Field Agent

UK Standards Correlation

Alignment to computing and digital learning expectations in England, Scotland, Wales, and Northern Ireland for learners ages 8-12.

This standards correlation helps curriculum leaders, educators, instructional designers, and reviewers understand how the Field Agent Minecraft Education lesson and student workbook connect to UK computing and digital learning frameworks.

The document maps the lesson's opening activity, gameplay, facilitated discussion, reflection, and student workbook activities to relevant expectations. Each activity table identifies the framework focus, summarises the expectation, and explains the lesson evidence supporting the correlation.

Use this document when reviewing curriculum fit, planning instruction, or adapting Field Agent for a local programme. The coverage summary distinguishes expectations that are strongly, partially, or not directly addressed. This is an independent correlation, not an official endorsement; schools should verify local curriculum interpretation before formal use.

Note: Field Agent is a simulated AI-literacy experience. No artificial intelligence or machine-learning model is used during gameplay. The Agent follows programmed game rules that represent selected ideas about data, patterns, testing, and human review. The simulation simplifies how real AI systems are developed and used.

Standards Correlation

Field	Detail
Scope	England National Curriculum Computing at Key Stages 2 and 3; Scotland Curriculum for Excellence Technologies; Curriculum for Wales Science and Technology and digital competence; Northern Ireland Using ICT, Digital Skills, and computing guidance.

Age range	Ages 8-12. In England this primarily spans upper Key Stage 2 and the transition into Key Stage 3. Scotland, Wales, and Northern Ireland organise progression differently, so the activity evidence is mapped to broad curriculum expectations rather than asserted as a single age-level code.
Source materials	Minecraft Education Field Agent Educator Guide; Minecraft Education Field Agent Student Workbook.
Nature of this document	An independent alignment analysis inferred from observable learner actions and explicit lesson content. It is not formal validation or endorsement by the curriculum authorities named. Field Agent is a simulated AI-literacy experience. No artificial intelligence or machine-learning model is used during gameplay; learners do not use an AI tool or train a live model.

1. Frameworks referenced

The correlation focuses on curriculum expectations most relevant to AI literacy, data, computational thinking, evaluation, and responsible technology use.

Framework	Relevant Computing / Digital Learning Focus
England National Curriculum Computing (KS2)	Pupils design, write, and debug programs; use sequence, selection, and repetition; work with variables and inputs/outputs; understand networks and the internet; use search effectively; collect, analyse, evaluate, and present data; and use technology safely, respectfully, and responsibly.
England National Curriculum Computing (KS3)	Pupils use computational abstractions and algorithms; program in multiple languages; use data structures; understand Boolean logic, binary representation, computer systems, and networks; undertake data-rich creative projects; evaluate digital artefacts; and use technology safely, responsibly, and securely.
Scotland Curriculum for Excellence (CfE)	Learning within Technologies includes digital literacy and computing science and supports informed, skilled, thoughtful, adaptable, and enterprising participation in a digital society.
Wales Curriculum for Wales	Science and Technology includes computer science and asks learners to evaluate evidence, assess inputs critically, make informed judgements, innovate, evaluate, and develop solutions. Digital competence supports

	responsible and purposeful use of technology across learning.
Northern Ireland Curriculum (CCEA)	Using ICT and computing guidance develop problem-solving, computational thinking, algorithms, coding, digital creativity, communication, evaluation, online safety, and responsible participation in a digital world.

2. Pre-game activities

Essential Question and The Confused Robot

Learners compare vague, overly narrow, and clear step-by-step instructions, then connect the results to information supplied to a system, outputs, and human responsibility.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Use logical reasoning to explain how simple algorithms work and detect and correct errors; work with input and output.	Learners compare instruction sets, predict outcomes, identify errors, and refine the information supplied to a simulated system.
England KS3	Design, use, and evaluate abstractions that model real-world problems; use logical reasoning to compare approaches.	The human simulation models how a system responds to inputs and allows learners to compare the usefulness of different instructions.
Scotland CfE Technologies	Develop computational thinking, digital literacy, and informed use of technology.	Learners decompose a task into steps, test clarity, and discuss how human choices affect a digital system.
Wales Science and Technology	Assess inputs critically, evaluate evidence, and develop solutions.	Learners judge whether the information given is sufficient and improve it in response to observed evidence.
Northern Ireland	Use logical reasoning, algorithms, decomposition, and evaluation to solve problems.	Learners create and evaluate step-by-step instructions, find problems, and revise the approach.

Vocabulary Review

Learners review and apply the educator guide's key vocabulary: artificial intelligence (AI), data, debug, input, output, train, and test. Additional vocabulary includes model, predict, and prompt.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2 / KS3	Develop and communicate understanding of algorithms, data, inputs, outputs, evaluation, and responsible use.	Vocabulary gives learners the language needed to explain system behaviour and evaluate results.
Scotland CfE Technologies	Build digital literacy and computing-science understanding.	Learners use the key terms artificial intelligence (AI), data, debug, input, output, train, and test. They may also use model, predict, and prompt as additional vocabulary.
Wales	Develop understanding across computer science and make informed judgements about technology.	Key terms support explanation, discussion, and critical review of technological outputs.
Northern Ireland	Communicate and apply computing concepts while solving problems.	Learners apply technical vocabulary in gameplay discussion and written reflection.

