

Which curricular areas/subjects could be included?

SOCIAL STUDIES-Environment **LANGUAGE**
SCIENCE - Sustainability, Biodiversity, Energy
HEALTH & WELL-BEING **TECHNOLOGIES**

Brief statement summarising nature of tasks and how these build towards the final outcome -

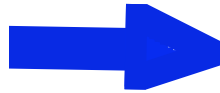
Pupils will research, experiment, investigate, report and present their knowledge of CONSERVATION through the interdisciplinary tasks outlined. The impact of their learning will be applied to the whole session parallel interdisciplinary focus on Africa.

What learning experiences should be planned in order for pupils to achieve the final outcome?

Pre- topic: Building on previous knowledge, the interdisciplinary study will be based on issues focused on Planet.Com DVD and will use a wide variety of resources, including the Active Learning (Conservation) resource box, which has been augmented, to provide several sets of books for group reading activities. (See list of resources & their scheduled applications)

Phase 1 Water: (Kenya, Mombassa)

- Discuss, Watch, Listen,
- Take notes while watching & transcribe
- Experiment: make a water filter
- ICT: RAIN RAIN (bp Young Scientist activity)
- VALUES: Personal Water Pledge



Phase 2 Biodiversity

- Discuss, Watch, Listen,
- ICT: Adapt & Survive(bp YS)
- VALUES: Personal Nature Pledge



Phase 3 Natural Resources (Nairobi)

- Discuss, Watch, Listen,
- make notes & word process Transcript
- experiment: make paper
- ICT: www.recyclenow.com & www.rethink.sita.co.uk
- * Ball game: Recycling Catch
- Read- Action for the Environment- Create posters
- VALUES Personal Recycling Pledge



Phase 4 Energy

- Discuss, Watch, Listen
- Read Action for the Environment - Energy Supplies
- experiment: make a wind turbine
- ICT: A day Full of Energy (bp YS)
- Ball Game: Energy Catch
- VALUES Personal Energy Pledge



Eco Detectives



CROSS-CUTTING THEMES:
 Creativity
 Enterprise

PUPILS PLAN & LEAD

Further unprepared paired reading:
 Save our Earth
 Environmental issues- Facing the Challenges
 Tree of Life
 The Future- Bleak or Bright Big Book

ACTIVE LEARNING

PERMEATING THEMES:
 Literacy, ICT, Science, Health &WB, Social Studies

TASC ACTIVITIES

Phase 9
Assessment outcome: CONSERVATION WEEK
 (To include harvest and display of pledges)



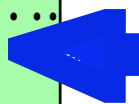
Phase 8
TASC CHALLENGE
 Pupils will work in two co-operative TASC groups to organise a Conservation week for the public



Phase 7 **Rich & Poor**
 • Discuss, Watch, Listen,
 • make notes while watching & transcribe
 • ICT: www.Globalgang.org
 • ICT graphic design- leaflet of information
 • VALUES: Personal Fair Trade Pledge



Phase 6 **Cars & Pollution**
 • Discuss, Watch, Listen,
 • ICT: [Kid4cleanair/ Kids.org.uk](http://Kid4cleanair/kids.org.uk)
 • Activity ideas- (choose three)
 Read Action for the Environment- (What's being done?) Clean Air
 • Read Action for the Environment- Transport Solutions
 • VALUES Personal Transport Pledge



Phase 5 **Food & Farming**
 • Discuss, Watch, Listen,
 • Practical: activities - Food for Life Curriculum Pack (includes mapping, quiz, observation, deduction, recording information, evaluatin researching & responding to info on website, sourcing foods at home, evaluative judgments about GM & organic farming, creating "Animals' Charter."
 * VALUES Personal Food Pledge

Formative Assessment Opportunities

During this study, pupils will receive formative feedback in their work within the following experiences and outcomes:

HEALTH & WELL-BEING

Social

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
- 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.
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
- I value the opportunities I am given to make friends and be part of a group in a range of situations.

SCIENCE PLANET EARTH:

Biodiversity and Interdependence

Early Level :

- I have observed living things in the environment over time and am becoming aware of how they depend on each other. [SCN 0-01a](#)

First level:

- I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. [SCN 1-01a](#)
- I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. [SCN 1-02a](#)

Second level:

- I can describe the major characteristic features of Scotland's landscape and explain how these were formed [SOC 206F](#)

Energy sources and sustainability

First level:

- I am aware of different types of energy around me and can show their importance to everyday life and my survival. [SCN 1-04a](#)

Second level:

- By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. [SCN 2-04a](#)
- Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. [SCN 2-04b](#)

SOCIAL STUDIES-

Environment:

Early Level:

- I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.

First Level:

- I can consider ways of looking after my school or community and can encourage others to care for their environment. [SOC 1-08a](#)

Second Level:

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. [SOC 2-08a](#)

How this work will contribute to the four capacities:

Successful Learners

use literacy, communication and numeracy skills
use technology for learning
think creatively and independently
learn independently and as part of a group
make reasoned evaluations about the world around them

Responsible Citizens

develop a sense of responsibility for the environment and act upon it.

Confident Individuals

relate to others and manage themselves
achieve success in different areas of activity
use failure as a learning tool for the future

Effective Contributors

communicate in different ways and in different settings
work in partnership and in teams
take the initiative and lead (P6/7)
create and develop
work to improve the lives of themselves and others

Success Criteria:

Pupils confidently present the docu-drama, showing knowledge, understanding, co-operative learning skills and audience awareness.

Evaluation: