

Second Level Annual

SOC 2-19a By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.	SOC 2-20a 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 2-21a I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.	SOC 2-22a 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.	TCH 2-01a When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products.
SOC 2-18a 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.	SCN 2-16a I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.	SCN 2-16b 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 2-17a Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.	SCN 2-18a 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.
SOC 2-17a I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.	SCN 2-15a By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.	SCN 2-03a 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 2-04a By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.	SCN 2-04b 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.
SOC 2-16c I can discuss issues of the diversity of cultures, values and customs in our society.	SCN 2-14b By exploring the characteristics of offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics.	RME 2-06c I can describe and reflect upon practices and traditions of world religions.	RME 2-07a I am developing respect for others and my understanding of their beliefs and values.	RME 2-08a I am developing awareness and understanding and I put them into action.
SOC 2-16b I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.	SCN 2-14a By investigating the life cycles of plants and animals, I can recognise the different stages of their development.	RME 2-06b 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.	RME 2-02b I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.	RME 2-03a I am increasing my knowledge and understanding of Christian worship and artefacts and can explain their significance.
SOC 2-16a I can explain how the needs of a group in my local community are supported.	SCN 2-02b Through carrying out practical activities and investigations, I can show how plants have benefited society.	RME 2-06a 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.	RME 2-02a 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.	RME 2-01a Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
TCH 2-15b Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.	SCN 2-14a By investigating the life cycles of plants and animals, I can recognise the different stages of their development.	RME 2-05b I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.	RME 2-02a 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.	RME 2-01b Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
SOC 2-15a I can use evidence selectively to research current social, political or economic issues.	SCN 2-13a I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.	SCN 2-02a 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.	RME 2-05a 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.	RME 2-01c Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
SOC 2-14a 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.	SCN 2-12b I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.	SCN 2-12a 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.	RME 2-04a I can identify and classify examples of living present, to help me appreciate their diversity. I can recognise behavioural characteristics to their survival or extinction.	RME 2-01d Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
SOC 2-13a I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.	SCN 2-11a I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.	SCN 2-11b I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.	RME 2-03b I am increasing my knowledge and understanding of Christian worship and artefacts and can explain their significance.	RME 2-01e Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
TCH 2-15a I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures.	SOC 2-12a 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 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.	RME 2-03c I am increasing my knowledge and understanding of Christian worship and artefacts and can explain their significance.	RME 2-01f Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
TCH 2-14b Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.	SOC 2-11a Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.	SOC 2-11a Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.	RME 2-03d I am increasing my knowledge and understanding of Christian worship and artefacts and can explain their significance.	RME 2-01g Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
TCH 2-14a Through discovery and imagination, I can develop and use problem solving strategies to construct models.	TCH 2-13a During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.	TCH 2-13a During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.	RME 2-03e I am increasing my knowledge and understanding of Christian worship and artefacts and can explain their significance.	RME 2-01h Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.

Curriculum Overview

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<p>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.</p>	<p>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.</p>	<p>TCH 2-02b I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.</p>	<p>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.</p>
<p>SCN 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.</p>	<p>SCN 2-20a 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.</p>	<p>SCN 2-20b I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p>	<p>SOC 2-01a I can use primary and secondary sources selectively to research events in the past.</p>
<p>SCN 2-06a 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.</p>	<p>SCN 2-07a By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.</p>	<p>SOC 2-02a 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.</p>	<p>TCH 2-03b Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</p>
<p>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.</p>	<p>RME 2-03b Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.</p>	<p>RME 2-09b I am developing my understanding that people have beliefs and values based upon religious or other positions.</p>	<p>SOC 2-03a I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.</p>
<p>RME 2-03c I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society.</p>	<p>RME 2-04b Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs.</p>	<p>SCN 2-08b By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.</p>	<p>TCH 2-04a I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.</p>
<p>RME 2-04c I can show understanding of the similarities and differences between these and my developing understanding of the lives and teachings of significant figures from world religions. I am increasing my knowledge and understanding of their key beliefs.</p>	<p>RME 2-04a Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories.</p>	<p>SCN 2-09a 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.</p>	<p>TCH 2-04b I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</p>
<p>RME 2-09d I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p>	<p>SCN 2-09c I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.</p>	<p>SOC 2-04a I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p>	<p>TCH 2-04c I can explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.</p>
<p>SCN 2-11a Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media.</p>	<p>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.</p>	<p>SOC 2-06a I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p>	<p>TCH 2-04d I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information with others.</p>
<p>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.</p>	<p>SOC 2-08a I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.</p>	<p>SOC 2-07a I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.</p>	<p>TCH 2-05a Using appropriate software, I can work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia.</p>
<p>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.</p>	<p>TCH 2-11b Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.</p>	<p>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.</p>	