3. While-playing activities

Barn Raising

Learners create examples for differently sized animal gates, observe the Agent, train it, and evaluate the result.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Collect, analyse, evaluate, and present data and information; use logical reasoning to detect and correct errors.	Learners select size-based examples, observe outputs, and decide whether more varied examples are needed.
England KS3	Collect and analyse data; evaluate computational abstractions and digital artefacts for trustworthiness and usability.	Learners connect the properties of the example set to the Agent's behaviour and evaluate whether the result works reliably.

Scotland CfE Technologies	Apply computing science and digital literacy to practical problems.	Learners use examples as data, test the result, and refine their approach.
Wales	Assess inputs critically, evaluate evidence, and develop technological solutions.	Learners evaluate whether the examples represent the problem adequately and improve the examples supplied to the simulated system.
Northern Ireland	Investigate, make predictions, and solve problems through interaction with digital tools.	Learners predict Agent behaviour, test it, and use evidence to improve performance.

Fence Building

Learners provide examples for animals with different jumping abilities and examine how overly narrow data affects performance.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Collect and evaluate data; use logical reasoning to detect and correct errors.	Learners identify missing variation in the examples and explain how incomplete data contributes to poor results.
England KS3	Collect and analyse data; evaluate abstractions and the trustworthiness of digital artefacts.	Older learners analyse how narrow examples can produce unreliable results and propose refinements. Fairness is addressed only in the optional AI Output Review Checklist (Optional Extension).
Scotland CfE Technologies	Use computational thinking and informed, thoughtful judgement when applying technology.	Learners compare data coverage, outcomes, and possible improvements.
Wales	Critically assess inputs and technological evidence and make informed judgements.	Learners judge whether the examples are sufficiently varied and whether the resulting decisions should be trusted.
Northern Ireland	Use patterns, generalisation, prediction, and evaluation in computational problem-solving.	Learners generalise beyond one animal type and test whether the rules work across cases.

Crop Harvesting

Learners distinguish crop growth stages, train the Agent using examples, and review the Agent's decisions.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Collect, analyse, and evaluate data and information; use logical reasoning to explain and correct outcomes.	Learners treat crop stages as categories, assess harvesting decisions, and identify mistakes.
England KS3	Use data and abstractions to model real-world problems; analyse data and evaluate digital artefacts.	Learners infer what information may be guiding the Agent and assess the reliability of its choices.
Scotland CfE Technologies	Apply digital literacy and computing science to interpret information and solve problems.	Learners classify examples, review decisions, and explain improvements.
Wales	Evaluate scientific and technological evidence and develop solutions.	Learners compare observable evidence with the Agent's output and make a reasoned judgement.
Northern Ireland	Use patterns, abstraction, prediction, and evaluation.	Learners identify relevant features in crop stages and evaluate decisions based on those features.

4. Post-game and workbook activities

Facilitated Reflection and Lesson Review

Learners explain how AI learns, why data quality matters, how humans are involved, and how AI can support problem-solving.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Evaluate digital content and use technology safely, respectfully, and responsibly.	Learners explain why people must review AI results and consider whether information is accurate, complete, and appropriate.
England KS3	Evaluate unfamiliar technology analytically; attend to	Learners connect human choices about data and interpretation to reliability and human responsibility.

	trustworthiness and responsible use.	Broader analysis of bias is not required by the core lesson.
Scotland CfE Technologies	Become informed, skilled, thoughtful, and adaptable users of technology.	Learners discuss benefits, limitations, and human responsibility using evidence from gameplay.
Wales	Assess inputs critically and ask whether technological capability should be used responsibly.	Learners consider the quality of evidence, possible consequences, and the role of human judgement.
Northern Ireland	Develop evaluation, communication, online responsibility, and digital citizenship.	Learners explain outcomes, listen to alternatives, and identify responsible next steps.

AI Output Review Checklist (Optional Extension)

With teacher guidance and in accordance with school policies, learners may use the optional checklist to evaluate an AI output for accuracy, completeness, fairness, clarity, usefulness, and trustworthiness. Learners do not use AI tools during the Field Agent lesson itself.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Be discerning in evaluating digital content; use technology responsibly.	The checklist prompts learners to verify information, recognise missing details, consider fairness, and decide whether to trust or share a result.
England KS3	Create and evaluate digital artefacts with attention to trustworthiness, design, and usability; use technology responsibly.	Learners apply explicit criteria to an output and propose revisions or additional evidence.
Scotland CfE Technologies	Use digital technologies thoughtfully and responsibly.	Learners make an evidence-based decision about the quality and suitability of an output.
Wales	Critically assess inputs and information presented as fact and make informed judgements.	Learners examine evidence, potential bias, usefulness, and consequences before deciding whether an output is ready to use.

