Eco-Schools Scotland

*Curriculum for Excellence*

Experiences and Outcomes

Outcome Mapping

First Level
Eco-Schools Scotland would like to acknowledge the assistance given by Veronica Cully, Marie Cortopassi, Elaine Robertson, Liz Nicoll and the management and staff of St Joseph’s Primary School, Bonnybridge in the production of these Outcome Maps.

Spring 2011

Website – www.ecoschoolsscotland.org
Eco-Schools is part of Keep Scotland Beautiful which is the operating name of Environmental Campaigns (Scotland)
Charity no. SCO30332
Contents

Introduction and explanation  3
The Seven Elements    4
Biodiversity  5
Energy  6
Food and the Environment  7
Health and Wellbeing  8
Litter  9
School Grounds  10
Sustaining Our World  11
Transport  12
Waste Minimisation  13
Water  14
Eco-Schools Scotland

Curriculum for Excellence

Experiences and Outcomes

First Level

The series of ‘Outcome Maps’ in this document suggest how First Level outcomes within Curriculum for Excellence may be delivered through experiences arising from the Seven Elements and ten Study Topics within the Eco-Schools Scotland Programme. (Similar documents exist for all five levels of CfE).

Eco-Schools Scotland commissioned experienced teachers to select outcomes they felt appropriate for each topic.

Please note:

- The selected outcomes for each Map are advisory – teachers may reject or add outcomes which they consider more appropriate to the context in which they plan to teach. Eco-Schools ‘Outcome Maps’ are ‘starters for ten’ and come in ‘Word’ format for easier editing by teachers.
- The first map illustrates how closely the Seven Elements of the Eco-Schools Programme match core outcomes from CfE.
- Each subsequent topic map is accompanied by a header which suggests possible ‘lead curricular areas’. Again these are open to debate and amendment by teachers.
- While similar in format not all Maps are identical – topics such as Health and Wellbeing are so closely related to Eco-Schools topics that almost all outcomes are relevant.
- Each outcome is normally quoted in full along with its relevant CfE code.
- Following piloting with teachers we have added a commentary in italics to some outcomes to explain their inclusion within an outcome map or suggest a teaching context. Teachers may wish to query such inclusions and come up with preferred links of their own.
- Linking ‘arrows’ on some topic maps highlight the opportunities for interdisciplinary learning across curricular areas.

While the maps highlight a varied number of relevant outcomes for each topic it is recommended that no series of lessons should try to encompass any more than three to five outcomes. Other outcomes may be delivered through other lesson plans.
Eco-Schools’ Seven Elements and Curriculum for Excellence (First Level)

CURRICULUM for EXCELLENCE – INTER-DISCIPLINARY LEARNING.
The Seven Elements and Topics of the Eco-Schools programme are ideally placed to provide a range of real-world experiences for pupils supporting many of the outcomes of Curriculum for Excellence

ECO-COMMITTEE
Health and wellbeing
Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HBW 1-12a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HBW 1-13a

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HBW 1-19a

Literacy and English
When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a

ENVIRONMENTAL REVIEW
Literacy and English
When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a

ACTION PLAN
Literacy and English
I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a

Social Studies
I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a

Throughout my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a

MONITORING AND EVALUATION
Numeracy and mathematics
I can use a calendar to plan and be organised for key events for myself and my class throughout the year. MNU 1-10b

I can estimate how long or heavy an object is, or what amount it holds… then measure or weigh it using appropriate instruments and units. MNU 1-11a

Mathematics
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a

Literacy and English
To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a

Technologies
As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. TCH 1-03a

ECO CODE
Expressive arts
Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a

Literacy and English
I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a

COMMUNITY
Literacy and English
I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a

Social Studies
I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a

Eco-Schools Scotland – the Seven Elements and CfE FIRST LEVEL

Eco-Schools Scotland CURRICULUM
Delivering on the Seven Principles of Curriculum Design:

Challenge & Enjoyment
Breadth
Progression
Depth
Personalisation
Coherence
Relevance

ECO-SCHOOL
Scotland – the Seven Elements and CfE

Eco-Schools is part of Keep Scotland Beautiful which is the operating name of Environmental Campaigns (Scotland)
Charity no. SC030332
SCIENCES (Planet Earth)
I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a
(In coop groups children sort objects/pictures. BBC science clips website)
I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a
(Internet research, observe animals in local area)
I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03
(Put plants in cupboard, near heaters...)

