

# Skills across the curriculum

## Developing ICT



## **Developing ICT**

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

The number and context of such opportunities are for schools to determine within their curriculum overview / curriculum planning.

This document highlights those statements or sections of a programme of study/learning outcomes that are explicitly linked to developing ICT.

## **Foundation Phase**

In the Foundation Phase, ICT should be holistic and integral across the curriculum. Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them (i) finding and developing information and ideas, (ii) creating and presenting information and ideas.

Children's progression in ICT capability should be observed with an understanding of child development and the stages children move through. Children should be given opportunities to develop their skills using a wide range of equipment and software.

## English

In English, learners develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

### Key Stage 2

Skills	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6a.	use a range of appropriate information retrieval strategies including ICT, <i>e.g. the alphabet, indexes and catalogues</i>
6b.	retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance
<b>Writing</b>	<b>Pupils should be given opportunities to communicate in writing and to</b>
8.	draft and improve their work, using ICT as appropriate, to: <ul style="list-style-type: none"> <li>• plan</li> <li>• draft</li> <li>• revise</li> <li>• proof-read</li> <li>• prepare a final copy</li> </ul>
9.	present writing appropriately: <ul style="list-style-type: none"> <li>• using appropriate features of layout and presentation, including ICT.</li> </ul>

Range	
<b>Oracy</b>	<b>Pupils should be given opportunities to develop their oral skills through:</b>
5.	using a variety of methods to present ideas, including ICT, <i>e.g. drama approaches, discussion and debate</i>
<b>Reading</b>	<b>Pupils should be given opportunities to develop their reading/viewing skills through:</b>
3.	experiencing and responding to a wide range of texts that include: <ul style="list-style-type: none"> <li>• information, reference and other non-literary texts, including print, media, moving image and computer-based materials</li> </ul>

### Key Stage 3

<b>Skills</b>	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
<b>6a.</b>	use a range of appropriate information retrieval strategies including ICT, <i>e.g. the alphabet, indexes and catalogues</i>
<b>6b.</b>	Retrieve, collate and synthesise information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance
<b>Writing</b>	<b>Pupils should be given opportunities to communicate in writing to</b>
<b>8.</b>	draft, edit and improve their work, using ICT as appropriate, to: <ul style="list-style-type: none"> <li>• plan</li> <li>• draft</li> <li>• revise</li> <li>• proof-read</li> <li>• prepare a final copy</li> </ul>
<b>9.</b>	present their writing appropriately: <ul style="list-style-type: none"> <li>• using appropriate features of layout and presentation, including ICT.</li> </ul>

<b>Range</b>	
<b>Oracy</b>	<b>Pupils should be given opportunities to develop their oral skills through:</b>
<b>5.</b>	using a variety of methods to present ideas, including ICT, <i>e.g. drama approaches, discussion and debate</i>
<b>Reading</b>	<b>Pupils should be given opportunities to develop their reading/viewing skills through:</b>
<b>3.</b>	experiencing and responding to a wide range of texts that include: <ul style="list-style-type: none"> <li>• information, reference and other non-literary texts, including print, media, moving image and computer-based materials</li> </ul>

## Key Stage 4

<b>Skills</b>	
<b>Writing</b>	<b>Pupils should be given opportunities to communicate in writing to</b>
<b>8.</b>	draft, edit and improve their work, using ICT as appropriate
<b>9.</b>	present their writing in the way that best suits the task using appropriate features of layout and presentation, including ICT.

<b>Range</b>	
<b>Reading</b>	<b>Pupils should be given opportunities to develop their reading/viewing skills through:</b>
<b>3.</b>	experiencing and responding to a wide range of texts that include: <ul style="list-style-type: none"><li>• media, moving image and computer-based materials</li></ul>

## Welsh

In Welsh, learners develop their ICT skills by communicating and sharing information and by using technology to research, develop and present their work.

## Welsh

### Key Stage 2

Skills	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6.	look for information by using all kinds of information organising systems, including ICT, <i>e.g. the alphabet, indexes, catalogues</i>
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
6.	use a range of strategies which enables them to spell correctly; check spelling by using various methods, including ICT
8.	draft and improve their work, using ICT as appropriate, to: <ul style="list-style-type: none"><li>• prepare and plan</li><li>• draft and redraft content and language</li><li>• proof-read</li><li>• prepare a final copy</li></ul>
9.	present their work appropriately by: <ul style="list-style-type: none"><li>• using appropriate presentation and layout, including ICT.</li></ul>

