**Second Level Interdisciplinary Learning Plan Learning for Sustainability Bundle 3 – Connect with culture and Heritage (local to global) Class or Year Group – Primary 5 - 7**

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| **Lead Subject Area(s)**  **Social Studies** | 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** – discussing controversial issues, addressing discrimination and prejudice, peace and conflict | |
| **This bundle links to:** | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | | | |
| **Social studies – People, past events and societies**  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 compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences **SOC2-04a**  **People, place and environment**  I can describe the major characteristic features of Scotland’s landscape and explain how these were formed **SOC 2-07a**  I can discuss the environmental impact of human activitiy 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**  **People, society, economy and business**  I can explain how the needs of a group in my local community are supported **SOC 2-16a**  I can gather and use information about forms of discrimination against people and societies and consider the impact this has on peoples’ lives **SOC 2-16b**  I can discuss issues of the diversity of cultures, values and customs in our society **SOC 2-16c**  Through exploring ethical trading, I can understand how peoples’ basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a** | | | | | | |
| **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 | | | | | | |
| **Expressive Arts – Participation in performances and presentations** – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances **EXA 2-01a**  **Expressive Arts – Art and Design**  Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design **EXA 2-05a**  I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work **EXA 2-07a**  **Expressive Arts – Dance**  I am becoming aware of different features of dance and can practise and perform steps, formations and short dance  **EXA 2-10a**  I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work **EXA 2-11a**  **Expressive Arts – Drama**  I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere **EXA 2-14a**  **Expressive Arts – Music**  I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation **EXA 2-16a**  **Health and Wellbeing – Mental, emotional, social and physical wellbeing - Social Wellbeing**  I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all **HWB 2-10a**  Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 2-12a**  Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community **HWB 2-13a**  **Technologies - Technological Developments in Society and Business – Impact, contribution and relationship of technologies on business, the economy, politics, and the environment**  I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environments. **TCH 2-07a**  Modern Languages – Listening and talking – Organising and using information  I have worked with others using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning on an aspect of life in a country where the language I am learning is spoken **MLAN 2-06b**  Reading – Reading to appreciate other cultures –  II work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken **MLAN 2-09a** | | | | | | |
| **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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