

Eco-Schools Curricular Maps - Third Level

The series of 'Outcome Maps' in this document suggest how Third 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 - Third 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 3-12a**
- 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**

Literacy

- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-05a**
- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a**
- I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a**
- When listening and talking with others for different purposes, I can: communicate information, ideas or opinions, explain processes, concepts or ideas identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**
- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**



Environmental Review

Literacy

- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. **LIT 3-14a**



Action Plan

Literacy

- I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a**

Social Studies

- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**
- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. **SOC 3-17b**

Technologies

- I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. **TCH 3-07a**



Measuring

Numeracy and Mathematics

- I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real life situations. **MNU 3-07a**
- 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**
- Mathematics 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 3-21a**



Community

Literacy

- I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 3-20a**

Social Studies

- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**



Eco-Code

Literacy

- I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a**



Litter & Waste 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** *Litter monitors, campaigns, waste surveys, recycling, litter prevention*

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** *Rich world/poor world, children living on landfill, beaches with washed up plastic, reusing clothes, e-waste – recycling and pollution*
- I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. **SOC 3-17a** *Internet-Global interviews/ views*
- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. **SOC 3-17b** *Media reports-bias & advertising*

Social studies (People, past events and societies)

- I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. **SOC 3-04a** *Recycling systems*
- I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. **SOC 3-05a** *Zero waste lifestyle movement, make do and mend, rationing, recycling*

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

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 3-10a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a** *Litter campaign*
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 3-16a** *Dangerous litter- (used needles, broken glass etc; danger to wildlife*

Health and Wellbeing (Planning for choices and changes)

- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a** *Green careers, choosing eco-friendly devices*

Technologies (Technological developments in society and business)

- I can evaluate the implications for individuals and societies of the ethical issues arising from technological developments. **TCH 3-06a** *Recycling systems – effectiveness/cost/how they work*
- I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. **TCH 3-07a** *Costs and benefits of recycling processes*

Literacy (Reading)

- I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources¹ to develop the range of my reading. **LIT 3-11a**

Literacy (Writing)

- I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 3-20a** *Posters, letters, Reports*

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Litter & Waste Topic: Third Level



Sciences (Planet Earth)

- I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems. **SCN 3-04a** Wasted energy also see links to the energy topic

Sciences (Materials)

- Having contributed to a variety of practical activities to make and break down compounds, I can describe examples of how the properties of compounds are different from their constituent elements. **SCN 3-15b** *Make plastic from milk, durability of plastics (perish rather than decompose)*

Sciences (Topical science)

- Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. **SCN 3-20b** *Development of more environmentally friendly materials to reduce waste or allow more recycling*

Numeracy and Mathematics (Information Handling)

- I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a**
- When analysing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to ensure that the data allows for fair conclusions to be drawn. **MTH 3-20b** *Analysis of litter surveys/surveys of opinion on the litter problem*
- 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 3-21a** *Evaluating success by drawing graphs of amounts of recycled waste, energy savings, water savings etc*

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** *Weighing and counting recycled waste – paper, phones 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** *Junk work*
- I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA3-03a** *Collage of litter, trash fashion*



Climate Action Topic: Third Level



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** *Through an enterprise activity I can make informed suggestions about ensuring sustainability. I can explore ethical issues relating to business practise and gain an understanding of whose needs different types of business seek to satisfy and prioritise, e.g. company executives, shareholders, co-operative members.*

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 3-13a**

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 3-10a** *I can explain climate change to somebody and it's importance to me through using independent research, relevant information and evidence to express my opinion to persuade or argue 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 3-21a** *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.*

Religious and moral education (Development of beliefs and values)

- 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** *I recognise the Climate Emergency as a moral issue (Climate Justice) and participate in Climate Action topic events and projects.*

Sciences (Biodiversity and interdependence)

- I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a** *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.*
- 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 the link between fertilisers and climate change. I can explain the state of health of agricultural soils in relation to different farming practises. I can explain links between pesticide use and their impacts on biodiversity e.g. neonicotinoids and honey bees.*

Sciences (Energy sources and sustainability)

- By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. **SCN 3-04b** *I can discuss how renewable energy sources relate to climate change, and explain the carbon cycle and human impacts on natural processes.*

Sciences (Topical science)

- Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. **SCN 3-20b** *I can research and discuss impacts of climate change and what we can do to be more sustainable. I can refer to relevant, current news items and their source information as part of that discussion.*



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 school gardens, raised flower beds etc.*

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**



Biodiversity 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**
- I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. **SOC 3-10a**

