Eco-Schools Scotland

Curriculum for Excellence

Experiences and Outcomes

Outcome Mapping

Third 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
Eco-Schools Scotland

*Curriculum for Excellence*

Experiences and Outcomes

Third Level

Contents

Introduction and explanation

The Seven Elements

Biodiversity

Energy

Food and the Environment

Health and Wellbeing

Litter

School Grounds

Sustaining Our World

Transport

Waste Minimisation

Water
Eco-Schools Scotland

Curriculum for Excellence

Experiences and Outcomes

Third Level

The series of ‘Outcome Maps’ in this document suggest how Level Three outcomes within Curriculum for Excellence (CfE) may be delivered through experiences arising from the Seven Elements and nine Study Topics within the Eco-Schools Scotland Programme. (Similar documents exist for all five levels of CfE). Level Three maps include an additional map for ‘Sustainable Communities’ – to encourage schools to develop this new topic.

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 inter-disciplinary 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 (Third Level)

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.  
HWB 3-12a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.  
HWB 3-13a

Literacy and English  
When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.  
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.  
LIT 3-02a

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.  
LIT 3-05a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.  
LIT 3-06a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.  
LIT 3-07a

When listening and talking with others for different purposes, I can communicate information, ideas or opinions explain processes, concepts or ideas and identify issues raised, summarise findings or draw conclusions.  
LIT 3-09a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.  
LIT 3-29a

ENVIRONMENTAL REVIEW  
Literacy and English  
When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.  
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.  
LIT 3-02a

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.  
LIT 3-14a

ACTION PLAN  
Literacy and English  
I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.  
I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.  
LIT 3-25a

Social Studies  
I can identify the possible consequences of an environmental issue and made informed suggestions about ways to manage the impact.  
SOC 3-08a

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.  
SOC 3-17b

From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.  
TCH 3-02a

MONITORING AND EVALUATION  
Numeracy and mathematics  
I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real life situations.  
MNU 3-07a

I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.  
MNU 3-11a

Mathematics  
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.  
MTH 3-21a

Literacy and English  
To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.  
LIT 3-18a

Technologies  
I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues.  
TCH 3-03a

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

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

Challenge & Enjoyment
Breadth
Progression
Depth
Personalisation
Coherence
Relevance

COMMUNITY  
Literacy and English  
I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.  
LIT 3-20a

Social Studies  
I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.  
SOC 3-15a

Website – www.ecoschools.org.uk
Eco-Schools is part of Keep Scotland Beautiful which is the operating name of Environmental Campaigns (Scotland)
Charity no. SCO30332
**ECO-SCHOOLS OUTCOMES MAP – BIODIVERSITY (THIRD LEVEL)**

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

<table>
<thead>
<tr>
<th><strong>SOCIAL STUDIES</strong> (People, place and environment)</th>
<th><strong>NUMERACY</strong> (Data and Analysis)</th>
<th><strong>SCIENCES</strong> (Planet Earth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.</td>
<td>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. (Use of species survey data, water quality readings etc for calculations)</td>
<td>I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution.</td>
</tr>
<tr>
<td>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</td>
<td></td>
<td>I have collaborated on investigations into the process of photosynthesis and I can demonstrate my understanding of why plants are vital to sustaining life on Earth.</td>
</tr>
<tr>
<td>I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.</td>
<td></td>
<td>Through investigations and based on experimental evidence, I can explain the use of different types of chemicals in agriculture and their alternatives and can evaluate their potential impact on the world’s food production.</td>
</tr>
<tr>
<td><strong>HEALTH &amp; WELLBEING</strong> (Mental, emotional, social and physical wellbeing)</td>
<td><strong>LITERACY</strong> (Listening &amp; Talking)</td>
<td><strong>(Planet Earth)</strong></td>
</tr>
<tr>
<td>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</td>
<td>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organize resources independently. (Research/ Debates eg. Global Footprints.)</td>
<td>Through investigations and based on experimental evidence, I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.</td>
</tr>
<tr>
<td>(Schools grounds improvements, membership of Eco Committee etc)</td>
<td><strong>WRITING</strong> (Creating Texts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. (Links with other school, countries to explore biodiversity issues.)</td>
<td></td>
</tr>
</tbody>
</table>

Website – [www.ecoschoolsscotland.org](http://www.ecoschoolsscotland.org)

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**SCIENCE**

**(Planet earth)**
I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems.

SCN 3-04a

(Experiments in insulation)

**(Planet earth)**
By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.

SCN 3-04b

**(Planet earth)**
By contributing to experiments and investigations, I can develop my understanding of models of matter and can apply this to changes of state and the energy involved as they occur in nature.

