

Eco-Schools Scotland

Curriculum for Excellence

Experiences and Outcomes

Outcome Mapping

First Level



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First Level

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Curriculum for Excellence

Experiences and Outcomes

First Level

The series of ‘Outcome Maps’ in this document suggest how First Level outcomes within Curriculum for Excellence may be delivered through experiences arising from the Seven Elements and nine Study Topics within the Eco-Schools Scotland Programme. (Similar documents exist for all five levels of CfE).

Eco-Schools Scotland commissioned experienced teachers to select outcomes they felt appropriate for each topic.

Please note:

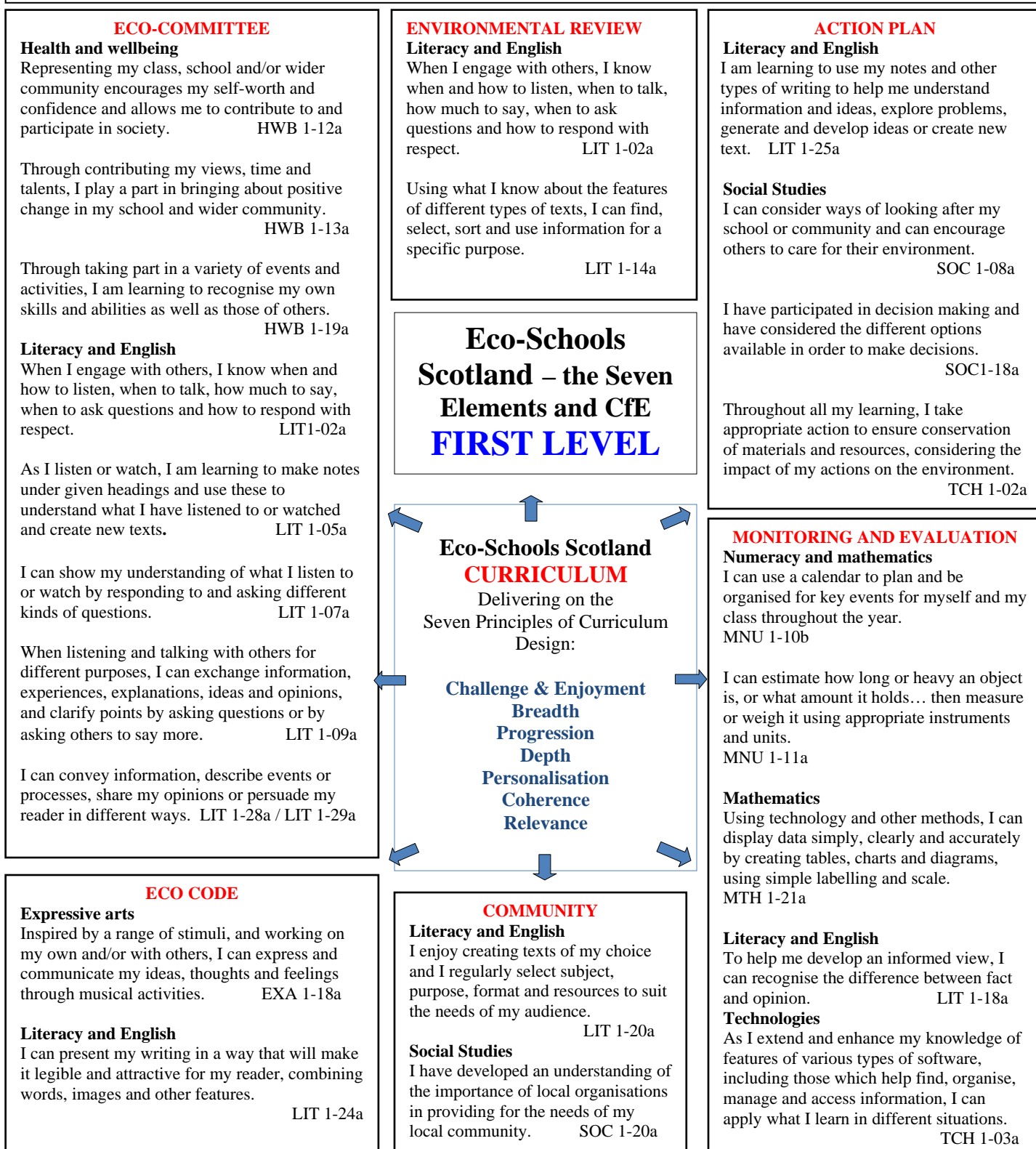
- The selected outcomes for each Map are advisory – teachers may reject or add outcomes which they consider more appropriate to the context in which they plan to teach. Eco-Schools ‘Outcome Maps’ are ‘starters for ten’ and come in ‘Word’ format for easier editing by teachers.
- The first map illustrates how closely the Seven Elements of the Eco-Schools Programme match core outcomes from CfE
- Each subsequent topic map is accompanied by a header which suggests possible ‘lead curricular areas’. Again these are open to debate and amendment by teachers.
- While similar in format not all Maps are identical – topics such as Health and Wellbeing are so closely related to Eco-Schools topics that almost all outcomes are relevant.
- Each outcome is normally quoted in full along with its relevant CfE code.
- Following piloting with teachers we have added a commentary in italics to some outcomes to explain their inclusion within an outcome map or suggest a teaching context. Teachers may wish to query such inclusions and come up with preferred links of their own.
- Linking ‘arrows’ on some topic maps highlight the opportunities for inter-disciplinary learning across curricular areas.