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

Sciences (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**
- I have collaborated on investigations into the process of photosynthesis and I can demonstrate my understanding of why plants are vital to sustaining life on Earth. **SCN 3-02a**
- 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** *Investigate the causes and impact of ocean acidification*

Literacy (Listening & Talking)

- 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 organize resources independently. **LIT 3-10a** *Research/ Debates e.g. Global Footprints*
- When listening and talking with others for different purposes, I can: communicate information, ideas or opinions / explain processes, concepts or ideas / identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

Literacy (Writing)

- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a** *Links with other school, countries to explore biodiversity issues, debates on rewilding V agriculture*

Maths (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 3-21a** *Use of species survey data, water quality readings etc for calculations*



Energy Topic: Third Level



Social studies (People in society, economy and business)

- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**
- I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a** *Control, access and distribution of 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 3-13a** *Eco-Committee, energy monitors, home-school links*

Technologies (Technological developments in society)

- I can evaluate the implications for individuals and societies of the ethical issues arising from technological developments. **TCH 3-06a** *Sustainable buildings eg The Crystal, moral obligation to pursue renewable energy sources*
- I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. **TCH 3-07a**

Literacy (Listening and talking)

- 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 organize resources independently. **LIT 3-10a** *Phone calls on topic. Organise resources*

Numeracy and Maths (Information handling)

- I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a** *Best type of energy and why. Internet research. – graphs of findings.*
- 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 3-21a**

Sciences (Planet Earth)

- I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems. **SCN 3-04a**
- By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. **SCN 3-04b**
- By contributing to experiments and investigations, I can develop my understanding of models of matter and can apply this to changes of state and the energy involved as they occur in nature. **SCN 3-05a** *Hydroelectric power, steam generators*

Sciences (Forces, electricity and waves)

- By contributing to investigations of energy loss due to friction, I can suggest ways of improving the efficiency of moving systems. **SCN 3-07a**

Sciences (Topical Science)

- Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. **SCN 3-20b** *Climate change deniers and the media*



Transport Topic: Third Level



Social studies (People, past events and societies)

- I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. **SOC 3-05a** *Changes in transport over time and economic growth*
- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a** *Pollution from transport, impact of catalytic convertors, behavioural solutions: car share etc*

Social Studies (People in society, economy and business)

- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a** *Obesity in the young due to car use, traffic pollution etc*

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 3-16a** *Road safety training*
- I know and can demonstrate how to travel safely. **HWB 3-18a** *School travel plan, stranger danger*

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 3-25a** *Benefits of walking or cycling to and from school*

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** *Personal and commercial responsibility in choice of transport*
- I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. **TCH 3-07a** *Relating to different modes of transport including finite and renewable energy sources*

Numeracy and Mathematics (Shape, position and movement)

- Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys. **MTH 3-17b** *Shortest route to/from home*

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 3-21a** *Travel to school surveys, tally marks, graphs*



Health & Wellbeing Topic: Third Level



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**
- I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. **SOC 3-20b** *Both above- Comparison studies Third World Countries/Child Labour*
- I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. **SOC 3-21a** *Enterprise Topics*

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

- I am aware of and able to express my feelings and developing the ability to talk about them. **HWB 3-01a**
- 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** *(The Rights of the Child)*
- Representing my class, school and/or wider community encourages my selfworth and confidence and allows me to contribute to and participate in society. **HWB 3-12a** *Membership of Committees*

Health and Wellbeing (Planning for choice and changes)

- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a** *Green careers advice*

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** *School clubs/sports*

Health and Wellbeing (Food and health)

- I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. **HWB 3-28a**
- 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 products*

Health and Wellbeing (Substance misuse)

- I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging or involve peer pressure. **HWB 3-40a** *Heresay Pack /Cool for school*
- I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. **HWB 3-43a** *(Info. Available eg. ASK Drug Ed. Materials)*

Numeracy and Mathematics (Number, money and measure)

- I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b** *Timed physical activities*



Health & Wellbeing Topic: Third Level



Technologies (Food and textile technology)

- I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. **TCH 3-04a** *Health promoting school, choices in food and Fairtrade products*

Expressive Arts (Dance, Drama, Music)

- I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 3-11a**
- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 3-15a** *Class/school debates*
- I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a**

Literacy (Writing)

- By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a** *Preparing presentations on topics*
- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a** *Develop Public Speaking skills*



Water Topic: Third Level



Social Studies (People, past events and societies)

- I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. **SOC 3-05a** *Events leading to a clean water supply including John Snow's investigations into the source of cholera*

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** *Water management*
- I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone. **SOC 3-12a** *Water cycle*
- By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. **SOC 3-13a** *Comparison between Developing World drought landscape and area of the UK*