Range	
<b>Oracy</b>	<b>Pupils should be given opportunities to:</b>
2.	experience a range of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, <i>e.g. DVDs, tapes, interactive white board material, a theatrical performance</i>
5.	use a variety of methods to present ideas, including ICT, <i>e.g. drama techniques, simulations, holding a discussion</i>
<b>Writing</b>	<b>Pupils should be given opportunities to:</b>
4.	write in response to a variety of audio, visual and audio-visual stimuli, <i>e.g. stories, poems, their interests, activities and experiences in the classroom and elsewhere, television programmes, a statue.</i>

### Key Stage 3

<b>Skills</b>	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6.	look for information by using all kinds of information organising systems, including ICT, <i>e.g. the alphabet, indexes, catalogues</i>
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
6.	use a range of strategies to enable them to spell correctly; check spelling by using various methods, including ICT
8.	draft and improve their work, using ICT as required, in order to: <ul style="list-style-type: none"> <li>• prepare and plan</li> <li>• draft and redraft content and language</li> <li>• proof-read</li> <li>• prepare a final copy</li> </ul>
9.	present their work appropriately by: <ul style="list-style-type: none"> <li>• using appropriate methods in terms of presentation and layout, including ICT.</li> </ul>

<b>Range</b>	
<b>Oracy</b>	<b>Pupils should be given opportunities to:</b>
2.	experience a range of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, <i>e.g. DVDs, tapes, interactive white board material, a theatrical performance</i>
5.	use a variety of methods to present ideas, including ICT, <i>e.g. drama techniques, simulations, holding a discussion</i>
<b>Writing</b>	<b>Pupils should be given opportunities to:</b>
4.	write in response to a wide variety of audio, visual and audio-visual stimuli, <i>e.g. stories, poems, their interests, activities and experiences in the classroom and elsewhere, a television programme, a statue.</i>

## Key Stage 4

<b>Skills</b>	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6.	look for information by using all kinds of information organising systems, including ICT, <i>e.g. indexes, catalogues, libraries, web search engines</i>
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
6.	use a range of strategies to enable them to spell correctly; check spelling by using various methods, including ICT
8.	draft, edit and improve their work, using ICT as required, in order to: <ul style="list-style-type: none"> <li>• prepare and plan</li> <li>• draft and redraft content and the language</li> <li>• proof-read</li> <li>• prepare a final copy</li> </ul>
9.	present their work appropriately by <ul style="list-style-type: none"> <li>• using appropriate methods in terms of presentation and layout, including ICT.</li> </ul>

<b>Range</b>	
<b>Oracy</b>	<b>Pupils should be given opportunities to:</b>
2.	experience a range of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, <i>e.g. DVDs, tapes, interactive white board material, a theatrical performance</i>
5.	use a variety of methods to present ideas, including ICT, <i>e.g. holding a discussion, role-play</i>
<b>Writing</b>	<b>Pupils should be given opportunities to:</b>
4.	<ul style="list-style-type: none"> <li>• write in response to a wide variety of audio, visual and audio-visual stimuli</li> </ul>

## Welsh second language

### Key Stage 2

Skills	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6.	look for information by using all kinds of information organising systems, including ICT, <i>e.g. the alphabet, indexes, catalogues</i>
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
6.	spell simple words correctly, check spelling by using various methods, including ICT
8.	draft and improve their work, using ICT as required, to: <ul style="list-style-type: none"><li>• prepare and plan</li><li>• draft and redraft content and language</li><li>• proof-read</li><li>• prepare a final copy</li></ul>
9.	present their work appropriately by: <ul style="list-style-type: none"><li>• using appropriate presentation and layout, including ICT.</li></ul>

Range	
<b>Oracy</b>	<b>Pupils should be given opportunities to:</b>
2.	experience a range of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, <i>e.g. DVDs, tapes, interactive white board material, a theatrical performance</i>
5.	use a variety of methods to present ideas, including ICT, <i>e.g. drama techniques, simulations, holding a discussion</i>
<b>Writing</b>	<b>Pupils should be given opportunities to:</b>
4.	write in response to a variety of audio, visual and audio-visual stimuli, <i>e.g. stories, poems, their interests, activities and experiences in the classroom and elsewhere, a television programme, a statue.</i>

### Key Stage 3

<b>Skills</b>	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6.	look for information by using all kinds of systems for organising information, including ICT, <i>e.g. the alphabet, indexes, catalogues</i>
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
6.	spell correctly and check spelling by using various methods, including ICT
8.	draft and improve their work, using ICT as required, in order to: <ul style="list-style-type: none"> <li>• prepare and plan</li> <li>• draft and redraft content and language</li> <li>• proof-read</li> <li>• prepare a final copy</li> </ul>
9.	present their work appropriately by: <ul style="list-style-type: none"> <li>• using appropriate methods in terms of presentation and layout, including ICT.</li> </ul>

