

## Eco-Schools Curricular Maps - Second Level

The series of 'Outcome Maps' in this document suggest how Second 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 - Second Level



### Eco-Committee

#### Social Sciences

- I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. **SOC 2-18a** *Peer election.*
- By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a** *Business roles adopted within 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 2-12a**
- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. **HWB 2-19a**

#### Literacy

- As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**
- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**
- When listening and talking with others for different purposes, I can: share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, clarify points by asking questions or by asking others to say more. **LIT 2-09a**



### Environmental Review

#### Literacy

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**



### Action Plan

#### Social Studies

- 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**

#### Technologies

- 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**

## Literacy

- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a**
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**



## Measuring

## Numeracy and Mathematics

- I can use and interpret electronic and paperbased timetables and schedules to plan events and activities, and make time calculations as part of my planning. **MNU 2-10a**
- 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**



## Community

## Literacy

- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way. I am learning to select and organise resources independently. **LIT 2-10a**
- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20a**

## Health and 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**



## Eco-Code

## Expressive Arts

- Inspired by a range of stimuli... I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 2-18a**

## Literacy

- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**



## Litter & Waste 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', zero waste lifestyles*

### 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, The 3'R's or 7'R's! Recycling, composting, issues with landfill, waste in the ocean*
- 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** *Debate on the proposed location of a new landfill or recycling facility*

### 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*
- 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** *Packaging, food miles, Fairtrade*

### 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, durability of materials, zero waste lifestyles,*

### 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*

### 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** *Re-using materials as art resources, 'trash' fashion, litter collages*
- 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 & Waste Topic: Second Level



### Numeracy and Mathematics (Number, money and measure)

- I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. **MNU 2-11a** *Once recycled materials have been collected then these can be used as a 'guess, check and improve' exercise before weighing.*

### 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. Data for MNU 2-11a can be collated and recorded as tables, charts etc, for use by the whole school community*

### Sciences (Materials)

- I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. **SCN 2-18a** *Conservation of water as waste minimisation*



## Climate Action 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** *I can discuss impacts of climate change and what we can do to be more sustainable. I can refer to relevant, current news items as part of that discussion.*

### 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 2-13a**

### Languages (Creating texts)

- 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 organise resources independently. **LIT 2-10a** *I can explain climate change to somebody and it's importance to me, sharing my opinion and using relevant information to argue the case for urgent action.*

### Mathematics (Data and analysis)

- 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 2-21a** *Display data to show progress on your Climate Action topic work towards a target and where your actions may have changed as a result of what you learned from your monitoring data.*

### Sciences (Biodiversity and interdependence)

- I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a** *I can relate adaptations of life, e.g. timing of flowering or having a thick coat, to different habitats. I can relate climate change as a threat to different habitats and therefore as a threat to the species adapted to life there.*

### Sciences (Biodiversity and interdependence)

- I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. **SCN 2-03a** *I have made and used good quality compost and observed the organisms in the compost heap. I understand that artificial fertiliser has no living things in it. I have investigated the soil in the school grounds and have a good understanding of what healthy soil looks like under a microscope.*

### Sciences (Energy sources and sustainability)

- Through exploring non- renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b** *I can describe the difference of availability over time between renewable and non-renewable energy sources. I can describe how fossil fuels cause climate change.*

### Religious and moral education (Values and issues)

- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. **RME 2-02b** *I can share my views about values such as fairness and equality, caring and human rights and how action to limit climate change fits with my values.*



## School Grounds Topic: Second Level



### 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*

### 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.*

### 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**



## School Grounds Topic: Second Level



### 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*



## Biodiversity 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** *Saving water, habitat destruction, pollution, effect of farming on biodiversity*
- 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** *Compare and contrast plants and animals in Scotland with elsewhere e.g. Amazon Rainforest*

### 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*

### Literacy (Listening and talking)

- When listening and talking with others for different purposes, I can: share information, experiences & opinions/ explain processes & ideas/ identify issues raised and summarise main points or findings/ clarify points by asking questions or by asking others to say more. **LIT 2-09a**

### Sciences (Planet Earth)

- I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a** *Use keys from OPAL to classify organisms on school grounds*
- 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**
- Through carrying out practical activities and investigations, I can show how plants have benefited society. **SCN 2-02b** *Make dyes from plants, construction activities, investigate food labels and list the ingredients from plants*
- I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. **SCN 2-03a** *Grow plants +/- baby bio, look at photos of eutrophication*

### Sciences (Biological systems)

- I have contributed to investigations into the role of microorganisms in producing and breaking down some materials. **SCN 2-13a** *Make bread using yeast to produce the gas (carbon dioxide) to make it rise*
- By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. **SCN 2-14a** *Use a butterfly kit to watch metamorphosis, purchase mealworm from the pet shop and watch transform into beetles, plant peas/ cress seeds/potatoes/carrot tops*
- By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non- inherited characteristics. **SCN 2-14b** *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. Why are flamingos pink? Why are some hydrangeas blue/lavender/pink?*

