

Eco-Schools Curricular Maps - First Level

The series of Outcome Maps in this document suggest how First Level outcomes within Curriculum for Excellence (CfE) may be delivered through experiences arising from the Seven Elements and Ten Topics of the Eco-Schools Scotland Programme.

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.

Seven Elements - First 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 1-12a**
- 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**

Literacy

- 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. **HWB 1-19a** 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. **LIT1-02a**
- 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

- 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 1-14**



Action Plan

Literacy

- 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

- 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**
- I have participated in decision making and have considered the different options available in order to make decisions. **SOC1-18a**

Technologies

- 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 1-06a](#)



Measuring

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

- To help me develop an informed view, I can recognise the difference between fact and opinion. [LIT 1-18a](#)



Community

Literacy

- 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-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

- 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](#)



Litter & Waste 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** *Waste surveys, recycling, litter prevention, Expand on the 3 'R's*

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

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*

Health and Wellbeing (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*
- 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, energy consumption*

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** *Measure and reduce time taken in showers or running water when doing teeth, weigh and reduce school hall food waste*

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*

Numeracy and Mathematics (Shape, position and movement)

- I have explored simple 3D objects and 2D shapes and can identify, name and describe their features



Climate Action Topic: First Level



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** *I take part in the Eco Committee or support them by taking part in the actions. I can explain our Eco Actions to others.*

Health and 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 and Wellbeing (Physical wellbeing)

- I know and can demonstrate how to travel safely. **HWB 1-18a** *I can travel safely and sustainably e.g. a walking bus, safe walking routes, scooting*

Technologies (Technological Developments in Society and Business)

- I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. **TCH 1-07a** *Heating and cooling systems (e.g. radiators and curtains) manage the temperature in the school. Transport networks help us get to school. Systems that use fossil fuels contribute to climate change. I close doors behind me to avoid wasting heat. I use active travel and safe routes to school as much as possible.*

Languages (Creating texts)

- I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a** *I can explain climate change to somebody and why it is important to me, sharing my opinion and using relevant information.*

Mathematics (Data and analysis)

- 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** *Display data to show progress on your Climate Action topic work.*

Sciences (Biodiversity and interdependence)

- I can distinguish between living and non- living things. I can sort living things into groups and explain my decisions. **SCN 1-01a** *I value living things, the variety of life and how different living things need each other.*

Sciences (Topical science)

- I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a** *I can talk about the climate emergency and severe weather events such as floods and wildfires.*

Religious and moral education (Development of beliefs and values)

- I can show my understanding of values such as caring, sharing, fairness, equality and love. **RME 1-09b** *I can demonstrate my understanding through my actions.*



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*

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**

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*

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*



Biodiversity 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** *Draw photograph the organisms, discuss green spaces, pictorial graphs of numbers of plants/animals, mark organisms on school map*
- I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a** *Make habitats, discuss, interview, make posters/blogs/social media posts, give assemblies*
- By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b** *Research animals and plants in extreme climates*

Social Studies (People in society, economy and business)

- I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a** *Visits to businesses utilising local flora/fauna e.g. farm, dairy farm, garden centre*

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** *Schools grounds improvements, membership of Eco Committee.*

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**

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**

Expressive Arts (Dance)

- Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 0-09a** *Inspiration from growing plants/nature*

Numeracy and Mathematics (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*

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** *Sorting activity.*
- 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, animals spreading seeds, observe bees feed from flowers / caterpillars eating leaves / birds eating seed*
- 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** *Grow plants in a cupboard versus light/in fridge versus room temperature, measurements of length, observe colour of leaves*



Biodiversity Topic: First Level



Sciences (Biological systems)

- I have explored my senses and can discuss their reliability and limitations in responding to the environment. **SCN 1-12b** *Outdoor learning: smelling flowers, feeling tree bark. Identify trees and bird calls.*
- By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. **SCN 1-14a** *Grow pea plants from smooth and wrinkly peas and see whether offspring's peas are also smooth/wrinkly, family trees, dog family trees – pedigree and mongrel*