<b>Range</b>	
<b>Oracy</b>	<b>Pupils should be given opportunities to:</b>
2.	experience a range of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, <i>e.g. DVDs, tapes, interactive white board material, a theatrical performance</i>
5.	use a variety of methods to present ideas, including ICT, <i>e.g. drama techniques, simulations, holding a discussion</i>
<b>Writing</b>	<b>Pupils should be given opportunities to:</b>
4.	write in response to a wide variety of audio, visual and audio-visual stimuli, <i>e.g. stories, poems, their interests, activities and experiences in the classroom and elsewhere, a television programme, a statue.</i>

## Key Stage 4

<b>Skills</b>	
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
6.	look for information by using all kinds of information organising systems, including ICT, <i>e.g. indexes, catalogues, libraries, web search engines</i>
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
6.	use a range of strategies to enable them to spell correctly; check spelling by using various methods, including ICT
8.	draft, edit and improve their work, using ICT as required, in order to: <ul style="list-style-type: none"> <li>• prepare and plan</li> <li>• draft and redraft content and the language</li> <li>• proof-read</li> <li>• prepare a final copy</li> </ul>
9.	present their work appropriately by <ul style="list-style-type: none"> <li>• using appropriate methods in terms of presentation and layout, including ICT.</li> </ul>

<b>Range</b>	
<b>Oracy</b>	<b>Pupils should be given opportunities to:</b>
2.	experience a range of audio, audio-visual, electronic, visual and written stimuli, ideas and texts, <i>e.g. DVDs, tapes, interactive white board material, newspaper headlines</i>
5.	use a variety of methods to present ideas, including ICT, <i>e.g. holding a discussion, role-play</i>
<b>Writing</b>	<b>Pupils should be given opportunities to:</b>
4.	<ul style="list-style-type: none"> <li>• write in response to a wide variety of audio, visual and audio-visual stimuli</li> </ul>

## Modern foreign languages

In modern foreign languages, learners use ICT to: communicate and share information, including e-mail; present information in a variety of formats using word processing and graphics; find and develop information on the internet; support oral presentations and as a tool for language learning and practice.

### Key Stage 3

<b>Skills</b>	
<b>Oracy</b>	<b>Pupils should be given opportunities to</b>
7.	make oral presentations, including using visual support such as ICT
<b>Reading</b>	<b>Pupils should be given opportunities to</b>
4.	use glossaries, bilingual dictionaries and other reference materials, including ICT
11.	develop independent research skills including using ICT.
<b>Writing</b>	<b>Pupils should be given opportunities to</b>
2.	write for different purposes using ICT as appropriate
8.	organise and present ideas and information clearly in a range of forms using ICT as appropriate
12.	use language creatively and imaginatively, using ICT as appropriate

<b>Range</b>	
<b>Activities and contexts</b>	<b>Pupils should have opportunities to develop their language skills through:</b>
2.	language games and solving puzzles, using ICT as appropriate
5.	responding to a range of texts, including stories, poems, literature, non-fiction, and using the internet
7.	reading, viewing and listening to integrated sources including video/DVD, audio, internet, CD-ROM for personal interest and pleasure as well as for information

## **Mathematics**

In mathematics, learners use a variety of ICT resources to find, select, organise and interpret information, including real-life data, to explore relationships and patterns in mathematics, to make and test hypotheses and predictions, to create and transform shapes, and to present their findings using text, tables and graphs.

In mathematics, opportunities to develop ICT apply throughout the Skills and Range sections of the programmes of study for Key Stages 2, 3 and 4.

## Science

In science, learners use ICT for a number of purposes. They search for, access, collect, process and analyse relevant scientific evidence, information, ideas and data. They use ICT to present their evidence, information, ideas and data in the most appropriate form.

