



**Experiences and Outcomes (Focus 1 = Major, 3 = Minor)**

Curricular Area		Outcome Statement	Focus
<b>HEALTH &amp; WELLBEING</b>	Social wellbeing	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a * Responsibility of all	1
		I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a * Responsibility of all	2
	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	1
<b>LITERACY</b>	Listening and talking > Understanding, analysing and evaluating	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 * Responsibility of all	1
	Listening and talking > Creating texts	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> LIT 2-09a * Responsibility of all	1
		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 * Responsibility of all	1
<b>MATHS and NUMERACY</b>	Mathematics > Shape, position and movement > Angle, symmetry and transformation	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	1
		Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d	2
		I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. MTH 2-18a	1
<b>SOCIAL SCIENCES</b>	People > Past Events	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a	1
		I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a	1
	People Place and Environment	Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a	1



**HOTS**

HOTS		
	Questions	Activities
<b>Creating</b>	Design an ambush! Where is the best place to hide and why? How can I reach the 'king' without being seen?	Focus : Maths Lesson 1 Revision of basic compass points. Introduce bearings corresponding to compass points, setting a magnetic compass.
<b>Evaluating</b>	Why did Robert the Bruce use 'guerilla tactics'? How did the location help decide where the battle took place?	Key vocabulary – bearings and parts of a compass
<b>Analysing</b>	Using the map what route does the walk take and which features will be met e.g. burns, slopes up and down, marsh areas. What landscape features did the Scots use to their advantage?	Maths 2 Walking on a bearing in the playground – going from point to point and using vocabulary e.g. walking east or on a bearing of 090.  Revision of basic coordinates. Introduce four figure grid and Six figure grid references.
<b>Applying</b>	How can I use my map skills to plot a point on the map and give a description of a journey from the map e.g. head east, cross burn, etc	Maths 3 How to set a map to north and reading directions and bearings from the map. Use this information to move to another location (basic idea of scale discussed but not applied)
<b>Understanding</b>	Why do we need to bring and carry specific hillwalking equipment?	Social Science 1 Map skills – symbols, key vocabulary e.g. contours. Knowledge of contours – closer together, steeper the slope, etc. Grid references.
<b>Remembering</b>	Key dates / facts about the history of the early years in the Wars of Independence.	Social Science 2 History – sharing key timeline of Robert the Bruce from the 'Murder of the Red Comyn' to the Battle of Glentool (coronation, spider story, etc)  Hillwalk At site of the battle bring together above maths and mapping skills. Look at the landscape and see how the land helped decide where the 'battle' took place.



Castle  
Douglas  
Primary

## Outdoor Learning Activity P5/6 – April / May



Bruce's Stone



Loch Trool – looking towards  
the Battle site



Setting maps



Ambush!



Castle  
Douglas  
Primary

**Outdoor Learning Activity**  
**P5/6 – April / May**