Energy Topic: First Level



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** *Membership of Eco Committee, energy monitors, home-school links*

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** *The use of materials and resources requires energy*
- I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. **TCH 1-07a** *This is dependent on energy. Consider energy saving actions.*

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**

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 1-18a** *Convey different types of energy/appliances/toys through different musical instruments/rhythms/sounds*

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 1-20**
- Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labeling and scale. **MTH 1-21a** *Pictographs of energy use*

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**

Science (Forces, electricity and waves)

- I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model. **SCN 1-09a**



Transport 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** *Changes in transport over time*

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*

Health and 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*
- I know and can demonstrate how to travel safely. **HWB 1-18a** *Safe routes to school, bike safety*

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** *Walking or cycling to and from school*

Technologies (Technological developments in society and business)

- I can explore the latest technologies and consider the ways in which they have developed. **TCH 1-05a** *Green travel issues: using renewable energy sources, electric cars, other fuels*

Numeracy and Mathematics (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*

Numeracy (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** *Travel to school surveys, tally marks, graphs*



Health & Wellbeing Topic: First Level



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** *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. **SOC 1-18a**
- I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a** *Walk to my village; interview staff in shops/services. "What do you do for us?"*

Health and Wellbeing (Mental, emotional, social and physical wellbeing)

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 1-01a** *Circle time*
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 1-17a** *Safety plan, home visits, home safety*

Health and Wellbeing (Physical education, 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** *Walk to school weeks, playgrounds 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. **HWB 1-27a** *Keep Ben Healthy*
- I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. **HWB 1-28a** *Design menus*

Health and Wellbeing (Food and Health)

- By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a** *What are healthy foods.*
- I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. **HWB 1-30b** *Smoothies, fruit cocktails, healthy tuck*
- 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** *hand washing gel. School nurse visit.*
- I am discovering the different ways that advertising and the media can affect my choices. **HWB 1-37a** *Make adverts, discuss TV adverts*

Relationships, sexual health and parenthood)

- I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 1-44b** *Together time/ 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. **HWB 1-49a** *My body is special*



Health & Wellbeing Topic: First Level



Literacy (Writing)

- 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**
- By considering the type of text I am creating, 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**

Expressive Arts (Dance, Drama and Music)

- I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a**
- 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. **EXA 1-19a**



Water 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** *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**
- By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b** *Endangered species*

Health and 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**

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** *Measure and reduce time taken in showers or running water when doing teeth*

Literacy (Writing)

- By considering the type of text I am creating, 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** *Posters on hygiene/water borne diseases*

Expressive Arts (Participation in performances and presentation)

- 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 (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 (Music)

- I can create and present work using the visual elements of line, 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*

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*
- By investigating how water can change from one form to another, I can relate my findings to everyday experiences. **SCN 1-05a** *Relate changes of state to the weather*



Water Topic: First Level



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, need for clean water*
- 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*

Sciences (Materials)

- I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. **SCN 1-16a** *e.g. sand, oil, soap, salt, sugar*



Food & the Environment: 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** *Growing food in a castle kitchen garden/ school garden. Consider sources and availability of tools and seed*

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** *Scottish seas as a source of food, land unsuitable for crops is often used for livestock*
- By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b** *What foods grow where and why?*

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** *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?*

Technologies (Food and textile technology)

- I can use a range of simple food preparation techniques when working with food **TCH 1-04a**
- I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c** *Design a garden to grow food, consider best use of space and seed/bulb arrangement*

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** *Healthy snack packaging, reducing food packaging waste, making and using compost, short food journeys from source to plate*
- I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. **TCH 1-07a** *refrigeration, cooking, agricultural machinery, kitchen tools*

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** *The need for nutrition is shared with all living things including plants (which make their own food)*
- 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**
- 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** *Grow different crops and crop varieties*

Sciences (Biological systems)

- I have explored my senses and can discuss their reliability and limitations in responding to the environment. **SCN 1-12b** *Using senses to recognise spoiled food, why do we use other ways to prevent eating spoiled food?*
- 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 prep and storage*



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**