**Second Level Interdisciplinary Learning Plan Learning for Sustainability Bundle 1 – Exploring sustainable practices Class or Year Group – Primary 5- Primary 7**

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| **Lead Subject Area(s)**  **Science** | The contexts for learning which this bundle of experiences & outcomes helps to address are highlighted | | **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** –  Those addressed by this bundle are highlighted | | | Developing the Young Workforce/Enterprise, | Creativity | **Learning for Sustainability** – waste reduction, recycling, sustainable energy & water use, protecting biodiversity, responsible use of planet’s resources, growing food, tackling climate change | |
| **This bundle links to:** | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | | | | |
| **Science – Biodiversity and Interdependence**  I can identify & classify examples of living things, past & present, to help me appreciate their diversity. I can relate physical & behavioural characteristics to their survival or extinction SCN 2-01a  I can use my knowledge of the interactions & energy flow between plants & animals in ecosystems, food chains & webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a  Through carrying out practical activities & investigations, I can show how plants have benefited society. SCN 2-02b  I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express and informed view of the risks & benefits of their use. SCN 2-03a  **Science – Planet Earth - Energy sources & sustainability**  By considering examples where energy is conserved, I can identify the energy source, how it is transferred & ways of reducing wasted energy. SCN 2-04a  Through exploring non-renewable energy sources, I can describe how they are used in Scotland today & express an informed view on the implications for their future use SCN 2-04b  **Science – Planet Earth - Processes of the planet**  I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time SCN 2-05a | | | | | | |
| **Experiences & outcomes from linked subject areas** – consider whether there are also opportunities to assess the application of relevant literacy, numeracy or health and wellbeing E & Os within this bundle | | | | | | |
| **Impact, contribution, &relationship of technologies on business the economy, politics, & the environment.**  I can investigate how product design & development have been influenced by changing lifestyles TCH 2-06a  I can make suggestions as to how individuals & organisations may use technologies to support sustainability & reduce the impact on our environment TCH 2-07a | | | | | | |
| **Unit of work, potential contexts, and/or key questions:** | | **Skills/Benchmarks** **which will be assessed during this learning** | | | | |
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| **Quality Learning Experiences – planned in collaboration with pupils and colleagues** | **Opportunities for learning out with the classroom** | **Learning approaches – play, active, inquiry, etc.** |
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| **Assessment approaches & evidence** | | |
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| **Evaluation** | | |
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