SOCIAL STUDIES (People, place and environment)
I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a
(Photographs of local area, discuss green spaces, rubbings)
I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a
(Discuss, interviews, posters, present to rest of school.)
By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b

HEALTH & WELLBEING (Mental, emotional, social and physical wellbeing)
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a
(Schools grounds improvements, membership of Eco Committee etc)

LITERACY (Writing)
I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a

NUMERACY (Shape, position and movement)
I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a
(Symmetry in butterflies, snowflakes, flower petals etc)
ECO-SCHOOLS OUTCOMES MAP – ENERGY (FIRST LEVEL)
Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Technologies

TECHNOLOGIES
(Technological developments in society)
By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts.
(Climate change, flooding...)
TCH 1-01c

TECHNOLOGIES
(Technological developments in society)
Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.
(Energy saving...)
TCH 1-02a

TECHNOLOGIES
(ICT to enhance learning)
I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
(Reading meters...)
TCH 1-03b

NUMERACY & MATHS
(Information handling)
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria.
MNU 1-20b

NUMERACY & MATHS
(Information handling)
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labeling and scale.
(Pictographs of energy use...)
MTH 1-21a

ENERGY
FIRST LEVEL

LITERACY
(Listening and talking)
I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.
LIT 1-10a

SCIENCE
(Planet earth)
I am aware of different types of energy around me and can show their importance to everyday life and my survival.
SCN 1-04a

SOCIAL STUDIES
(People, place and environment)
By exploring climate zones around the world, I can compare and describe how climate affects living things.
SOC 1-12b
(Local weather, types of weather....)

HEALTH & WELLBEING
(Social wellbeing)
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
HWB 1-13a
(Membership of Eco Committee, energy monitors, home-school links)

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Eco-Schools Outcomes Map – Food and the Environment (First Level)

Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Sciences

**SCIENCES (Planet Earth)**
I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.  
SCN 1-01a  
(All living things need nutrition (things to eat))

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.  
SCN 1-02a  
(Some chains are short; I eat apples - Apples grow on trees - Trees get their energy from the sun. Some are longer; I eat salmon - Salmon eat prawns - Prawns eat plankton - Plankton get their energy from the sun. Some are circular; I make food waste - Pigs and chickens eat my food waste - I eat meat from pigs and meat and eggs from chickens.)

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.  
SCN 1-03a  
(Try different crops and different varieties of crops in different places around the school.)

**SOCIAL SCIENCES (People, past events and societies)**
I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.  
SOC 1-04a  
(Growing food in a castle kitchen garden, or the school garden. What tools were/are available? Where did seeds come from? Heritage varieties)

(People, place and environment)
Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.  
SOC 1-09a  
(In Scotland, some places do not suit growing grains or vegetables, instead they are used for livestock (mostly sheep farming). Also, Scotland has very rich harvest from the sea.)

By exploring climate zones around the world, I can compare and describe how climate affects living things.  
SOC 1-12b  
(What food grows where? Do bananas grow in Scotland? Why not?)

**TECHNOLOGIES (Technological developments in society)**
By exploring and using technologies in the wider world, I can consider the ways in which they help.  
TCH 1-01a  
(Refrigeration, cooking, Gardening tools, Kitchen tools, Agricultural machinery)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.  
TCH 1-02a  
(Healthy snack packaging. Reducing food packaging waste. Making and using compost.)

(Food and textiles contexts)
Through discovery and imagination, I can develop and use problem solving strategies to meet design challenges with a food or textile focus.  
TCH 1-11a  
(How should we design/arrange planting of seeds so that there is sufficient space, light and water for the adult plant to thrive?)

**SCIENCES (Biological systems)**
I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society.  
SCN 1-13a  
(Hygienic food preparation practices. Storing food hygienically)

**HEALTH AND WELLBEING (Food and the Consumer)**
When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.  
HWB 1-35a  
(What grows where? When are the harvest times? How does food get from the field to the table?)

I am discovering the different ways that advertising and the media can affect my choices.  
HWB 1-37a  
(What food adverts can you remember? Why do you remember them?)

**FOOD AND THE ENVIRONMENT**
FIRST LEVEL
**HEALTH & WELLBEING**

I am aware of and able to express my feelings and am developing the ability to talk about them. (Circle Time...)

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. (Safety plan, visits, home safety...)

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. (Walk to school weeks, playground friends, ...)

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. (Keep Ben Healthy...)

