

The Broad General Education

Learning Together – Session 1
Thursday 28th November 2024



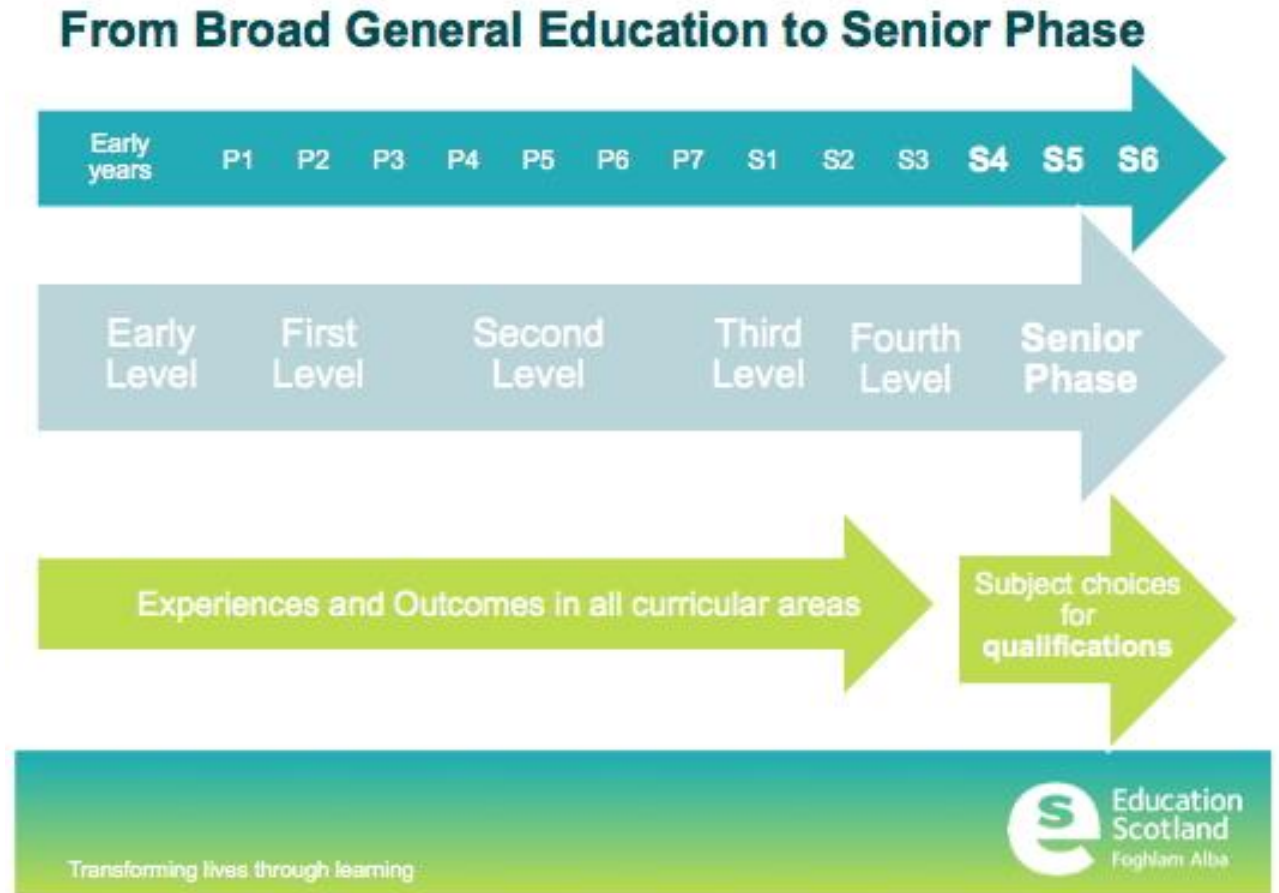
Aims of Tonight's Session:

- Develop parental awareness and understanding of the Broad General Education
- Explore progression through the levels of the BGE
- Find out more about how staff plan, teach and assess
- Signpost to information to find out more
- Opportunity to look at how the learning environment supports delivery of the BGE

What is the Broad General Education?

- The Broad General Education is the phase of learning which lasts from when a child begins early learning and childcare through to the end of S3 in secondary school before moving on to the senior phase of the curriculum in S4 to S6.

- This broad general education provides your child with a wide range of knowledge, skills and exciting experiences that they can draw on as their lives, careers and job opportunities continue to change.