Northern Ireland	Evaluate digital information and participate responsibly in a digital world.	Learners use a structured review process and identify corrective action.

Knowledge Check and Exit Tickets

Learners explain how AI uses data and examples to identify patterns and produce outputs, how missing or unclear information can affect results, and why people must review and correct outputs.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2 / KS3	Explain system behaviour using logical reasoning and communicate evaluation of data and digital outcomes.	Learners connect examples and inputs to outputs and justify how a result could be improved.
Scotland CfE Technologies	Demonstrate digital literacy and computing-science understanding.	Written responses require learners to explain key concepts in their own words.
Wales	Use evidence to make informed judgements about science and technology.	Learners justify conclusions using evidence from the simulation.
Northern Ireland	Apply computational thinking and communicate solutions.	Learners explain the problem, the evidence, and a reasoned improvement.

Optional Extension: Code Yard

Learners may use MakeCode to create, customise, and decorate the yard after completing the lesson activities.

Framework / curriculum focus	Expectation	How the activity addresses it
England KS2	Design, write, and debug programs; use sequence, selection, repetition, variables, and input/output.	A teacher-defined MakeCode task can provide programming evidence, but the provided open extension does not itself require sequence, selection, repetition, variables, or input/output.
England KS3	Use programming languages, data structures, procedures or functions, and iterative development.	A separate task-specific correlation is needed if learners complete a defined coding challenge.

Scotland / Wales / Northern Ireland	Apply coding, computational thinking, design, creation, testing, and refinement.	Coverage depends on the programmed artefact, success criteria, and assessment evidence selected by the educator.

5. Coverage summary

Strongly covered

England KS2 and KS3: conceptual reasoning about inputs, outputs, errors, examples, and improvements. Formal data collection and analysis, programming, and evaluation of authentic digital content require additional tasks.

England KS3: limited conceptual connections to evaluating system results. The core lesson does not require learners to create or formally evaluate a computational abstraction or digital artefact.

Scotland CfE Technologies: supporting connections to computational thinking, computing-science concepts, and thoughtful use of technology. Exact progression-level alignment requires local verification.

Wales: supporting connections to assessing information supplied to a system, reviewing observable results, and applying human judgement. The core lesson does not require learners to develop a technological solution.

Northern Ireland: supporting connections to step-by-step instructions, prediction, patterns, problem-solving, evaluation, and communication. Coding and broader digital-participation outcomes require additional instruction.

Partially covered

Formal programming and coding outcomes. The core lesson models training and decision-making but does not require learners to write or inspect code.

Networks, hardware, binary representation, Boolean logic, and technical computer-system architecture. These areas are part of the England curriculum but are not taught directly in Field Agent.

Extended digital creation and design cycles. Learners refine examples and evaluate outcomes, but the core lesson does not require a sustained learner-designed digital artefact.

Online safety, cybersecurity, identity, privacy, and reporting concerns. Responsible use and trustworthiness are discussed, but these specific topics are not developed in depth.

Progression-level or code-specific claims for Scotland, Wales, and Northern Ireland. The lesson aligns to broad expectations, but local progression frameworks should be used to select the exact level for a class.

Not directly addressed - plan accordingly

Programming-language syntax, data structures, functions, and modular programming unless a defined Code Yard task is added.

Computer networks and internet services, hardware and software components, binary representation, and Boolean logic.

Authentication, encryption, cyberattacks, privacy protection, and system security.

Sustained research, extended composition, or formal assessment of subject-specific literacy beyond short discussion and workbook responses.

Official endorsement: the lesson materials do not cite these curricula, and all correlations should be checked against the school’s local curriculum plan.

Appendix A - Framework overview and source links

Framework	Reference used in this analysis	Source
England National Curriculum Computing (KS2)	Statutory programme of study: algorithms, programming, logical reasoning, networks, search, data and information, and safe and responsible technology use.	View source
England National Curriculum Computing (KS3)	Statutory programme of study: abstractions, algorithms, programming languages, data structures, Boolean logic, binary, systems, data projects, digital artefacts, safety and security.	View source
Scotland Curriculum for Excellence: Technologies	Official overview describing digital literacy and computing science within Technologies and the goal of informed, skilled, thoughtful, adaptable and enterprising citizens.	View source
Scotland Parentzone: Technologies	Family-facing overview of Technologies in Curriculum for Excellence.	View source
Wales Curriculum for Wales: Science and Technology	Official Area guidance, including computer science, critical assessment of inputs, evaluation of evidence, informed judgement and technological solutions.	View source
Wales: Designing your curriculum	Guidance for curriculum design within Science and Technology.	View source
Northern Ireland: Computing at School guide	CCEA guidance on computational thinking, algorithms, programming, problem-solving and links to Using ICT.	View source

Northern Ireland: Digital Skills for the Future	Supporting discussion of digital skills development in Northern Ireland.	View source

Prepared as an independent correlation analysis of the Field Agent lesson materials. Verify against current national guidance and local curriculum planning before formal use.

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