**Second Level Interdisciplinary Learning Plan Learning for Sustainability Bundle 5 – Exercising Positive Activism Class or Year Group – Primary 5 - Primary 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** – developing political literacy, engaging with democracy, eradicating poverty and inequality, human rights, social justice, equality and fairness, children’s rights | |
| **This bundle links to:** | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  | | | | |
| |  | | --- | |  |   **People, society, economy and business**  I can explain how the needs of a group in my local commu8nity are supported SOC 2-16a  I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland 2-17a  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 SOC 2-18a | | | | | | |
| **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 | | | | | | |
| **Religious and Moral Education – Development of beliefs and values**  I am developing respect for others and my understanding of their beliefs and values RME 2-07a  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 Scotland RME 2-09a  I can investigate the features positions RME 2-09b  **Literacy and English – Listening and Talking – Tools for listening and talking**  When I engage with others I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build my thinking LIT 2-02a  I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others’ spoken language ENG 2-03a  **Literacy and English – Listening and Talking – Creating Texts**  When listening and talking with others for different purposes I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more LIT 2-09a  I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently LIT 2-10a | | | | | | |
| **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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