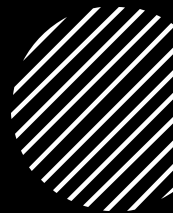
Curriculum for Excellence – Curriculum Areas:

There are eight curriculum areas within CfE.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.



The 8 Curriculum Areas:



Expressive arts



Health and wellbeing



Languages (including English, Gàidhlig, Gaelic (Learners), modern languages and classical languages)



Mathematics



Religious and moral education (including Religious and moral education and Religious education in Roman Catholic schools)



Sciences



Social studies



Technologies



Aiming High!

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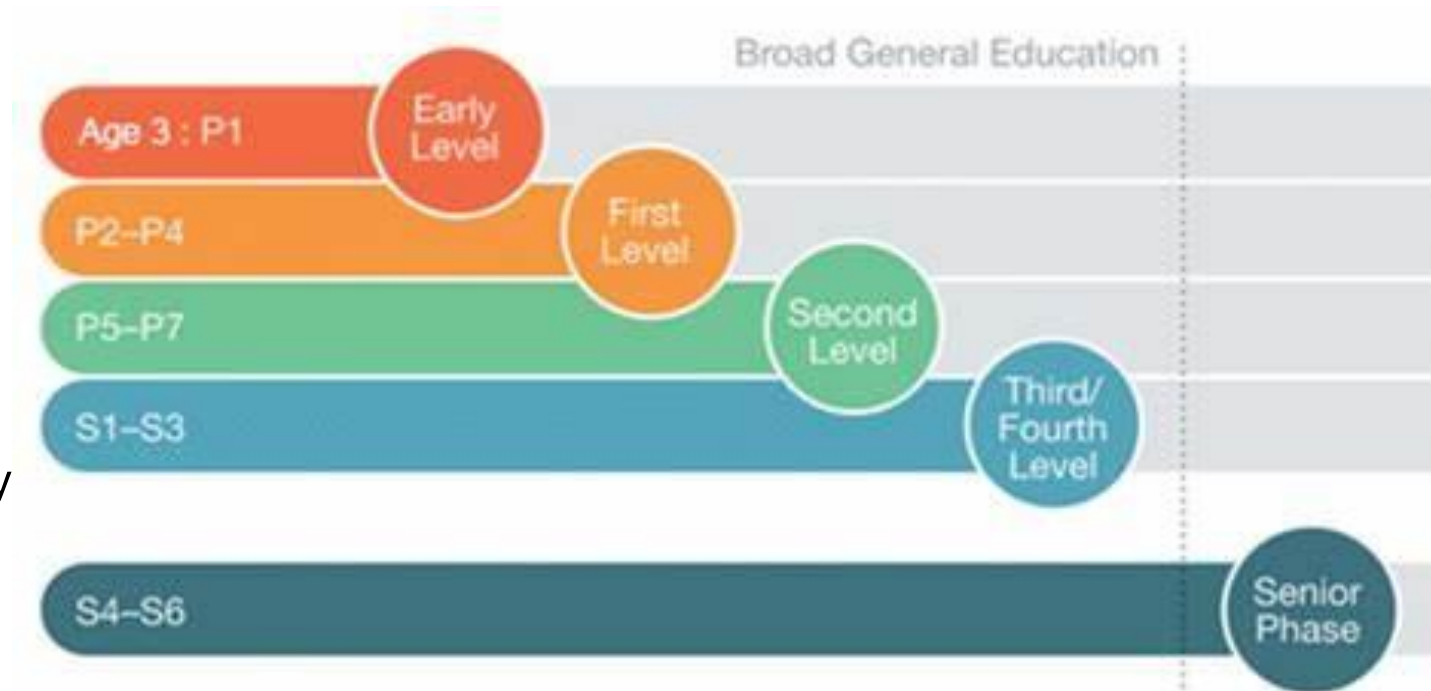
CURRICULUM RATIONALE

What does this look like at
Lawhead?

- [Our Curriculum Rationale:](#)
- <https://sway.cloud.microsoft/C66pqcFbFplx1CnY?ref=Link>

Curriculum Levels:

- There are four broad levels in which learning and achievement are organised.
- To support teachers' assessment of learning, benchmarks have been developed to describe what learning should look like by the time a learner completes a level in each curriculum area.
- Not all benchmarks need to be achieved for a child or young person to have achieved a level. However, it is important that there are no significant gaps in learning before moving on to the next level.