### 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**



## Biodiversity Topic: Second Level



### Numeracy and Mathematics (Shape, position and movement)

- I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. **MTH 2-19a** *Symmetry in nature can be used as a teaching tool e.g. butterflies, ladybirds, leaves. Snowflakes, people's faces.*

### Numeracy and Mathematics (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 2-21a**



## Energy 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** *Investigate energy sources and energy uses*)
- 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**
- I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a** *Research the dependence on fossil fuels*

### 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** *Pupils can become involved in monitoring energy used e.g. 'Energy monitors' check that lights and computers have been switched off when not in use.*

### 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** *Investigate zero waste lifestyles*
- I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. **TCH 2-07a**

### 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** *Collecting information on units of energy used and saved, taking meter readings etc*
- 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 2-21a** *Graphing energy readings using computers*

### Sciences (Planet Earth)

- By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. **SCN 2-04a**
- Through exploring non- renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b**

### Sciences (Forces, electricity and waves)

- I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. **SCN 2-08a**
- I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. **SCN 2-09a**
- To begin to understand how batteries work, I can help to build simple chemical cells using readily-available materials which can be used to make an appliance work. **SCN 2-10a**

### 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**



## Transport 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** *Transport pollution, healthier ways to travel*
- Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a** *School travel plans, bike lanes, park & ride, walking, buses.*

### 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 2-16a** *Road safety training, cycling proficiency*
- I know and can demonstrate how to travel safely. **HWB 2-18a** *Safe routes to school, bike safety*

### Health and wellbeing (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** *Benefits of walking or cycling to and from school*

### Technologies (Digital literacy)

- I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a** *Transport surveys, transport footprint, mapping software*

### 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** *School travel plans, carbon footprints from flights abroad, park and ride, car sharing*
- I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. **TCH 2-07a** *Green travel issues: new inventions to create new renewable energy sources, hybrid-electric cars*

### Numeracy and Mathematics (Shape, position and movement)

- Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. **MTH 2-17c** *Safe routes to school, school travel planning.*

### 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** *Traffic survey, school journey surveys, maps, graphs*



## Health & Wellbeing Topic: Second Level



### 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 2-01a**
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 2-07a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a**
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 2-15a**

### 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**
- I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. **HWB 2-27a**
- I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. **HWB 2-28a**

### Health and Wellbeing (Food and health)

- By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**

### Health and Wellbeing (Relationships, sexual health and parenthood)

- I am identifying and practicing skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. **HWB 2-45a**
- I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it. **HWB 2-49a**

### Technologies (Food and textile technology)

- I am developing and using problem solving strategies to meet challenges with a food or textile focus **TCH 1-04c** *Food and textile contexts for developing technological skills and knowledge*

### Expressive Arts (Dance, Drama, Music)

- I can explore and choose movements to create and present dance, developing my skills and techniques. **EXA 2-08a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 2-13a**
- 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 2-19a**

### Science (Biological systems)

- By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. **SCN 2-12a**



## Water 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** *History of water supply – link to Romans*

### 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** *Water management*

### Health and Wellbeing (Food and health)

- By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a** *Importance of hydration in all aspects of health and wellbeing*
- Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. **HWB 2-33a**

### Literacy

- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a**

### Expressive Arts (Art and design)

- I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**
- 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**

### 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** *Investigate pitch with recycled bottles filled with water.*

### Sciences (Planet Earth)

- I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. **SCN 2-05a**

### Sciences (Biological systems)

- By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. **SCN 2-12a** *Link to handwashing, personal cleanliness and access to clean water*

### Sciences (Materials)

- I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. **SCN 2-16a** *Links to water purification*
- By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me. **SCN 2-16b** *Relate to water pollution e.g. detergents*
- I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. **SCN 2-18a**



## Food & the Environment: Second Level



### Social Studies (People, past events and societies)

- I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a** *Impact of development of agriculture*

### 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** *Food production processing and waste, food labelling to indicate origin, organic, ethical assurance labels*
- Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a** *Food miles and transport*

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

- I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c** *Food cultures and customs*

### Health and Wellbeing (Food and Health)

- 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** *How many of our food choices include consideration for sustainability? Eating lower down the food chain, methods of production, packaging and food miles.*
- 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** *What grows where? When are the harvest times? How does food get from the field to the table?*
- I can understand how advertising and the media are used to influence consumers. **HWB 2-37a** *What food advertisements are targeted at children? How do you know they are targeted at children?*

### Technologies (Food and textile technology)

- I am developing dexterity, creativity and confidence when preparing and cooking food **TCH 2-04a**

### Technologies (Craft, design, engineering and graphics)

- 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** *Food packaging for travel, hygiene, sustainability*

### Literacy (Writing)

- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a** *Layout and presentation of writing on packaging.*
- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a** *Why buy/eat local food? Why support ethical trading schemes?*

### Expressive arts (Art and design)

- I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a** *Food packaging design*
- I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-07a** *Food in art*



## 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*