I understand that my body needs energy to function and that this comes from food. I am exploring how physical activity contributes to my health and wellbeing. (Design menus)

By investigating the range of foods available I can discuss how they contribute to a healthy diet. (Smoothies, fruit cocktails, healthy tuck...)

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. (Handwashing gel, germ highlighting box...)

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines. (Make adverts, discuss TV adverts...)

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. (Circle time)

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. (My Body is Special...)

**SOCIAL STUDIES**

(People in society, economy and business)

I can contribute to a discussion of the difference between my needs and wants and those of others around me. (Coop groups study sections of Rights of the Child)

I have participated in decision making and have considered the different options available in order to make decisions. (Walk to my village; meet staff in different shops/services. Interview “What do you do for us?”)

I have developed an understanding of the importance of local organisations in providing for the needs of my local community.

**EXPRESSIVE ARTS (Dance, drama..)**

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. (Drama may allow pupils to share experiences and feelings more readily...)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. (Make adverts; discuss TV adverts...)

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.

**LITERACY**

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (Health Promotion posters)

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

**TECHNOLOGY (Food and textiles...)**

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks.

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SOCIAL STUDIES
(People, past events and societies)
I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a
(Pupils may investigate e.g. ‘make do and mend’ rather than throw away.)

SOCIAL STUDIES
(People, place and environment)
I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a
(Litter monitors etc)

SOCIAL STUDIES
(People in society, economy and business)
By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a

SOCIAL STUDIES
(People in society, economy and business)
I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a
(Membership of Eco Committee)

NUMERACY & MATHS
(Data and analysis)
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria. MNU 1-20b
(Litter Survey)
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a
(Recycling & litter statistics, weighing waste etc addresses many numeracy and maths topics.)

LITTER
FIRST LEVEL

LITERACY
(Reading)
I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a
There are many books with Eco-themes e.g. The Litter Queen by Roderick Hunt; Spud Goes Green by Giles Thaxton

(Writing)
I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. Litter Posters/Campaigns LIT 1-20a

EXPRESSIVE ARTS
(Art and design)
I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a
(Creating litter campaign and information posters)
(Art and design)
I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a

TECHNOLOGIES
(Tech dvpts in society)
Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a

HEALTH & WELLBEING (Social wellbeing)
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a
(Physical wellbeing)
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 1-16a
(Dangerous litter- used needles, broken glass etc; danger to wildlife)

(Food and health)
I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a
(Packaging used as encouragement to children to want unsuitable food can result in more litter.)
SOCIAL STUDIES (People, place and environment)
I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.
SOC 1-07a
(Simple maps..)

SOCIAL STUDIES (People, place and environment)
I can consider ways of looking after my school or community and can encourage others to care for their environment.
SOC 1-08a
(Bird boxes, feeders....)

SOCIAL STUDIES (People in society, economy and business)
I have developed an understanding of the importance of local organizations in providing for the needs of my local community. SOC 1-20a
(people who help us)

NUMERACY (Number, money and measure)
I can estimate the area of a shape by counting squares or other methods.
MN 1-11b
(Measuring and estimating the area of the playground/parts of playground with footsteps, etc)

NUMERACY (Shape, position and movement)
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.
MTH 1-16a
(Searching for 2D & 3D shapes in the school grounds)

TECHNOLOGIES (Craft, design, engineering and graphics....)
During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.
TCH 1-13a

TECHNOLOGIES (ICT to enhance learning)
As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.
TCH 1-03a

EXPRESSIVE ARTS (Art and design)
I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.
EXA 1-02a
(Art and design)
I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.
EXA 1-03a
(Art and design)
I can use exploration and imagination to solve design problems related to real-life situations.
EXA 1-06a
(Music)
I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.
EXA 1-17a
(Using natural materials to make music)

HEALTH & WELLBEING (Social wellbeing)
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
HWB 1-13a

HEALTH & WELLBEING (Physical wellbeing)
Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.
HWB 1-25a
(Designing and using a trim trail)
SOCIAL STUDIES (People, place and environment)
Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a (Foods from other countries)

SOCIAL STUDIES (People, place and environment)
By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b (Tropical rainforest, desert, etc)

SCIENCE (Planet earth)
I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03a (Growing food plants)

SCIENCE (Planet earth)
I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a (Wild animals in danger of extinction.)