Experiences & Outcomes and Benchmarks:

Experiences and outcomes (often called Es+Os) are a set of clear and concise statements about children's learning and progression in each curriculum area. They are used to help plan learning and to assess progress.

Benchmarks – The Curriculum for Excellence Benchmarks set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas.

Planet Earth

	Early	First	Second	Third	Fourth
<p>Biodiversity and interdependence</p> <p>Learners explore the rich and changing diversity of living things and develop their understanding of how organisms are interrelated at local and global levels. By exploring interactions and energy flow between plants and animals (including humans) learners develop their understanding of how species depend on one another and on the environment for survival. Learners investigate the factors affecting plant growth and develop their understanding of the positive and negative impact of the human population on the</p>	<p>I have observed living things in the environment over time and am becoming aware of how they depend on each other.</p> <p>SCN 0-01a</p>	<p>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.</p> <p>SCN 1-01a</p>	<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.</p> <p>SCN 2-01a</p>	<p>I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution.</p> <p>SCN 3-01a</p>	<p>I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity.</p> <p>SCN 4-01a</p>
		<p>I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.</p> <p>SCN 1-02a</p>	<p>I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.</p> <p>SCN 2-02a</p> <p>Through carrying out practical activities and investigations, I can show how plants have benefited society.</p> <p>SCN 2-02b</p>	<p>I have collaborated on investigations into the process of photosynthesis and I can demonstrate my understanding of why plants are vital to sustaining life on Earth.</p> <p>SCN 3-02a</p>	<p>I have propagated and grown plants using a variety of different methods. I can compare these methods and develop my understanding of their commercial use.</p> <p>SCN 4-02a</p> <p>I can contribute to the design of an investigation to show the effects of different factors on the rate of aerobic respiration and explain my findings.</p> <p>SCN 4-02b</p>

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Biodiversity and interdependence	I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a	<ul style="list-style-type: none"> • Explores and sorts objects as living, non-living or once living. • Describes characteristics of living things and how they depend on each other, for example, animals which depend on plants for food.

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Biodiversity and interdependence	I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a	<ul style="list-style-type: none"> • Explains the difference between living and non-living things, taking into consideration movement, reproduction, sensitivity, growth, excretion and feeding. • Creates criteria for sorting living things and justifies decisions. • Sorts living things into plant, animal and other groups using a variety of features.

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Planet Earth	Biodiversity and interdependence	I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a	<ul style="list-style-type: none"> • Classifies living things into plants (flowering and non-flowering), animals (vertebrates and invertebrates) and other groups through knowledge of their characteristics. • Begins to construct and use simple branched keys which can be used to identify particular plants or animals. • Identifies characteristics of living things and their environment which have contributed to the survival or extinction of a species. • Describes how some plants and animals have adapted to their environment, for example, for drought or by using flight.

Curriculum Organisers		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Biodiversity and interdependence	I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. SCN 3-01a	<ul style="list-style-type: none"> • Identifies living things using biological keys. • Collects and analyses increasingly complex data and information, for example, temperature and light intensity, to suggest reasons for the distribution of organisms within different habitats.

Number, money and measure

	Early	First	Second	Third	Fourth
Estimation and rounding	<p><i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me¹.</i></p> <p>MNU 0-01a</p>	<p><i>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.</i></p> <p>MNU 1-01a</p>	<p><i>I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.</i></p> <p>MNU 2-01a</p>	<p><i>I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem.</i></p> <p>MNU 3-01a</p>	<p><i>Having investigated the practical impact of inaccuracy and error, I can use my knowledge of tolerance when choosing the required degree of accuracy to make real-life calculations.</i></p> <p>MNU 4-01a</p>

Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Estimation and rounding	<p><i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</i></p> <p><i>MNU 0-01a</i></p>	<ul style="list-style-type: none"> • <i>Recognises the number of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in other groups.</i> • <i>Checks estimates by counting.</i> • <i>Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.</i>