### Key Stage 2

Skills	
<b>Communication</b>	<b>Pupils should be given opportunities to</b>
1.	search for, access and select relevant scientific information, from a range of sources, including ICT
2.	communicate clearly by speech, writing, drawings, diagrams, charts, tables, bar charts, line graphs, videos, and ICT packages, using relevant scientific vocabulary
<b>Enquiry</b>	<b>Pupils should be given opportunities to carry out different types of enquiry, e.g. <i>pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models</i>, by:</b>
<b>Developing</b>	following the planned approach/method, revising it where necessary, and where appropriate:
2.	make careful observations and accurate measurements, using digital and ICT equipment at times

### Key Stage 3

Skills	
<b>Communication</b>	<b>Pupils should be given opportunities to</b>
1.	search systematically for, process and analyse information for a specific purpose, including ICT as appropriate
2.	communicate logically by speech, writing, drawings, diagrams, charts, tables, bar charts, line graphs, videos and ICT packages using a wide range of scientific vocabulary, terms, symbols and conventions
<b>Enquiry</b>	<b>Pupils should be given opportunities to carry out different types of enquiry, e.g. <i>pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models</i>, by:</b>
<b>Developing</b>	following the planned approach/method, revising it where necessary, and where appropriate:
2.	make sufficient relevant observations and accurate measurements, using ICT as appropriate, to a degree of precision appropriate to the enquiry

## Key Stage4

<b>Skills</b>	
<b>Enquiry and practical skills</b>	<b>Pupils should be given opportunities to</b>
<b>2.</b>	collect data from primary or secondary sources, including using ICT sources and tools

## Design and technology

In design and technology, learners research and develop their ideas by using ICT to find information from databases and the internet. They communicate and present their ideas using word processors, presentation software, computer-aided design (CAD) and computer-aided manufacture (CAM).

### Key Stage 2

Skills	
<b>Designing</b>	<b>Pupils should be given opportunities to</b>
5.	develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate
<b>Making</b>	<b>Pupils should be given opportunities to</b>
<b>Systems and control</b>	
15.	use programmable/computer control systems that can create, test, modify and store instructions to control events, <i>e.g. enter and store instructions in a programmable toy, write a simple programme for a floor turtle, control their products using computer hardware/software.</i>

### Key Stage 3

Skills	
<b>Designing</b>	<b>Pupils should be given opportunities to</b>
6.	explore, develop and communicate design ideas in a range of ways, including annotation, drawings and CAD, <i>e.g. clip art libraries, internet resources, scanners, digital cameras</i>
<b>Making</b>	<b>Pupils should be given opportunities to</b>
4.	develop techniques to ensure consistency and accuracy including the use of CAM, <i>e.g. CAM software linked to a cutter/plotter, lathe, milling machine or sewing machine</i>
<b>Systems and control</b>	
21.	build microprocessor and computer control systems into products.

## **Information and communication technology**

Learners use ICT individually and collaboratively, depending on the nature and context of the task in hand.

In ICT, opportunities to develop ICT apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.

## History

In history, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.

### Key Stage 2

Skills	
<b>Historical enquiry</b>	<b>Pupils should be given opportunities to</b>
3.	use a range of sources, including ICT, <i>e.g. artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources</i>
<b>Organisation and communication</b>	<b>Pupils should be given opportunities to</b>
2.	communicate ideas, opinions and conclusions with increasing independence in a variety of ways, including ICT, <i>e.g. graphs, charts, extended writing, visual and oral presentations.</i>

### Key Stage 3

Skills	
<b>Historical enquiry</b>	<b>Pupils should be given opportunities to</b>
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
<b>Organisation and communication</b>	<b>Pupils should be given opportunities to</b>
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.

## Geography

In geography, learners use their ICT skills to access the internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns. In fieldwork they use equipment to gather and organise information and select programmes to enhance the presentations of findings.

### Key Stage 2

Skills	
<b>Locating places, environments and patterns</b>	<b>Pupils should be given opportunities to</b>
3.	use maps, imagery and ICT to find and present locational information, <i>e.g. draw sketch maps using symbols and keys. Interpret maps, and photographs including oblique, aerial and satellite images</i>

### Key Stage 3

Skills	
<b>Locating places, environments and patterns</b>	<b>Pupils should be given opportunities to</b>
2.	use maps, plans and imagery of different types and scales and ICT to interpret and present locational information, <i>e.g. use relief maps, satellite images, GIS, draw sketch maps</i>
<b>Communicating</b>	<b>Pupils should be given opportunities to</b>
3.	communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT, <i>e.g. use extended terminology, construct graphs, conduct a debate, produce a PowerPoint presentation.</i>

## Art and design

In art and design, learners apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They select appropriate software and equipment as an aid to designing and making. They regard ICT as a medium in its own right or as part of a multimedia outcome, integrated with other materials and processes.