HEALTH & WELLBEING (Food and health)
When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a (Food miles and Fair Trade)

HEALTH & WELLBEING (Social wellbeing)
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a (Responding to charity and emergency appeals)

HEALTH & WELLBEING (Social wellbeing)
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a (Child labour issues in developing countries)

HEALTH & WELLBEING (Food and health)
I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a (Compare access to basic necessities of living in Scotland and in less developed countries)

HEALTH & WELLBEING (Social wellbeing)
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a (Child labour issues in developing countries)

SUSTAINING OUR WORLD
FIRST LEVEL

RME (World religions selected for study)
I am developing respect for others and my understanding of their beliefs and values. RME 1-07a

RME
I am developing respect for the practices and traditions of others. RME 1-06a
**HEALTH & WELLBEING**  
(Physical wellbeing)  
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.  
HWB 1-16a  
(Road safety training)  

**NUMERACY & MATHS**  
(Shape, position and movement)  
I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.  
MTH 1-17a  
(Simple maps to/from home)  

**SOCIAL STUDIES**  
(People, place and environment)  
Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.  
SOC 1-14a  
(Transport Survey)  

**TECHNOLOGIES**  
(Technological developments in society)  
By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts.  
TCH 1-01c  
(Green’ travel issues: new inventions to create renewable energy sources, electric cars, other fuels)  

**ECO-SCHOOLS OUTCOMES MAP – TRAVEL (FIRST LEVEL)**  
Curriculum for Excellence – Inter-Disciplinary Learning.  
Suggested Lead Curricular Area – Health and wellbeing
SOCIAL STUDIES
(People, past events and societies)
I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. 
SOC 1-04a
(Make do and mend, rationing, litter)

SOCIAL STUDIES
(People, place and environment)
I can consider ways of looking after my school or community and can encourage others to care for their environment. 
SOC 1-08a
(Waste surveys, recycling, litter prevention)

SOCIAL STUDIES
(People in society, economy and business)
I can contribute to a discussion of the difference between my needs and wants and those of others around me. 
SOC 1-16a
(Rich world, poor world, children living on landfill sites)

NUMERACY & MATHS
(Number, money and measure)
I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. 
MNU 1-11a
(Weighing and counting recycled waste – paper, phones etc)

NUMERACY & MATHS
(Information handling)
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. 
MTH 1-21a
(Evaluating success by drawing graphs of amounts of recycled waste etc)

TECHNOLOGIES
(Technological developments in society)
Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. 
TCH 1-02a
(Waste minimisation in design)

TECHNOLOGIES
(ICT to enhance learning)
As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. 
TCH 1-03a

HEALTH & WELLBEING
(Food and health)
When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. 
HWB 1-35a
(Fair Trade, food miles, energy consumption.)

EXPRESSIVE ARTS
(Art and design)
I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. 
EXA 1-02a
(Trash fashion, waste collage, art from litter)

SCIENCE
(Materials)
Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. 
SCN 1-15a
(Waste minimisation in design)
### ECO-SCHOOLS OUTCOMES MAP – WATER (FIRST LEVEL)

**Curriculum for Excellence – Inter-Disciplinary Learning.**
**Suggested Lead Curricular Area – Sciences**

#### SCIENCES
(Biodiversity and interdependence)
I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a**

*(Watering plants to keep them healthy)*

#### SCIENCES
(Biological systems)
By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. **SCN 1-12a**

*(Water for health; water for brains; need for clean water)*

#### SCIENCES
(Biological systems)
I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. **SCN 1-13a**

*(Hand washing programmes, saving water while brushing teeth)*

#### SOCIAL STUDIES
(People, past events and society)
I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**

*(History of water supply)*

#### SOCIAL STUDIES
(People, place and environment)
By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. **SOC 1-12a**

*(Where water comes from, rain gauges, clouds)*

#### WATER
**FIRST LEVEL**

#### SOCIAL STUDIES
(People, place and environment)
By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**

*(Endangered species)*

#### EXPRESSIVE ARTS
(Art and design)
I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

*(Create pictures using colours and water to make patterns)*

#### EXPRESSIVE ARTS
(Drama)
I have experienced the energy and excitement of performing for audiences and being part of an audience for other people’s presentations/performances. **EXA 1-01a**

*(Water Cycle Drama)*

#### EXPRESSIVE ARTS
(Music)
I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**

*(Investigate pitch with recycled bottles filled with water)*

#### LITERACY
(Writing)
I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

*(Environment posters, litter posters)*

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Website – [www.ecoschoolsscotland.org](http://www.ecoschoolsscotland.org)
Eco-Schools is part of Keep Scotland Beautiful which is the operating name of Environmental Campaigns (Scotland)
Charity no. SCO30332