SCN 3-05a

(Hydro electric power, Steam-generators Etc.)

**LITERACY**

**(Listening and talking)**
I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organize resources independently.

LIT 3-10a

(Phone calls on topic. Organize resources)

**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 3-13a

(Membership of Eco Committee, energy monitors, home-school links)

**ENERGY**

**THIRD LEVEL**

**SOCIAL STUDIES**

**_(People in society, economy and business)_**
I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives.

SOC 3-19a

(Control of fossil fuels, politics, wars...)

**TECHNOLOGIES**

**_(Technological developments in society)_**
From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.

TCH 3-02a

(Eco systems, design and building)

(ICT to enhance learning)
I enhance my learning by applying my ICT skills in different learning contexts across the curriculum.

TCH 3-04a

**NUMERACY & MATHS**

**_(Information handling)_**
I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.

MNU 3-20a

(Best type of energy and why. Internet research. – graphs of findings.)

(ICT to enhance learning)
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 3-21a
ECO-SCHOOLS OUTCOMES MAP – FOOD AND THE ENVIRONMENT (THIRD LEVEL)
Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Sciences

SCIENCES
(Planet Earth)
Through investigations and based on experimental evidence, I can explain the use of different types of chemicals in agriculture and their alternatives and can evaluate their potential impact on the world’s food production.

SCN 3-03a
Natural and artificial fertilisers. Haber-Bosch process for artificial fixing of nitrogen. Human population food supply no longer dependent on natural systems of soil nitrogen replenishing.

(Biological systems)
I have contributed to investigations into the different types of microorganisms and can explain how their growth can be controlled.

SCN 3-13b
(Interrupt normal food decomposition. Try out some food preservation methods. Pickling, drying, jam making, salting)

(Materials)
Through evaluation of a range of data, I can describe the formation, characteristics and uses of soils, minerals and basic types of rocks.

SCN 3-17a
(Soil type and stability in relation to land use/primary production and soil erosion. Comparison of time for soil formation and its erosion.)

(Topical Science)
I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.

SOC 3-20a
Subsistence farming, industrialisation of agriculture. Technology transfer. Export markets and trade agreements. Fairtrade and other ethical food labels.

RME
(World religions selected for study)
I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.

RME 3-05b
(Attitudes to food production and consumption. Food as part of religious festival and practice. Ethical Trading schemes - hosting a Fairtrade café)

(Development of beliefs and values)
I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.

RME 3-09b
(What values do you associate with food? This could include issues of waste, method of production, type of diet, ethical trading.)

TECHNOLOGIES
(Technological developments in society)
From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.

TCH 3-02a
(Ethics of, for e.g. food prices and monoculture/biodiverse land, land for food or fuel, economy of scale, small scale or industrial re fishing and agriculture)

(Business contexts)
When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.

SOC 3-20a
(Healthy tuck shop. Selling school grown produce. Fairtrade schools)

(Food and textiles contexts)
I can practise and apply a range of preparation techniques and processes to make a variety of items showing imagination and creativity, and recognising the need to conserve resources.

TCH 3-10a
(Food preparation to reduce waste (packaging, peelings, offcuts and portion size) or for a Fairtrade Café)

SOCIAL STUDIES
(People, past events and societies)
I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

SOC 3-04a
(Climatic and food production and processing similarities and differences with other countries. Run rig, lazy beds, commonties)

(People, place and environment)
I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

SOC 3-08a
Industrial agricultural reliance on human inputs of fertilisers (from fossil fuels) and problems of eutrophication, blue-baby syndrome, resource depletion.

NUMERACY AND MATHEMATICS
(Number, money and measure)
I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts.

MNU 3-08a
(How many people is the recipe for?)

When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me.

MNU 3-09a
(Compare prices of products with different production methods. Cost implications of environmental damage?)

FOOD AND THE ENVIRONMENT
THIRD LEVEL

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**HEALTH & WELLBEING**

I am aware of and able to express my feelings and am developing the ability to talk about them. [HWB 1-01a](#)

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 3-09a](#)

Re-presenting my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. [HWB 3-12a](#)

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. [HWB 3-19a](#)

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. [HWB 3-25a](#)

I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. [HWB 3-28a](#)

Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. [HWB 3-36a](#)

I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. [HWB 3-40a](#)

**LITERACY**

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. [LIT 3-26a](#)

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. [LIT 3-29a](#)

**SOCIAL STUDIES**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. [SOC 3-16a](#)

I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. (Both above - Comparison studies Third World Countries/Child Labour) [SOC 3-20b](#)

I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. [SOC 3-21a](#)

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

I have gained confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. (Health promoting school, choices in food and Fairtrade products) [TCH 3-10b](#)
SOCIAL STUDIES
(People, past events and societies)
I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. SOC 3-04a
(Recycling systems)

