



Information Literacy and the National Curriculum

Key Stage 3

In the following information the School Library Association has mapped information literacy against the new National Curriculum Key Stage 3 which will be implemented in September 2008, including the programmes of study and levels of attainment. We have mapped the places where information literacy is clearly identified. It could be argued that the whole of the curriculum is concerned with developing information literate students.

ENGLISH

Key Concepts

Critical Understanding

- a) Engaging with ideas and texts, understanding and responding to the main issues.
- b) Assessing the validity and significance of information and ideas from different sources.
- c) Exploring others' ideas and developing their own.

Key Processes

Speaking and listening

Pupils should be able to:

- a) present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal

Reading for meaning

Pupils should be able to:

- a) extract and interpret information, events, main points and ideas from texts
- d) select and compare information from different texts
- e) assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion
- h) understand how the nature and purpose of texts influences the selection of content and its meanings

Composition

Pupils should be able to:

- k) consider what the reader needs to know and include relevant details
- m) develop logical arguments and cite evidence
- o) form their own view, taking into account a range of evidence and opinions
- p) present material clearly, using appropriate layout, illustrations and organisation

Writing

Pupils should be able to:

- b) analyse and evaluate subject matter, supporting views and opinions with evidence
- c) present ideas and views logically and persuasively
- d) explain or describe information and ideas relevantly and clearly.

[Click here to link to national curriculum for English at Key Stage 3](#)

Attainment target 2: Reading

Level 4

They refer to the text when explaining their views and are able to locate and use ideas and information.

Level 5

In their responses, they identify key features..... and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Level 6

In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They summarise a range of information from different sources.

Level 7

Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They select, synthesise and compare information from a variety of sources.

Level 8

Pupils' responses show their appreciation of, and ability to comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts.

Exceptional performance

They make apt and careful comparisons between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate

[Click here to link to attainment targets for English at Key Stage 3](#)

ICT

Key Concepts

Capability

- a) Using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value.

Exploring ideas and manipulating information

- c) Manipulating information and processing large quantities of data efficiently.

Critical evaluation

- a) Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.

Key Processes

Finding information

Pupils should be able to:

- a) consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used
- b) use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources
- c) collect and enter quantitative and qualitative information, checking its accuracy
- d) analyse and evaluate information, judging its value, accuracy, plausibility and bias.

Developing ideas

Pupils should be able to:

- b) solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose

Communicating information

Pupils should be able to:

- a) use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content

Evaluating

Pupils should be able to:

- a) review, modify and evaluate work as it progresses, reflecting critically and using feedback

Range and Content

The study of ICT should include:

- a) use of a range of information, with different characteristics, structures and purposes, and evaluation of how it matches requirements and its fitness for purpose
- b) use of a variety of information sources, including large data sets, in a range of contexts

[Click here to link to national curriculum for ICT at Key Stage 3](#)

Attainment target for ICT

Level 4

Pupils combine and refine different forms of information from various sources. Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using digital communication. They use ICT to organise, store and retrieve information.

Level 5

They select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using digital communications. They use ICT to organise, store and retrieve information using logical and appropriate structures.

Level 7

They combine information from a variety of ICT-based and other sources for presentation to different audiences. They identify the advantages and limitations of different information-handling applications. They select and use information to develop systems suited to work in a variety of contexts, translating enquiries expressed in ordinary language into the form required by the system. They consider the benefits and limitations of ICT tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work.

Level 8

Pupils independently select appropriate information sources and ICT tools for specific tasks, taking into account ease of use and suitability. They design successful ways to collect and prepare information for processing.

[Click here to link to attainment targets for ICT at Key Stage 3](#)

GEOGRAPHY

Key Processes

Geographical enquiry

Pupils should be able to:

- a) ask geographical questions, thinking critically, constructively and creatively
- b) collect, record and display information
- c) identify bias, opinion and abuse of evidence in sources when investigating issues
- d) analyse and evaluate evidence, presenting findings to draw and justify conclusions
- f) plan geographical enquiries, suggesting appropriate sequences of investigation

[Click here to link to national curriculum for Geography at Key Stage 3](#)

Attainment target for Geography

Level 4

Drawing on their knowledge and understanding, they suggest suitable geographical questions. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5

Drawing on their knowledge and understanding, they begin to suggest relevant geographical questions. They select and use appropriate skills and ways of presenting information to help them investigate places and environments. They select information and sources of evidence in which they are beginning to identify bias. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.

Level 6

They select a range of skills and sources of evidence and use them effectively in their investigations. They identify potential bias in sources. They present their findings in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent with the evidence.

Level 7

They evaluate sources of evidence critically, detect and respond to bias, present well-argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.

Level 8

They evaluate sources of evidence critically before using them in their investigations. They present full and coherently argued summaries of

their investigations and reach substantiated conclusions.

Exceptional performance

They evaluate sources of evidence critically and present coherent arguments and effective, accurate and well-substantiated conclusions.

[Click here to link to attainment targets for Geography at Key Stage 3](#)

HISTORY

Key Processes

Historical enquiry

Pupils should be able to:

- a) identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses
- b) reflect critically on historical questions or issues.

Using evidence

Pupils should be able to:

- a) identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
- b) evaluate the sources used in order to reach reasoned conclusions.