### Key Stage 2

<b>Range</b>
<b>Understanding</b>
They should develop, where appropriate, their understanding through: <ul style="list-style-type: none"><li>• videos</li><li>• digital-based resources</li><li>• the internet</li></ul>
<b>Investigating</b>
Pupils should investigate: <ul style="list-style-type: none"><li>• the properties of materials and processes</li><li>• natural objects and environments</li><li>• made objects and environments</li><li>• imagined objects and environments.</li></ul> They should, where appropriate, apply to their own work findings collected from: <ul style="list-style-type: none"><li>• videos</li><li>• digital-based resources</li><li>• the internet</li></ul>

### Key Stage 3

<b>Range</b>
<b>Understanding</b>
They should, where appropriate, develop their understanding through: <ul style="list-style-type: none"><li>• digital-based resources</li><li>• the internet</li></ul>
<b>Investigating</b>
Pupils should investigate: <ul style="list-style-type: none"><li>• the properties of materials and processes</li><li>• natural objects and environments</li><li>• made objects and environments</li><li>• imagined objects and environments.</li></ul> They should, where appropriate, apply to their own work relevant findings collected from: <ul style="list-style-type: none"><li>• videos</li><li>• digital-based resources</li><li>• the internet</li></ul>

## Music

In music, learners develop and apply their ICT skills by using music technology to explore, create, develop and realise musical ideas.

### Key Stage 3

Skills	
<b>Performing</b>	<b>Pupils should be given opportunities to</b>
<b>10.</b>	realise music using ICT and music technology.
<b>Composing</b>	<b>Pupils should be given opportunities to</b>
<b>5.</b>	compose using ICT and music technology.

## Physical education

In physical education, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

### Key Stage 2

Skills	
<b>Creative activities</b>	<b>Pupils should be given opportunities, as their work develops, to</b>
6.	evaluate their own and others' performances, using ICT when appropriate, and ask relevant questions in order to improve and make progress

### Key Stage 3

Skills	
<b>Creative activities</b>	<b>Pupils should be given opportunities to</b>
6.	vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

### Key Stage 4

Skills	
<b>Creative activities</b>	<b>Pupils should be given opportunities to</b>
6.	vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.
<b>Competitive activities</b>	<b>Pupils should be given opportunities to</b>
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

## Religious education

In religious education, learners use ICT: to communicate and share information (using, for example, e-mails and PowerPoint); to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

### Key Stage 2

<b>Skills</b>
<b>Expressing personal responses</b>
<b>Pupils should be given opportunities to</b> <ul style="list-style-type: none"><li>• use ICT and other means to gain access to information and to communicate religious concepts.</li></ul>

### Key Stage 3

<b>Skills</b>
<b>Expressing personal responses</b>
<b>Pupils should be given opportunities to</b> <ul style="list-style-type: none"><li>• use ICT and other means to gain access to information and to communicate religious concepts.</li></ul>

### Key Stage 4 and Post-16

<b>Skills</b>
<b>Expressing personal responses</b>
<b>Pupils should be given opportunities to</b> <ul style="list-style-type: none"><li>• use ICT and other means to gain access to information and to communicate religious concepts.</li></ul>

## Personal and social education

In personal and social education, learners develop both their purposeful application of ICT skills and their understanding of the benefits and risks of using current and emerging technologies. They gain an understanding of the importance of adopting safe and legal practices which minimise risks to themselves and others when using digital communications, along with an appreciation of the need to show respect towards others.

### Key Stage 2

<b>Skills</b>
<b>Learners should be given opportunities to:</b>
<ul style="list-style-type: none"><li>• find and develop information and ideas</li><li>• create and present information and ideas</li><li>• use ICT safely with appropriate support and guidance.</li></ul>

### Key Stage 3

<b>Skills</b>
<b>Learners should be given opportunities to:</b>
<ul style="list-style-type: none"><li>• find and develop information and ideas</li><li>• create and present information and ideas</li><li>• use ICT safely and responsibly, following safe practices.</li></ul>

### Key Stage 4

<b>Skills</b>
<b>Learners should be given opportunities to:</b>
<ul style="list-style-type: none"><li>• find and develop information and ideas.</li><li>• create and present information and ideas</li><li>• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.</li></ul>

### Post 16

<b>Skills</b>
<b>Learners should be given opportunities to:</b>
<ul style="list-style-type: none"><li>• find and develop information and ideas</li><li>• create and present information and ideas</li><li>• use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times.</li></ul>

## Careers and the world of work

In careers and the world of work, learners apply technology to research and to develop knowledge and understanding of careers and work-related matters. They also use it to record and present their work appropriately.

### Key Stage 3

Skills	Pupils should be given opportunities to
6.	use ICT to find, check and use relevant information

### Key Stage 4

Skills	Pupils should be given opportunities to
6.	use ICT to find information that is accurate and relevant for a range of purposes

### Post-16

Skills	Pupils should be given opportunities to
6.	use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose