

## **Second Level Annual**

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| <b>SOC 2-19a</b> By comparing the lifestyle and culture of citizens in other countries with those of Scotland, I can discuss the similarities and differences.  | <b>SOC 2-20a</b> Through exploring ethical issues, I understand how people's beliefs and values are the same around the world, despite the fact some societies are more able to meet these needs than others.       | <b>SOC 2-21a</b> I can identify essential goods and services, describe the different ways to provide them, considering the benefits and risks of each method.   | <b>SOC 2-22a</b> 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.   | <b>TCH 2-01a</b> When exploring technologies in the world around me, I can use learning to help to design, improve my ideas or products.  |
| <b>SOC 2-18a</b> 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.            | <b>SOC 2-16a</b> I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.  | <b>SOC 2-19b</b> 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.                           | <b>SOC 2-17a</b> Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.   | <b>SOC 2-18a</b> 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. |
| <b>SOC 2-17a</b> I can describe the main features of a democracy and the qualities and responsibilities of citizens in Scotland.  | <b>SCN 2-15a</b> By continuing to investigations into familiar changes in substances to produce other substances, I can describe their characteristics have changed.  | <b>SCN 2-04a</b> By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.   | <b>SCN 2-04b</b> Through exploring renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the processes for their future use.   | <b>SCN 2-05a</b> I can increase my knowledge of the local area and state to help me understand processes involved in nature over time.  |
| <b>SOC 2-16c</b> I can discuss issues of the diversity of cultures, values and customs in our society.  | <b>SCN 2-14b</b> By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.  | <b>RME 2-06c</b> I can describe and reflect upon practices and traditions of world religions.   | <b>RME 2-07a</b> I am developing respect for others and my understanding of their beliefs and values.   | <b>RME 2-08a</b> I am developing awareness and understanding and I put them into action.  |
| <b>SOC 2-16b</b> I can gather and use information about forms of discrimination against people in society and consider the impact this has on people's lives.   | <b>SCN 2-02b</b> Through carrying out practical activities and investigations, I can show how plants have been benefited by society.  | <b>RME 2-06b</b> Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations.  | <b>RME 2-02b</b> I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.   | <b>RME 2-03a</b> I am increasing my knowledge and understanding of Christian worship and artefacts and can explain.   |
| <b>SOC 2-16a</b> I can explain how the needs of a group in my local community are supported.  | <b>SCN 2-14a</b> By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.  | <b>RME 2-06a</b> I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions.               | <b>RME 2-02a</b> Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.   | <b>RME 2-01a</b> Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.  |
| <b>SOC 2-15a</b> I can use evidence selectively to research current social, political or economic issues.   | <b>SCN 2-02a</b> 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 habitat. | <b>RME 2-05b</b> I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.   | <b>RME 2-05a</b> Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. | <b>RME 2-01b</b> I understand the beliefs and values of Christians and explore similar differences. These are my beliefs.   |
| <b>SOC 2-14a</b> To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. | <b>SCN 2-13a</b> I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.  | <b>SCN 2-02a</b> 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 habitat. | <b>SCN 2-01a</b> I can identify and classify examples of living organisms present, to help me appreciate their diversity. I can relate behavioural characteristics to their survival or extinction.   | <b>RME 2-02c</b> I understand the beliefs and values of Christians and explore similar differences. These are my beliefs.   |
| <b>SOC 2-12a</b> By comparing my local area with a contrasting area outside Britain, I can compare the main features of weather and climate, discussing the impact on living things.                          | <b>SCN 2-12a</b> 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.                                    | <b>SCN 2-12b</b> 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.                                    | <b>SCN 2-11a</b> I can present information in different places to live, work and relax and interesting places to visit.   | <b>SCN 2-11b</b> I understand the beliefs and values of Christians and explore similar differences. These are my beliefs.   |
| <b>TCH 2-14b</b> Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.  | <b>TCH 2-14a</b> Through discovery and imagination, I can develop and use problem solving strategies to construct models.   | <b>TCH 2-14b</b> Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.  | <b>TCH 2-13a</b> During practical activities and design challenges, I can estimate and measure using appropriate instruments and un   | <b>TCH 2-13b</b> I understand the beliefs and values of Christians and explore similar differences. These are my beliefs.   |

## Curriculum Overview

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| Learning<br>Objectives<br>and<br>Outcomes<br>for<br>each<br>Subject<br>Area<br>and<br>Level<br>of<br>Development   | TCH 2-01b I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.  | TCH 2-02a Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. | TCH 2-02b I can investigate use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.  | TCH 2-03a As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. |
| CN 2-19a I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of chemical reaction as being a change in which different materials are made. | SCN 2-06a Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.                    | SCN 2-06b I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.                                | SCN 2-07a By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.   | SCN 2-07b I can use primary and secondary sources selectively to research events in the past.  |
| SCN 2-08a I can observe and understand the water changes in the water cycle.   | SCN 2-08a By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.                                   | SCN 2-08b I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.                                | SCN 2-08a I have collaborated in investigations to compare magnetic, electrical and gravitational forces and have explored their practical applications.   | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| SCN 2-09a I am increasing my understanding of people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland.   | RME 2-09a I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland.                                   | RME 2-09b I am developing my understanding that people have different beliefs and values based upon religious or other positions.                                | SCN 2-08a I have collaborated in investigations to compare magnetic, electrical and gravitational forces and have explored their practical applications.   | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| RME 2-09b I am developing my understanding of the lives and traditions of Jesus and other figures in Christianity, and I am increasing my knowledge and understanding of key Christian beliefs.                                  | RME 2-09b I am developing my understanding of the lives and traditions of Jesus and other figures in Christianity, and I am increasing my knowledge and understanding of key Christian beliefs.                    | RME 2-09c I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society.                        | SCN 2-08b By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.  | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| RME 2-09d I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs.  | RME 2-09d I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs.  | RME 2-09e I can explain why different people think that values such as honesty, respect and compassion are important, and I can show respect for others.         | SCN 2-09a I have used a range of electrical components to help me build a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| RME 2-09f I can show my knowledge and understanding of how my own and other people's beliefs and values affect their actions.  | RME 2-09f I can show my knowledge and understanding of how my own and other people's beliefs and values affect their actions.  | RME 2-09g I can explain why different people think that values such as honesty, respect and compassion are important, and I can show respect for others.         | SCN 2-09a I have used a range of electrical components to help me build a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit. | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| RME 2-09h I can explore reflections, the mixing of coloured light and how sound vibrations are used to make music. I can use my knowledge of the properties of light to show how it can be used in a creative way.               | RME 2-09h I can explore reflections, the mixing of coloured light and how sound vibrations are used to make music. I can use my knowledge of the properties of light to show how it can be used in a creative way. | RME 2-09i I can explain how sound vibrations are carried by waves through air, water and other media.  | SCN 2-10a 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.  | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| SOC 2-09a 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 2-09b I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.  | SOC 2-09c I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.              | SCN 2-10a 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.  | SOC 2-01a I can use primary and secondary sources selectively to research events in the past.  |
| SOC 2-09d I can apply my knowledge and skills of science and mathematics, I can engineer 3D objects which demonstrate strengthening, energy transfer and movement.   | TCH 2-12a By applying my knowledge and skills of science and mathematics, I can engineer 3D objects which demonstrate strengthening, energy transfer and movement.   | TCH 2-11b Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.                                    | TCH 2-11a Through discovery and imagination, I can develop and use problem solving strategies to meet design challenges with a food or textile focus.  | TCH 2-09a Using appropriate software, I can work collaboratively to design and create interesting and entertaining games which incorporates a form of control technology or interactive multimedia.                  |