Communicating about the past

Pupils should be able to:

- a) present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary

4. Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- d) Use ICT to research information about the past, process historical data and select, categorise, organise and present their findings

[Click here to link to national curriculum for History at Key Stage 3](#)

Attainment target for History

Level 4

When finding answers to historical questions, they begin to use information as evidence to test hypotheses.

Level 5

They begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work.

Level 6

They investigate historical problems and issues, asking and beginning to refine their own questions. They evaluate sources to establish relevant evidence for particular enquiries. They select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.

Level 7

They investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken. When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources. They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.

Level 8

They suggest lines of enquiry into historical problems and issues, refining their methods of investigation. They evaluate critically a range of sources and reach substantiated conclusions independently.

Exceptional performance

They evaluate critically a wide range of sources, reaching substantiated conclusions independently.

[Click here to link to attainment targets for History at Key Stage 3](#)

SCIENCE

Key Processes

Critical understanding of evidence

Pupils should be able to:

- a) obtain, record and analyse data from a wide range of primary and secondary sources, including ICT sources, and use their findings to provide evidence for scientific explanations

Communication

Pupils should be able to:

- a) use appropriate methods, including ICT, to communicate scientific information and contribute to presentations and discussions about scientific issues.

Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- a) pursue an independent enquiry into an aspect of science of personal interest

[Click here to link to national curriculum for Science at Key Stage 3](#)

Attainment target for Science How Science Works

Level 5

Pupils decide appropriate approaches to a range of tasks, including selecting sources of information and apparatus.

Level 6

Pupils identify an appropriate approach in investigatory work, selecting and using sources of information, scientific knowledge and understanding.

Level 7

Pupils plan appropriate approaches and procedures, by synthesising information from a range of sources. They recognise the need for a risk assessment and consult appropriate sources of information, which they follow.

Exceptional performance

They readily identify hazards, seek appropriate risk assessment information and advice, select that which is relevant and, in consultation with their teacher, adjust practice as required.

[Click here to link to attainments targets for Science at Key Stage 3](#)

D&T

Attainment target for D&T

Level 4

Pupils generate ideas by collecting and using information.

Level 5

Pupils develop ideas by drawing on and using various sources of information.

Level 6

Pupils draw on and use a range of sources of information, and show that they understand the form and function of familiar products as they develop and model ideas.

Level 7

Pupils use a wide range of appropriate sources of information when developing and modelling ideas.

Level 8

Pupils use a range of strategies to fully develop and model appropriate ideas, responding to information they have identified.

Exceptional performance

Pupils seek out information to help their design thinking. Responding creatively to briefs, they are discriminating in their selection and use of information sources to support their work.

[Click here to link to attainment targets for DT at Key Stage 3](#)

ART AND DESIGN

Key Processes

Understand and evaluate

Pupils should be able to:

- a) use research and investigative skills appropriate to art, craft and design

[Click here to link to national curriculum for Art and Design at Key Stage 3](#)

Attainment target for Art & Design

Level 4

Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions.

Level 5

Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.

Level 6

Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work.

[Click here to link to attainment targets for Art and Design at Key Stage 3](#)

CITIZENSHIP

Key Processes

Critical thinking and enquiry

Pupils should be able to:

- b) research, plan and undertake enquiries into issues and problems using a range of information and sources

- b) analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.

[Click here to link to national curriculum for Citizenship at Key Stage 3](#)

Attainment target for Citizenship

Level 4

Pupils explore a range of sources of information to engage with topical and controversial issues, including where rights compete and conflict..... They develop research questions to explore issues and problems and begin to assess the impact of these for individuals and communities. They use what they find out to make informed contributions in debates.

Level 5

They use different methods of enquiry and sources of information to investigate issues and explore a range of viewpoints, drawing some conclusions. They communicate their arguments clearly, giving reasons for their opinion and recognising the range of ideas involved.

Level 6

They decide on appropriate research strategies and develop questions to investigate issues. They explore and interpret different sources of information and begin to assess these for validity and bias. They develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them. They use their findings to present a persuasive case for a particular course of action, giving reasons for their view.

Level 7

They question assumptions and their own views as a result of informed debate and examination of relevant evidence.They use a range of research strategies and sources of information with confidence.

Level 8

They make connections between information derived from different sources and their own experience in order to make perceptive observations.They carry out different types of research and hypothesise alternative courses of action, exploring the different implications of each.

Exceptional performance

They research complex issues, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the

validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions.

[Click here to link to attainment targets for Citizenship at Key Stage 3](#)

Modern Foreign Languages

Curriculum opportunities

The curriculum should provide opportunities for pupils to:

e) use a range of resources, including ICT, for accessing and communicating information in the target language

[Click here to link to national curriculum for MFL at Key Stage 3](#)

Attainment target for Modern Foreign Languages Reading and responding

Level 2

They use books or glossaries to find out the meanings of new words.

Level 3

They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Level 4

When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.

Level 5

They are generally confident in reading aloud, and in using reference materials.

Level 7

They use reference materials when these are helpful.

Level 8

When reading for personal interest and for information, pupils consult a range of reference sources where appropriate.

[Click here to link to attainment targets for MFL at Key Stage 3](#)

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Compiled by the School Library Association Unit 2 Lotmead Business Village Lotmead Farm
Wanborough Nr. Swindon Wiltshire SN4 0UY
Tel: 01793 791787 Fax 01793 791786 e-mail info@sla.org.uk web www.SLA.org.uk