Theme: Scottish Democracy

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| Context for Learning | | | |
| Interdisciplinary learning | Opportunities for personal achievement | Values and ethos of the school | Individual curricular area |

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| **Curricular area** | **Organiser** | **Experiences and Outcomes** |
| **Social studies** | People in society, economy and business | I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**  Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**  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 1-18a**  I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland **SOC 2-17a**  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** |
| **Science** | Planet Earth | I have experienced, used and described a wide range of toys and common appliances. I can say ‘what makes it go’ and say what they do when they work. **SCN 0-04a**  I am aware of different types of energy around me and can show their importance to everyday life and my survival. **SCN 1-04a**  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 nonrenewable 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** |
| **Technology** | Technological Developments in Society and Business | I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-05a**  To help care for the environment, I reduce, re-use and recycle the resources I use. **TCH 0-06a**  I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. **TCH 0-07a**  I can explore the latest technologies and consider the ways in which they have developed. **TCH 1-05a**  I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-06a**  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**  I can investigate how product design and development have been influenced by changing lifestyles **TCH 2-05a**  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**  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** |
| **EXP ARTS:** | **ART AND DESIGN** | I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a / EXA 1-04a**  Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a** |

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|  | End of early level | End of first level | End of second level | End of third level |
| **Social studies** | **WALT treat others how we like to be treated ourselves.**  **I MUST** keep my hands, feet and unkind words to ourselves.  **I SHOULD** listen to what others say.  **I COULD** share and take turns. | **WALT take responsibility for a role or roles.**  **I MUST** demonstrate an ability to take on and maintain a specific role.  **I SHOULD** demonstrate an ability to take on a variety of roles.  **I COULD** lead a team by supporting others in their roles. | **WALT demonstrate how a democracy works.**  **I MUST** describe what democracy means in Scotland.  **I SHOULD** effectively participate in an election.  **I COULD** compare political systems in the wider world. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |
| **Science** | **WALT say what makes it go.**  **I MUST** explore a range of toys and appliances.  **I SHOULD** sort toys and appliances according to what makes them go.  **I COULD** describe what makes them go. | **WALT list types of energy in my daily life.**  **I MUST** talk about energy sources.  **I SHOULD** sort different energy sources.  **I COULD** discuss the importance of energy for everyday life and survival. | **WALT describe different energy sources in Scotland.**  **I MUST** identify sources of energy and how they are transferred.  **I SHOULD** discuss how non-renewable sources of energy are used in Scotland.  **I COULD** suggest ways in which I can live more sustainably. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |
| **Technology** | **WALT reduce, reuse and recycle resources.**  **I MUST** demonstrate recycling food and paper waste within the setting.  **I SHOULD** recycle materials to make new items.  **I COULD** demonstrate conservation of materials. | **WALT how our needs and wants are affecting the environment.**  **I MUST** identify ways in which energy can be saved.  **I SHOULD** give examples of how and where we waste materials.  **I COULD** demonstrate and understand of how technologies, by meeting our needs and wants, affect the environment we live. | **WALT describe how our lifestyles have impacted on Earth and how to change it.**  **I MUST** give examples of how our changing lifestyles have impacted on product design.  **I SHOULD** explain how and why it’s important to live in a more sustainable way.  **I COULD** discuss the advantage and disadvantages on how technologies impact the environment. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |
| **EXP Arts: Art and design** | **WALT record our experiences across the curriculum.**  **I MUST** contribute an item for a display.  **I SHOULD** take part in a discussion about a display.  **I COULD** contribute to the overall display. | **WALT record our experiences across the curriculum.**  **I MUST** contribute an item for a display.  **I SHOULD** take part in a discussion about a display.  **I COULD** contribute to the overall display. | **WALT record our experiences across the curriculum.**  **I MUST** contribute an item for a display, which follows a design brief.  **I SHOULD** take part in a discussion about a display, recognising and describing the visual elements in your own and others’ work.  **I COULD** evaluate the overall display. | **WALT**  **I MUST**  **I SHOULD**  **I COULD** |

**Assessment opportunities:**

* Observation
* Being part of a Political Party and taking on a role
* Taking part in the election
* Making energy and transferring it

Possible activities:

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|  | Say | Write | Make | Do |
| Social Studies | -Take on a role, as part of a Political Party, and discuss issues locally. Communication Learning  -Discuss children’s Rights and Responsibilities and how it links to the Class Charter. Communication Learning | -Explain how a democracy works. Communication Learning | -Create a Scottish Parliament building.  -Create MSP. Learning  -Create a logo for your Political Party. Learning | -Be part of a Party and part of an election. Communication Learning  -Persuade pupils to vote for your Party. Communication Learning |
| Science |  | -List types of energy in everyday life. Learning | -Make energy and transfer it. Learning |  |
| Technologies | -Discuss needs and wants and how technology plays a big part. Communication Learning |  |  | -Research how changing lifestyles (technology) affects the environment. Learning |
| Expressive Arts | -Be part of creating a design brief for the display. Communication Learning | -Create labels and titles for a display. Communication |  |  |

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| Outdoor learning opportunities | Skills based learning |
| -Find sources of energy outside.  -Create a Venn diagram to sort different types of energy. | Communication, Learning |

Assessment information:

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|  | Personal achievements | Children who needed support | Next steps (global, group and individual) |
| Social studies |  |  |  |
| Science |  |  |  |
| Technology |  |  |  |
| Exp Arts |  |  |  |