Social Studies (People in society, economy and business)

- I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a** *Water conflict*

Health and Wellbeing (Food and health)

- Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health. **HWB 3-31a** *Water as a key nutrient and importance of hydration in all aspects of health and wellbeing*

Literacy (Writing)

- I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. **LIT 3-25a** *Water as the source and sustenance of life can provide inspiration for writing in a number of genres.*

Sciences (Planet Earth)

- By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. **SCN 3-04b** *Water used to provide energy*
- By using my knowledge of our solar system and the basic needs of living things, I can produce a reasoned argument on the likelihood of life existing elsewhere in the universe. **SCN 3-06a** *NASA's strategy to 'follow the water' in the search for life elsewhere*

Sciences (Biological systems)

- I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life. **SCN 3-12a** *Water for heart, water for brains, need for clean water*
- I have explored the role of technology in monitoring health and improving the quality of life. **SCN 3-12b** *Water filtration systems, modern wells, water test kits for bacteria, pesticides, lead*
- I have explored how the body defends itself against disease and can describe how vaccines can provide protection. **SCN 3-13c** *Consider water borne diseases such as cholera and polio*

Sciences (Materials)

- I can differentiate between pure substances and mixtures in common use and can select appropriate physical methods for separating mixtures into their components. **SCN 3-16a** *Water purification*
- I can participate in practical activities to extract useful substances from natural resources. **SCN 3-17b** *Survival skills challenge to desalinate sea water*

Religious and moral education (Christianity)

- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-02b** *Consider Toilet twinning, WaterAid*



Health & Wellbeing Topic: Third Level



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**
- I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. **SOC 3-20b** *Both above- Comparison studies Third World Countries/Child Labour*
- I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. **SOC 3-21a** *Enterprise Topics*

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

- I am aware of and able to express my feelings and developing the ability to talk about them. **HWB 3-01a**
- 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** *(The Rights of the Child)*
- Representing my class, school and/or wider community encourages my selfworth and confidence and allows me to contribute to and participate in society. **HWB 3-12a** *Membership of Committees*

Health and Wellbeing (Planning for choice and changes)

- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a** *Green careers advice*

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** *School clubs/sports*

Health and Wellbeing (Food and health)

- I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. **HWB 3-28a**
- 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 products*

Health and Wellbeing (Substance misuse)

- I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging or involve peer pressure. **HWB 3-40a** *Heresay Pack /Cool for school*
- I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. **HWB 3-43a** *(Info. Available eg. ASK Drug Ed. Materials)*

Numeracy and Mathematics (Number, money and measure)

- I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. **MNU 2-10b** *Timed physical activities*



Health & Wellbeing Topic: Third Level



Technologies (Food and textile technology)

- I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. **TCH 3-04a** *Health promoting school, choices in food and Fairtrade products*

Expressive Arts (Dance, Drama, Music)

- I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 3-11a**
- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 3-15a** *Class/school debates*
- I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a**

Literacy (Writing)

- By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a** *Preparing presentations on topics*
- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a** *Develop Public Speaking skills*



Food & the Environment: Third Level



Social Studies (People, past events and societies)

- I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. **SOC 3-04a** *Climatic, food production and processing (run-rig, lazy beds, communities)*

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 and ethical food labels.*

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** *Healthy tuck shop, selling school grown produce, Fairtrade schools*

Technologies (Food and textile technology)

- I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. **TCH 3-04a**
- By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work. **TCH 3-04c**

Numeracy and Mathematics (Number, money and measure)

- I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. **MNU 3-08a** *How many people is the recipe for?*
- When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me. **MNU 3-09a** *Compare prices of products with different production methods.*
- I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. **MNU 3-09b** *Budget for a FairTrade cafe*

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** *Natural and artificial fertilisers, less dependence on natural systems of nitrogen replenishing*

Sciences (Biological systems)

- I have contributed to investigations into the different types of microorganisms and can explain how their growth can be controlled. **SCN 3-13b** *Food decomposition, preservation by pickling/drying/jam making/salting*

Sciences (Materials)

- Through evaluation of a range of data, I can describe the formation, characteristics and uses of soils, minerals and basic types of rocks. **SCN 3-17a** *Soil type relating to sustaining crops. Time comparison for soil formation and erosion*



Food & the Environment: Third Level



Sciences (Topical Science)

- Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. **SCN 3-20b** *GM and cloning relating to food supply. Consider the precautionary principle*

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** *Attitudes to food production and consumption. Food in religious practice and festivals. Ethical trading schemes/ Fairtrade cafe*
- 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** *Values associated with food e.g. related to waste, method of production, diet, ethical trading*



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*