**California Primary School First Level Local Area Month Bundle 1**

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| **Whole bundle Main Subject Focus Experiences & outcomes**  **Social Studies** | | **Curricular Areas & Subjects** | **Life & Ethos of the School in the Community** | | **Interdisciplinary Learning** | **Opportunities for wider/personal achievement** |
| Cross-cutting Themes Targeted by this bundle – | | Enterprise | Creativity | | Citizenship | Sustainability |
| People, Past events & societies  By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. **SOC 1-02a**  I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**  **People, place & environment**  I can describe and recreate the characteristics of my local environment by exploring the features of the landscape .**SOC 1-07a**  I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**  By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. **SOC 1-11a**  Having explored the landscape of my local area, I can describe the various ways in which land has been used. **SOC 1-13a**  By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b**  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. **SOC 1-14a** | | | | | | |
| **Linked Experiences and outcomes from other areas** | | | | | | |
| Technologies – Awareness of technological developments (past, present & future) including how they work **developments (Past, Present and Future), including how they**  I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a  Talking and Listening - Finding and using information –  *As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* ***LIT 1-04a***  *As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.* ***LIT 1-05a***  *I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.* ***LIT 1-06a***  Talking and Listening - Understanding, analysing & evaluating \*(take out for this bundle – is in history & evidence bundle?)  *I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.* ***LIT 1-07a***  *To help me develop an informed view, I am learning to recognise the difference between fact and opinion.* ***LIT 1-08a***  Reading - Understanding, analysing & evaluating -  *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.* ***LIT 1-16a***  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**  *To help me develop an informed view, I can recognise the difference between fact and opinion.* ***LIT 1-18a***  I can describe, follow and record routes and journeys using signs, words andangles associated with direction and turning. **MTH 1-17a**  I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. **MTH 1-18a**  *Through contributing my views, time and talents, I play a part in bringing about positive change in my school* ***and wider community****.* ***HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a***  *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.* ***HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a***  *I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.* ***HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a***  *I know and can demonstrate how to travel safely.* ***HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a*** | | | | | | |
| **The bundle above is combined below in different ways to enable pupils to experience a progression of learning in these experiences and outcomes. This should ensure opportunities for breadth, challenge & application** | | | | | | |
| Bundle 1.1.1 | Bundle 1.1.2 | | | Bundle 1.1.3 | | |
| I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**  By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. **SOC 1-11a**  Having explored the landscape of my local area, I can describe the various ways in which land has been used. **SOC 1-13a** | I can describe and recreate the characteristics of my local environment by exploring the features of the landscape .**SOC 1-07a**  Having explored the landscape of my local area, I can describe the various ways in which land has been used. **SOC 1-13a**  By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b** | | | By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history. **SOC 1-02a**  I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. **SOC 1-14a** | | |
|  | **PROGRESSION – skills, knowledge & understanding, attitudes being developed** | | |  | | |
| * I can find out which resources we need to use more responsibly – water, electricity, paper. * I can look after my local environment by following simple rules. * I can say what type of house I live in. * I can find out about ways in which my house has been or can be changed to support people in need – wheelchair users, elderly. * I can find out how people use the land in my local environment – transport, housing and natural focus. | * I can locate and identify features of the landscape on a map of my local environment. * I can locate features of the landscape on a map of my local environment and can talk about local places that I have seen/visited and locate them on the map. * I can say how land in my local environment is used – farming and industry focus * I can find out about a natural environment that is different from my own – river, island, seashore, | | | * I can use more than one source of evidence to understand an event, person or place in the past. * I can apply my knowledge of artefacts and evidence when explaining the impact people in the past have had on the lives of Scottish people. * I can identify places that help people to remember and preserve Scottish history (e.g museums, monuments, libraries). * I can use a map to locate and identify key features of the local environment and landscape on a map. * I describe the different ways that land can be used – transport, housing, farming, leisure, industry, natural, and can give examples of each type of land use from my local environment. | | |
| **Suggested contexts or key questions to select from: Identity and Heritage – Could be a village/community storyline to give fluidity/connection between the E & Os & their content, What is my village/community like? What do we have around our village/community? What is a community? What can we discover about our village? What does my home look like? What other kinds of homes can people live in? What other buildings do we have in our village? What is the purpose of these buildings? Learning about the groups of people using the buildings – what are the needs of these groups? How can I be a good member of my community and school?** | **Suggested contexts or key questions to select from: Identity and Heritage – Map analysis questions such as: What is a hill – how is a hill shown on a map? How are roads shown on maps? etc. You may want to begin by taking children out to establish which geographical features they know initially, then extend and develop these. Appropriate map work using a variety of appropriate resources/methods such as: atlases, Google maps. How is the land around my village used? Why is it used in that way? What creatures and plants can we find near our village? Why do these creatures live near our village? Have you been to, or do you know about any places where the land is very different from your village? How were these places different from your village? What can you learn about the creatures and plants which live in different places?** | | | **Suggested contexts or key questions to select from: Identity and Heritage – What is evidence? What evidence can we find about our village long ago? What can we find out about our village by looking & exploring? Has anyone famous ever been here? Are there any special places or stories we can discover about our village? Focus at this level could be finding sources of evidence about the land use as common grazing & farmland past and present. Links with the Falkirk Tryst and the drovers bringing their cattle from the Highlands could also be the focus at the stage. Visits could include Falkirk Archives, Museum of Agriculture, and local historians. Tasks which allow pupils to map connections between their village and other parts of Scotland, e.g. drovers’ route, journey made by farm produce. Practical mapping tasks indoors & out.** | | |
| **Quality Learning Experiences – planned in collaboration with pupils and stage and level partners** | | | | | | |
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| **Benchmarks** **which could be assessed during this learning – please highlight skills, knowledge, understanding or attitudes which your pupils will be applying & might achieve** |
| Social Studies   * Uses information learned from sources to relate the story of a local place or individual of historic interest though media such as drawings models or writing. * Draws a short timeline and can locate two or more events on the line in the correct order. * Draws or makes a model of features in their local landscape, for example, hill, river, building. * Identifies a way in which the school looks after its environment. * Describes at least three different ways in which land is used in the local area, for example shops, houses, farming. * Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest. * Produces a basic map for a familiar journey |
| **Assessment approaches & evidence** |
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| **Evaluation** |
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