

Eco-Schools Curricular Maps - Litter Topic

The series of 'Outcome Maps' in this document suggest how Curriculum for Excellence (CfE) Experiences and Outcomes may be delivered through the Eco-Schools Litter 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 for guidance purposes only, are not exhaustive and should not be viewed as limiting.
- 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 possible teaching context. Linking 'arrows' on some topic maps highlight the opportunities for interdisciplinary learning across curricular areas.



Litter Topic: Early Level

Social studies (People, past events and societies)

I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. **SOC 0-04a**

Social studies (People, place and environment)

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a** *Litter in the past and now – differences- Packaging. Litter spoils our environment*

Social studies (People in society, economy and business)

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a** *Litter monitors*

Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a** *If I am messy I must clear up.*

Health and 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 0-13a** *Litter spoils our surroundings it. We clear it up safely*

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a** *Dangerous litter- used needles, broken glass etc; danger to wildlife*

Technologies (Technological developments in society and business)

To help care for the environment, I reduce, re-use and recycle the resources I use. **TCH 0-06a** *Why we recycle and what happens to it*

Literacy (Reading)

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-11b** *There are many books with Eco-themes*

Literacy (Writing)

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-11a**

Expressive Arts (Art and design)

I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a** *Creating litter campaign and information posters*

I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a** *Junk modelling/collage*

Numeracy and Mathematics (Information handling)

I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b** *Litter survey – tally marks, pictorial graphs*

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. **MNU 0-20c** *Recycling – where it goes. How much we produce?*



Litter Topic: First Level

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.*

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**

I have participated in decision making and have considered the different options available in order to make decisions. **SOC-18a** *Membership of Eco Committee*

Health and 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**

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*

Technologies (Technological developments in society and business)

I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-06a**

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*

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** *Litter Posters/Campaigns*

Numeracy and Mathematics (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** *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 addresses many numeracy and maths topics.*

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 posters*

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** *Junk modelling/collage*



Litter Topic: Second Level

Social studies (People, past events and societies)

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 2-04a** *Comparison of food packaging 'now and then'*

Social Studies (People, place and environment)

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a** *Dangers of litter to people and animals*

Social Studies (People in society, economy and business)

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a** *Personal decision: bin litter or drop litter, recycle or not. Litter rules and fines*

Health and 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 2-13a** *Community litter picks*

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a** *Dangerous litter - used needles, broken glass etc.*

Health and Wellbeing (Food and Health)

I can understand how advertising and the media are used to influence consumers. **HWB 2-37a** *Packaging adverts can encourage unhealthy choice/excess packaging*

Technologies (Technological developments in society and business)

I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. **TCH 2-06a** *Reducing litter is a real context to study this outcome, designing/adapting litter bins*

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 2-11a** *There are many books with Eco-themes which can be used as a basis for discussion on litter issues*

Numeracy and Mathematics (Information handling)

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. **MNU 2-20b** *Litter Survey: sorting and categorizing, Recycling & litter statistics, weighing waste etc covers many maths outcomes*

Expressive Arts (Art and Design)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 2-05a** *Junk modelling/collage/information posters*



Litter Topic: Third Level

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*

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** *Litter monitors, campaigns etc*

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** *Internet-Global interviews/ views*

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*

Health and wellbeing (Mental, emotional, social and physical 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*

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*

Technologies (Technological developments in society and business)

I can evaluate the implications for individuals and societies of the ethical issues arising from technological developments. **TCH 3-06a** *Recycling systems – effectiveness/cost/how they work*

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 sources¹ to develop the range of my reading. **LIT 3-11a**

Literacy (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. **LIT 3-20a** *Posters, letters, Reports*

Numeracy and Mathematics (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**

When analysing 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*

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** *Junk work*

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*



Litter Topic: Fourth Level

Sciences (Materials)

I have explored how different materials can be derived from crude oil and their uses. I can explain the importance of carbon compounds in our lives. **SCN 4-17a** *Pupils may examine the decomposition rates of plastics and other carbon compounds and how these contribute to problems of waste storage (landfill) and the permanence of some forms of litter.*

I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment. **SCN 4-18a** *Surveys and analysis of litter within the school grounds or local community can lead to an awareness of local pollution levels and elicit suggested approaches to minimising the problem from pupils.*

I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a** *Litter can be one of the biggest dangers to wildlife and domestic animals. An examination of this kind of impact from litter may influence pupil behaviour.*

Social studies (People, place and environment)

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. **SOC 4-10a** *This outcome can serve as a focus for experiences related to the minimisation of litter - 'waste in the wrong place' – and could link with chemistry lessons on carbon compounds and packaging-related litter*

Health and Wellbeing (Food and Health)

I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. **HWB 4-36a** *Studies into minimising wasteful packaging can support the Litter topic by demonstrating that unnecessary packaging often ends up as litter.*

Numeracy and Mathematics (Information handling)

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data. **MTH 4-21a**

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. **MNU 4-20a** *Litter surveys of school grounds and the local community provide real-life data for graphical display and analysis*