their relevance to outcomes which are defined as part of the list of 'science' outcomes (see above), but for the purposes of this exercise it is helpful to distinguish between the two.

- Assemble, rearrange and explore different ways of joining materials when designing and making simple objects or models relating to the strand
- Making a simple body model incorporating a moving mechanism
- Making a model using a variety of materials
- Designing and making a model such as a piece of playground equipment
- Designing and making an item such as a reflective item to assist children crossing roads safely in the dark
- Designing and making a model such as a seed dispenser for birds

## Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

### 4a) **Field studies for pupils with severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) at Key Stages 3 and 4**

While field studies does not constitute a specified part of the Northern Ireland curriculum at Key Stages 3 and 4, it fits particularly into the 'Environment and Society' area of the revised Key Stage 3 curriculum. However, learners with SLD/PMLD working within local and other environments on 'field study' skills will be developing skills relevant to other areas of the curriculum, in particular Learning for Life and Work.

These pupils generally have complex needs, and may require the development of early skills such as attending to stimuli, or anticipating (predicting) the behaviour of familiar objects and people, through to the skills described in level 1 of the revised Northern Ireland curriculum.

The integrated programme essential to these learners will use a range of relevant and meaningful contexts to develop life skills. While personal physical experience of the environment is of enormous importance to the learning of these pupils, ICT-based resources can supplement and extend the environment, adding to the range of experiences available. For example, a resource inspired by a trek through the rainforest can provide aspects of the visual and auditory features of moving through heavy vegetation, though clearly it does not itself constitute an experience of the rainforest.

Such resources can extend and support learning in all the aspects covered in this proposal, and for that reason there are no non-amenable outcomes.

### **Measuring 50%**

Many pupils with SLD or PMLD are likely to be working below level 1 of the revised Northern Ireland curriculum, so learning outcomes drawn from the curriculum – while relevant for planning – do not form a suitable basis for measuring 50%. In this area, the BBC proposal has described twenty ‘contexts’, which between them cover the range of environments (for instance, home environment, school environment or seaside) that can be experienced by pupils locally and further afield. This approach forms an acceptable basis for measuring 50%.

In this case, as elsewhere, Becta’s judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

### **Amenability statement**

There are no outcomes judged to be **not** amenable.

### **Context**

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case-by-case basis, in order to judge which learning outcomes are and which are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate.

#### 4b) Financial capability at Key Stage 4

Elements of financial capability are located within strands of Learning for Life and Work. These strands are PSHE, local and global citizenship and employability. The specific elements include developing competencies as a consumer and understanding how individuals operate within financial constraints.

In general, financial capability education covers areas such as financial understanding, financial competence and financial responsibility. Management of personal finance, for example, occurs increasingly through ICT (using budgeting software, for instance) and through online channels (such as online banking and tax returns). In addition, sources of information on financial matters are frequently based online. ICT is thus both an important tool and also a context for learning across the range of possible areas of study.

##### Measuring 50%

Becta will look to CCEA for advice when reviewing the BBC's commissioning plans for resources in this area in relation to the 50% measure.

##### Amenability statement

Based on the inspection of the financial outcomes within the Learning for Life and Work area framework, and an assessment of the role of ICT in the development of knowledge and skills in financial capability, Becta finds that there are no outcomes judged to be **not** amenable within the guidance.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

##### Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate.

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Millburn Hill Road, Science Park  
Coventry CV4 7JJ  
Telephone: 024 7641 6994  
Facsimile: 024 7641 1418

Email: [becta@becta.org.uk](mailto:becta@becta.org.uk)  
Website: <http://www.ictadvice.org.uk>