

## Eco-Schools Curricular Maps - Global Citizenship 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 Global Citizenship 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.



## Global Citizenship 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** *What was life like when Gran was young?*

### 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** *Conservation issues e.g. polar bears, pandas*
- I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. **SOC 0-09a** *Children of other lands*

### Health and Wellbeing (Mental, emotional, social and physical 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 0-09a** *Sharing and taking turns. Looking after my and others belongings. We are Global Citizens*
- 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** *Responding to charity appeals*
- 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 0-33a** *We have basic necessities but children in poorer countries don't*

### Health and Wellbeing (Food and Health)

- I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** *Supporting Fairtrade, food miles, local produce*

### Literacy (Listening and talking)

- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c** *Stories of children in other countries*

### Literacy (Listening and Talking)

- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**

### Sciences (Planet Earth)

- I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a** *Cutting down plants/trees affects not only the trees but the animals that depend on them*
- I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. **SCN 0-03a** *Grow various plants*

### Religious and moral education (World religions selected for study)

- I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. **RME 0-06a**
- I am developing respect for others and my understanding of their beliefs and values **RME 0-07a** *Sharing and caring*



## Global Citizenship Topic: 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** *Introduction to climate change*
- 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.*

### Health and 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** *Supporting Fairtrade, food miles, local produce*

### Health and Wellbeing (Mental, emotional, social and physical 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 in Developing countries*
- 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 appeals*
- 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** *We have basic necessities but children in poorer countries don't*

### Sciences (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** *Endangered animals*
- 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 plants for food*

### Religious and moral education (World religions selected for study)

- I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. **RME 0-06a**
- I am developing respect for others and my understanding of their beliefs and values. **RME 1-07a**



## Global Citizenship Topic: Second Level



### 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** *Litter, recycling, food waste, waste minimisation, slowing climate change*
- By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a**

### Social Studies (People in Society, economy and business)

- I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a** *Climate change, pollution, inequalities*
- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b** *Fairtrade, racism, sectarianism*
- I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c** *Strength in diversity, celebration of other cultures*
- By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a** *International links*
- Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a** *Fairtrade, food miles, child labour*

### Health and Wellbeing (Mental, emotional, social and physical 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 2-09a** *Rights of the child, Human rights*
- 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** *Responding to charity appeals*
- Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a** *Food of other lands, famine*

### Health and 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 2-35a** *Supporting Fairtrade, food miles, local produce, 'Love food, hate waste'*
- I can understand how advertising and the media are used to influence consumers. **HWB 2-37a** *Producers/advertisers, child labour, fashions, trash fashion shows*

### Sciences (Planet Earth)

- I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. **SCN 2-02a** *Dangers of litter to wildlife, school grounds or other wildlife area, log pile*

### Sciences (Topical Science)

- I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. **SCN 2-20b** *Climate change causes and solutions*



## Global Citizenship Topic: Second Level



### Religious and moral education (Development of beliefs and values)

- I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. **RME 2-09a**
- I am developing my understanding of how my own and other people's beliefs and values affect their actions. **RME 2-09d** Strength in diversity, celebrations of other cultures

### Expressive Arts (Dance, Music)

- I have taken part in dance from a range of styles and cultures... **EXA 2-10a** *Local and international cultures*
- I can sing and play music from a range of styles and cultures. **EXA 2-16a** *Local and international cultures*



## Global Citizenship Topic: Third Level



### 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** *Industrial agriculture, reliance on fertilisers (from fossil fuels) and eutrophication, baby-blue syndrome, resource depletion*
- 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** *Subsistence farming, industrialisation of agriculture, technology transfer, export markets and trade agreements. Fairtrade, child labour*

### 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**
- 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, Fairtrade schools*

### 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, food production and processing (run-rig, lazy beds, commonites)*

### Health and Wellbeing (Mental, emotional, social and physical 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*

### Health and Wellbeing (Food and Health)

- I am developing my understanding of the nutritional needs of people who have different conditions and requirements. **HWB 3-32a** *Food in different cultures, causes of famine*
- Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. **HWB 3-34a** *Illnesses caused by poor nutrition*
- 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** *Food miles, fairtrade*

### 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** *GM crops and commitment of small farms to multinational companies*



## Global Citizenship Topic: Third Level



### 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**
- 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, drought*

### Religious and moral education (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** *Christian Aid, SCIAF*
- 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** *Global inequality, environmental injustice and equity*



## Global Citizenship Topic: Fourth Level



### Social Studies (People, place and environment)

- I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. **SOC 4-08a**
- Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. **SOC 4-09a** *Fair trade studies*
- 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 4-10**
- Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. **SOC 4-11a** *Pupils may examine the interdependent nature of trade, countries' reliance on each other's produce and the nature of multinational corporations. A study of, and involvement in, Fair Trade would be appropriate.*
- I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. **SOC 4-12b**

### Religious and moral education (Christianity)

- Values and issues I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. **RME 4-02b**

### Religious and moral education (Development of beliefs and values)

- I can apply philosophical enquiry to explore questions or ethical issues. **RME 4-09e**