(People, place and environment)
I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a
(Litter monitors, campaigns etc)

(People in society, economy and business)
I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. SOC 3-17a
(Internet-Global interviews/ views)

(People in society, economy and business)
I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b
(Media reports-bias & advertising)

TECHNOLOGIES
(Tech. developments in society)
From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. TCH 3-02a
(Recycling systems- effectiveness/ cost/how they work)

LITTER
THIRD LEVEL

EXPERSSIVE ARTS
(Art and design)
I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a
(Junk work)
(Art and design)
I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA3-03a
(Collage of litter, trash fashion)

HEALTH & WELLBEING
(Social wellbeing)
I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 3-10a
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 3-13a
(Litter campaign)
(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 3-16a
(Dangerous litter- (used needles, broken glass etc; danger to wildlife)

LITERACY
(Reading)
I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources to develop the range of my reading. LIT 3-11a
(Writing)
I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. (Posters, letters, Reports) LIT 3-20a

NUMERACY & MATHS (Data and analysis)
I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. MNU 3-20a
When analyzing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to ensure that the data allows for fair conclusions to be drawn. MTH 3-20b
(Analysis of litter surveys/surveys of opinion on the litter problem)
SOCIAL STUDIES
(People, place and environment)
Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.
SOC 3-07a
(Depletion of Rain forest.)
(People in society, economy and business)
I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.
SOC 3-08a
(Numeracy)
I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.
MNU 3-11a
(Shape, position and movement)
Having investigated a range of methods, I can accurately draw 2D shapes using appropriate mathematical instruments and methods.
MTH 3-16a

SCIENCE
(Planet Earth)
I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution.
SCN 3-01a
(Field study and internet to research above.)

EXPERSSIVE ART (Art and design)
I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.
EXA 3-02a
I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.
EXA 3-03a
(Posters, diagrams, models)
While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.
EXA 3-06a
(Music)
I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.
EXA 3-17a

NUMERACY
(Number, money and measure)
I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.
MNU 3-11a
(Shape, position and movement)
Having investigated a range of methods, I can accurately draw 2D shapes using appropriate mathematical instruments and methods.
MTH 3-16a
(Both above planning school gardens, raised flower beds etc.)
RME (World religions – Values and issues)
I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.
RME 3-09c

RME (World religions – Values and issues)
I can describe how the values of Christianity contribute to as well as challenge Scottish and other societies.
RME 3-02c

RME (World religions – Values and issues)
I can describe how the values of world religions contribute to as well as challenge Scottish and other societies.
RME 3-05c

TECHNOLOGIES (Technological developments in society.)
From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.
TCH 3-02a
(Racism and other anti-social behaviors are often related to poverty and unemployment arising from local economic change. Studies of such change within the local area can provide a context to assist understanding of community tensions.)

SUSTAINABLE COMMUNITIES
THIRD LEVEL

HEALTH & WELLBEING (Mental and emotional wellbeing.)
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB 3-05a

HEALTH & WELLBEING (Substance misuse)
I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.
HWB 3-38a
(Racism, sectarianism and violent activity are often fuelled by substance/alcohol abuse. Inclusion here allows examination of these links.)

SOCIAL STUDIES (People in society, economy and business)
I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.
SOC 3-16a
(Gender equality, sexual equality, intergenerational issues, racism, sectarianism.)

SOCIAL STUDIES (People in society, economy and business)
I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.
SOC 3-17a

Eco-Schools is part of Keep Scotland Beautiful which is the operating name of Environmental Campaigns (Scotland)
Charity no. SCO30332
### ECO-SCHOOLS OUTCOMES MAP – SUSTAINING OUR WORLD (THIRD LEVEL)

**Curriculum for Excellence – Inter-Disciplinary Learning.**
**Suggested Lead Curricular Area – Health and wellbeing**

#### 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 3-09a
*(Basic human rights-food, shelter etc.)*

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.  
HWB 3-13a
*(Responding to charity and emergency appeals)*

#### SCIENCE
*Planet earth*
Through investigations and based on experimental evidence, I can explain the use of different types of chemicals in agriculture and their alternatives and can evaluate their potential impact on the world’s food production.  
SCN 3-03a
*(Growing food plants, GM food)*

I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.  
SCN 3-05b
*(Rising sea levels)*

#### SOCIAL STUDIES
*People, place and environment*
I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.  
SOC 3-08a
*(Tropical rainforest, desert, etc)*

*(People, place and environment)*
I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.  
SOC 3-11a
*(Fairtrade, child-labour, WHO)*

*(People, place and environment)*
I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.  
SOC 3-12a
*(Global warming, climate change)*