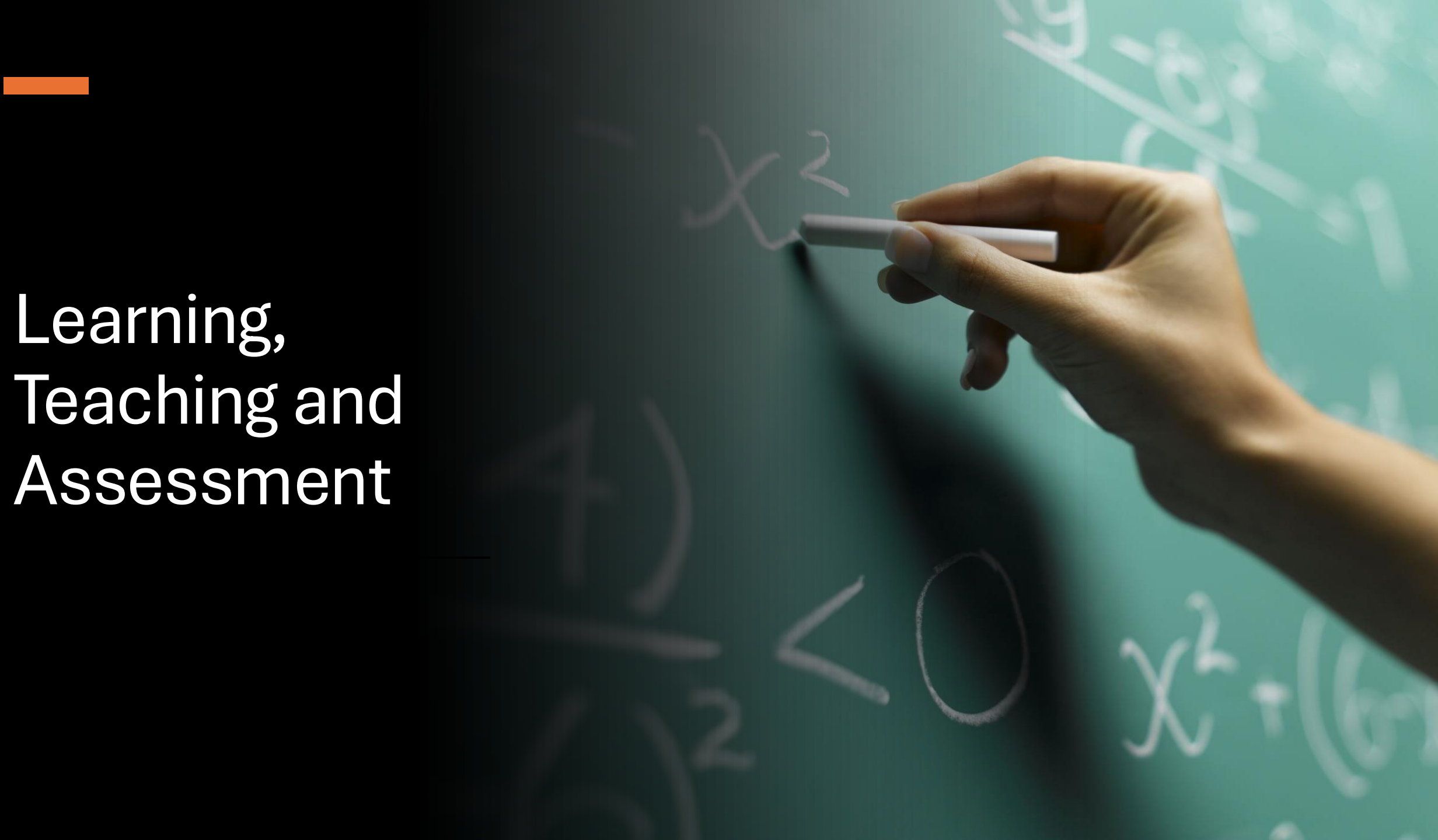
Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Estimation and rounding	<p><i>I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.</i></p> <p><i>MNU 1-01a</i></p>	<ul style="list-style-type: none"> • <i>Uses strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.</i> • <i>Rounds whole numbers to the nearest 10 and 100 and uses this routinely to estimate and check the reasonableness of a solution.</i>

Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Estimation and rounding	<p><i>I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.</i></p> <p><i>MNU 2-01a</i></p>	<ul style="list-style-type: none"> • <i>Rounds whole numbers to the nearest 1000, 10 000 and 100 000.</i> • <i>Rounds decimal fractions to the nearest whole number, to one decimal place and two decimal places.</i> • <i>Applies knowledge of rounding to give an estimate to a calculation appropriate to the context.</i>

