**Plan A**

* Study the Experiences and Outcomes below
* Does this have the potential to be a genuine interdisciplinary learning project?

Topic/ Context: **Energy and the Environment in Scotland (S1)**

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 2-02a**

I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.

**TCH 2-02b**

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 non-renewable 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**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

**SOC 2-08a**

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

**SOC 2-08b**

* **Yes, this is IDL with genuine links between the subjects √**
* No, this is contrived nonsense

How do you know?

The Es and Os demonstrate there are natural links between the subjects on knowledge linked to themes of the environment, energy and sustainability

There are links in skills, both lower and higher order

**Plan B**

* Study the Experiences and Outcomes below
* Does this have the potential to be a genuine interdisciplinary learning project?

Topic/ Context

Investigating Life in Roman Times

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**

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**

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

**SOC 2-04a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

**EXA 0-05a / EXA 1-05a / EXA 2-05a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

**EXA 0-13a / EXA 1-13a / EXA 2-13a**

* Yes, this is IDL with genuine links between the subjects
* **No, this is contrived nonsense √**

How do you know?

While it may be possible for pupils to demonstrate learning about the Romans in the context of the Social Studies Es and Os through the medium of art and drama (eg. creating Roman artefacts, role play), There are no obvious, natural links between these Es and Os. This could be an example of cross curricular work and may be an engaging project for pupils, but is unlikely to have the potential for deep learning in knowledge and / or skills