*(People in society, economy and business)*
I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.  
SOC 3-16a

### SUSTAINING OUR WORLD

#### THIRD LEVEL

#### RME
*Values and issues*
I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.  
RME 3-02b
*(Christian Aid, SCIAF)*

Through investigating and reflecting upon the responses of world religions to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society.  
RME 3-05a
*(Global inequality, environmental injustice and equity)*

#### SCIENCE
*Planet earth*
Through investigations and based on experimental evidence, I can explain the use of different types of chemicals in agriculture and their alternatives and can evaluate their potential impact on the world’s food production.  
SCN 3-03a
*(Growing food plants, GM food)*

I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.  
SCN 3-05b
*(Rising sea levels)*
ECO-SCHOOLS OUTCOMES MAP – TRANSPORT (THIRD LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.
Joint Lead Curricular Areas – Health and wellbeing/Social Studies

HEALTH & WELLBEING
(Physical wellbeing)
I know and can demonstrate how to travel safely. HWB 3-18a
(School travel plan, safe routes to school “Stranger danger”)

(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 3-16a
(Road safety training, preparation for road users)

(Physical activity and sport)
I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 3-25a
(Walking or cycling to and from school).

TECHNOLOGIES
(ICT to enhance learning)
I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. TCH 3-04a
(Research into types of travel used by schools; more environmentally friendly solutions. Produce graphs)

SOCIAL STUDIES
(People, past events and societies)
I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people’s lives. SOC 3-05a
(Changes in transport, personal mobility & economic growth.)

(People, past events and societies)
I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a
(Pollution - causes/solutions. Car pools etc)

(People in society, economy and business)
I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. SOC 3-15a
(Obesity in the young due to car use. Traffic pollution etc.)

TRANSPORT
THIRD LEVEL

NUMERACY & MATHS
(Shape, position and movement)
Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys. (Shortest route to/from home) MTH 3-17b

(Information handling)
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. (Travel to school surveys, tally marks, graphs) MTH 3-21a
SOCIAL STUDIES
(People, past events and societies)
I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people’s lives. SOC 3-05a
(Make do and mend, rationing, recycling-paper, string)

(People, place and environment)
I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a
(Waste surveys, recycling, litter prevention)

(People in society, economy and business)
I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a
(Rich world, poor world, children living on landfill sites. Recycling clothes, computers etc.)

NUMERACY & MATHS
(Number, money and measure)
I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.

WEIGHTING and COUNTING recycled waste – paper, phones etc

MNU 3-11a

(INFORMATION handling)
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 3-21a

(Evaluating success by drawing of graphs of amounts of recycled waste, energy savings, water savings etc)

SCIENCE
(Topical science)
Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications.

SCN 3-20b

(DEVELOPMENT of more environmentally friendly materials to reduce waste or allow more recycling)

TECHNOLOGIES
(Technological developments in society)
From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.

TCH 3-02a

(Waste minimisation in design, recycling/reusing)

ICT to enhance learning
I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues.

TCH 3-03a

(Grants, pie charts to monitor paper waste, etc. Use of spreadsheets to track waste reduction)

EXPRESSIVE ARTS
(Art and design)
I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.

EXA 3-02a

(Trash fashion, waste collage, art from litter, sculptures)

HEALTH & WELLBEING
(Planning for choices and changes)
I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.

HWB 3-19a

(Green careers, choosing eco-friendly devices)

WASTE MINIMISATION
THIRD LEVEL

ECO-SCHOOLS OUTCOMES MAP – WASTE MINIMISATION (THIRD LEVEL)
Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Social studies
ECO-SCHOOLS OUTCOMES MAP – WATER (THIRD LEVEL)
Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Sciences

SCIENCES
(Energy and sustainability)
By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.

EXPRESSIVE ARTS
(Art and design)
I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.

HEALTH & WELLBEING
(Food and health)
Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health.

LITERACY
(Writing)
I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.

SOCIAL STUDIES
(People, past events and society)
I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people’s lives.

WATER
THIRD LEVEL

(Biological systems – body systems)
I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life.

(Drama)
Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.

EXPRESSIVE ARTS
(Music)
I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.

LITERACY
(Chemical pollution and water purification)
I can differentiate between pure substances and mixtures in common use and can select appropriate physical methods for separating mixtures into their components.

EXPRESSIVE ARTS
(Using recycled materials to construct percussion instruments; examining changes in pitch using recycled bottles partially filled with water.)

SOCIAL STUDIES
(People, place and environment)
I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.

EXPRESSIVE ARTS
(Using water as theme, present poems, stories, mime.)

SOCIAL STUDIES
(People, economy and business)
I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives.

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