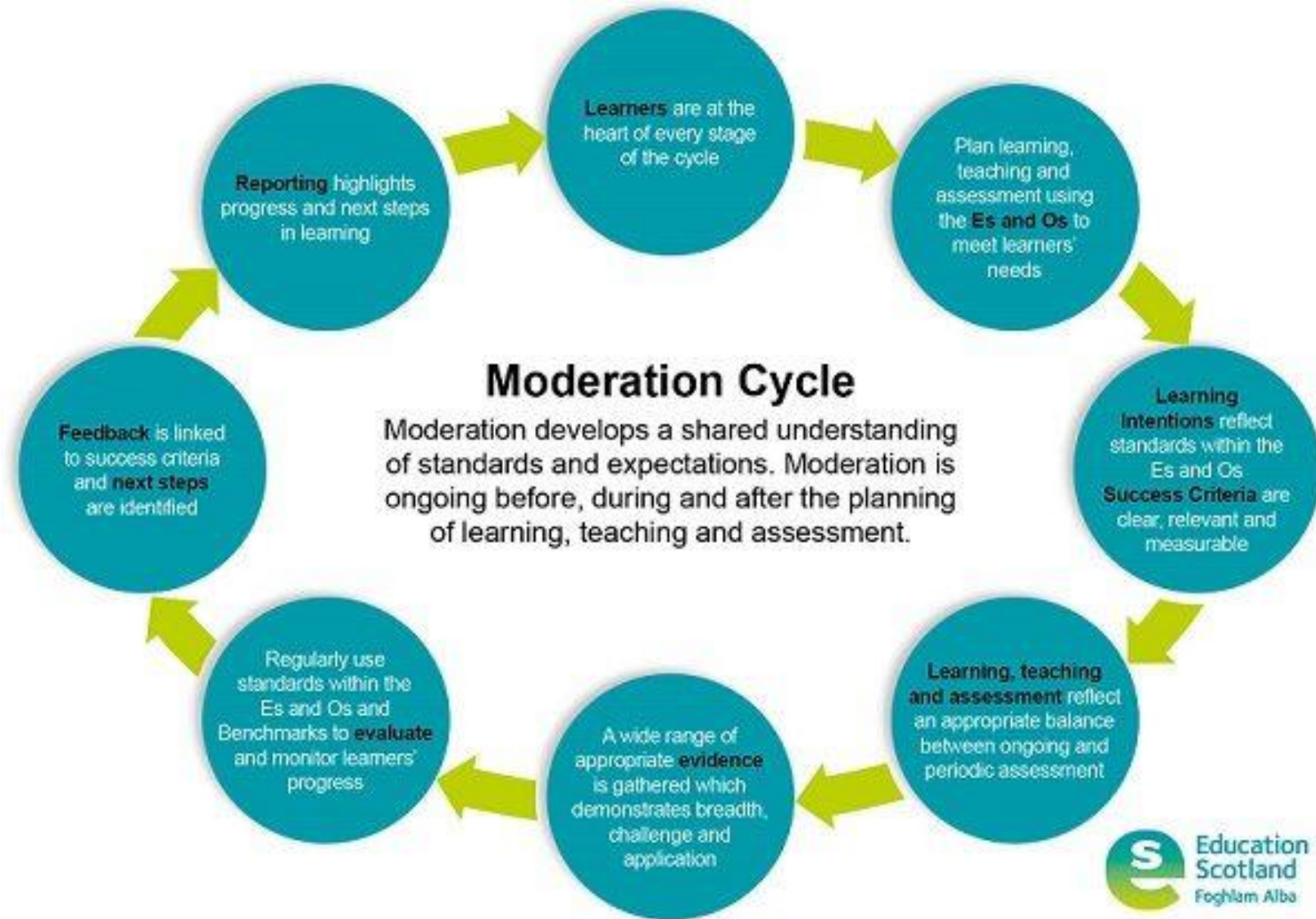
Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Estimation and rounding	<p><i>I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem.</i></p> <p><i>MNU 3-01a</i></p>	<ul style="list-style-type: none"> • <i>Rounds decimal fractions to three decimal places.</i> • <i>Uses rounding to routinely estimate the answers to calculations.</i>



Learning, Teaching and Assessment



How we plan learning, teaching and assessment:



Links To Find Out More:



Curriculum Rationale:
<https://sway.cloud.microsoft/C66pqcFbFplx1CnY?ref=Link>



Education Scotland – BGE: [Broad general education | Curriculum Stages | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)



CfE Briefing – Transition from BGE to Senior Phase:
[cfebriefforparents.pdf](#)



Education Scotland – CfE:
[Curriculum for Excellence | Education Scotland](#)



Parent Zone: [Parentzone Scotland | Education Scotland](#)



Opportunity to look
at resources and
visit learning
environments

