

Eco-Schools Curricular Maps - School Grounds 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 School Grounds 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.



School Grounds Topic: Early Level

Social studies (People, place and environment)

I explore and discover the interesting features of my local environment to develop an awareness of the world around me. **SOC 0-07a**

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a**

While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. **SOC 0-12a** *Explore our school grounds. List what is there. (Scribe) Looking after plants etc. in our area.*

Social studies (People in society, economy and business)

In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. **SOC 0-20** *People who help us*

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** *Membership of Eco-Committee*

Health and Wellbeing Physical activity and sport

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a** *We work together in our school grounds. We plan what is to be done and get help – parents, local businesses etc.*

Technologies (Craft, design, engineering and graphics)

I explore ways to design and construct models. **TCH 0-09a** *Draw plans, make miniature planting beds, models*

Numeracy and Mathematics (Number, money and measure)

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. **MNU 0-11a** *How quickly things grow*

Numeracy and Mathematics (Shape, position and movement)

I enjoy investigating objects and shapes and can sort, describe and be creative with them. **MTH 0-16a** *Searching for and matching 2D & 3D shapes in the school grounds*

Expressive Arts (Art and design)

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

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

Working on my own and with others, I use my curiosity and imagination to solve design problems. **EXA 0-06a** *Draw our plans for flower beds, play areas etc. Tell others. Posters*

Expressive Arts (Music)

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 0-18a** *Songs, actions about what we are doing together.*



School Grounds Topic: First Level

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*

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*

By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. **SOC 1-12a** *Simple weather instruments*

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*

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**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

I can use exploration and imagination to solve design problems related to real-life situations. **EXA 1-06a**

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** *Using natural materials to make music*

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**

Health and Wellbeing (Physical activity and sport)

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*

Technologies (Craft, design, engineering and graphics)

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**

Numeracy and Mathematics (Number, money and measure)

I can estimate the area of a shape by counting squares or other methods. **MNU 1-11b** *Measuring and estimating the area of the playground/parts of playground with footsteps, etc*

Numeracy and Mathematics (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*



School Grounds Topic: Second Level

Expressive Arts (Art and design)

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a** *Drawing up plans/maps of school grounds*

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a** *Drawing up plans/maps of school grounds*

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a** *Designing school attractions - mosaics, murals etc*

Expressive Arts (Music)

I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a** *Wind chimes, playground games.*

Social Studies (People, place and environment)

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. **SOC 2-08b**

Social Studies (People in society, economy and business)

I can explain how the needs of a group in my local community are supported. **SOC 2-16a** *Pupils can be involved with planned changes to school grounds to accommodate nursery pupils or pupils with particular support needs e.g. sensory gardens*

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** *Membership of Eco-Committee, pupil council*

Health and Wellbeing (Physical education, 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 2-25a** *Designing playground games*

I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport...in my place of learning and beyond. **HWB 2-26a** *Designing and using a trim trail*

Technologies (Craft design, Engineering and Graphics)

I can extend and enhance my design skills to solve problems and can construct models. **TCH 2-09a**

I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. **TCH 2-10a**

I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. **TCH 2-11a**

Numeracy and Mathematics (Number, money and measure)

I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**

I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. **MNU 2-11c** *Measuring the area of the playground/parts of playground. Costing materials*

Numeracy and Mathematics (Shape, position and movement)

Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. **MTH 2-16a** *Searching for 2D & 3D shapes in school grounds*



School Grounds Topic: Third Level

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**

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

Social Studies (People in society, economy and business)

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** *Fair Trade principles*

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*

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 3-13a**

Health and Wellbeing (Physical education, 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** *Membership of After- school clubs, drama, sports etc.*

Technologies (Craft, design, engineering and graphics)

I can create solutions in 3D and 2D and can justify the construction/graphic methods and the design features., **TCH 3-09a** *helping to create outdoor seating, play equipment and illustrate*

I can explore the properties and performance of materials before justifying the most appropriate material for a task. **TCH 3-10a** *helping to create outdoor seating, play equipment and illustrate*

I can apply a range of graphic techniques and standards when producing images using sketching, drawing and software. **TCH 3-11a** *helping to create outdoor seating, play equipment and illustrate*

Numeracy and Mathematics (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** *planning gardens*

Numeracy and Mathematics (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** *planning school gardens, raised flower beds etc.*

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**

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**

Expressive Arts (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**



School Grounds Topic: Fourth Level

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**

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

Social Studies (People in society, economy and business)

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** *Fair Trade principles*

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*

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 3-13a**

Health and Wellbeing (Physical education, 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** *Membership of After- school clubs, drama, sports etc.*

Technologies (Craft, design, engineering and graphics)

I can create solutions in 3D and 2D and can justify the construction/graphic methods and the design features., **TCH 3-09a** *helping to create outdoor seating, play equipment and illustrate*

I can explore the properties and performance of materials before justifying the most appropriate material for a task. **TCH 3-10a** *helping to create outdoor seating, play equipment and illustrate*

I can apply a range of graphic techniques and standards when producing images using sketching, drawing and software. **TCH 3-11a** *helping to create outdoor seating, play equipment and illustrate*

Numeracy and Mathematics (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** *planning gardens*

Numeracy and Mathematics (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** *planning school gardens, raised flower beds etc.*

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**

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**

Expressive Arts (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**