While the maps highlight a varied number of relevant outcomes for each topic it is recommended that no series of lessons should try to encompass any more than three to five outcomes. Other outcomes may be delivered through other lesson plans

Eco-Schools' Seven Elements and Curriculum for Excellence (First Level)

CURRICULUM for EXCELLENCE – INTER-DISCIPLINARY LEARNING.

The Seven Elements and Topics of the Eco-Schools programme are ideally placed to provide a range of real-world experiences for pupils supporting many of the outcomes of Curriculum for Excellence



ECO-SCHOOLS OUTCOMES MAP – BIODIVERSITY (FIRST LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.

Suggested Lead Curricular Area – Sciences

SCIENCES

(Planet Earth)

I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a

(In coop groups children sort objects/pictures. BBC science clips website)

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

(Intrenet research, observe animals in local area)

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03

(Put plants in cupboard, near heaters...)

SCIENCES

(Biological Systems)

I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b

(Observing nature using different sense...)

By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a

SOCIAL STUDIES

(People, place and environment)

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a

(Photographs of local area, discuss green spaces, rubbings)

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

(Discuss, interviews, posters, present to rest of school..)

By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b

(People in society, economy and business)

I have developed an understanding of the importance of local organizations in providing for the needs of my local community. SOC 1-20a

(This outcome could be overtaken in visits to local farms, market gardens, plant nurseries, garden centres etc.)

BIODIVERSITY

FIRST LEVEL

HEALTH & WELLBEING

(Mental, emotional, social and physical wellbeing)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a

(Schools grounds improvements, membership of Eco Committee etc)

LITERACY

(Writing)

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a

NUMERACY

(Shape, position and movement)

I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a

(Symmetry in butterflies, snowflakes, flower petals etc)

ECO-SCHOOLS OUTCOMES MAP – ENERGY (FIRST LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.

Suggested Lead Curricular Area – Technologies

TECHNOLOGIES

(Technological developments in society)

By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts.

TCH 1-01c

(Climate change, flooding...)

TECHNOLOGIES

(Technological developments in society)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.

(Energy saving..) TCH 1-02a

TECHNOLOGIES

(ICT to enhance learning)

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.

TCH 1-03b

(Reading meters...)

NUMERACY & MATHS

(Information handling)

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria.

MNU 1-20b

ENERGY

FIRST LEVEL

HEALTH & WELLBEING

(Social wellbeing)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 1-13a

(Membership of Eco Committee, energy monitors, home-school links)

NUMERACY & MATHS

(Information handling)

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labeling and scale. MTH 1-21a

(Pictographs of energy use...)

LITERACY

(Listening and talking)

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.

LIT 1-10a

SCIENCE

(Planet earth)

I am aware of different types of energy around me and can show their importance to everyday life and my survival.

SCN 1-04a

SOCIAL STUDIES

(People, place and environment)

By exploring climate zones around the world, I can compare and describe how climate affects living things.

SOC 1-12b

(Local weather, types of weather....)

ECO-SCHOOLS OUTCOMES MAP – HEALTH AND WELLBEING (FIRST LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.

(Since HWB is both a Curricular Area for CfE AND a study topic for ES this Outcome Map is in a different format from others.)

HEALTH & WELLBEING

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a

(Circle Time..)

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 1-17a

(Safety plan, visits, home safety...)

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a

(Walk to school weeks, playground friends,...)

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a

(Keep Ben Healthy....)

I understand that my body needs energy to function and that this comes from food. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a

(Design menus)

By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b

(Smoothies, fruit cocktails, healthy tuck...)

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines. HWB 1-33a

(Handwashing gel, germ highlighting box...)

I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a

(Make adverts; discuss TV adverts...)

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44b

(Circle time)

I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a

(My Body is Special...)

SOCIAL STUDIES

(People in society, economy and business)

I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a

(Coop groups study sections of Rights of the Child)

I have participated in decision making and have considered the different options available in order to make decisions. SOC1-18a

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a

(Walk to my village; meet staff in different shops/services. Interview “What do you do for us?”)

HEALTH AND WELLBEING

FIRST LEVEL

EXPRESSIVE ARTS (Dance, drama..)

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a

(Drama may allow pupils to share experiences and feelings more readily...)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a

LITERACY

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (Health Promotion posters) LIT 1-26a

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a

TECHNOLOGY (Food and textiles...)

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b

ECO-SCHOOLS OUTCOMES MAP – LITTER (FIRST LEVEL)

**Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Social Studies**

SOCIAL STUDIES

(People, past events and societies)

I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a
(Pupils may investigate e.g. ‘make do and mend’ rather than throw away.)

SOCIAL STUDIES

(People, place and environment)

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

SOCIAL STUDIES

(People in society, economy and business)

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a

SOCIAL STUDIES

(People in society, economy and business)

I have participated in decision making and have considered the different options available in order to make decisions. SOC1-18a
(Membership of Eco Committee)

NUMERACY & MATHS

(Data and analysis)

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria. MNU 1-20b

(Litter Survey)

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a

(Recycling & litter statistics, weighing waste etc addresses many numeracy and maths topics.)

LITTER

FIRST LEVEL

LITERACY

(Reading)

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a

There are many books with Eco-themes e.g. The Litter Queen by Roderick Hunt; Spud Goes Green by Giles Thaxton

(Writing)

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

Litter Posters/Campaigns

LIT 1-20a

EXPRESSIVE ARTS

(Art and design)

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a

(Creating litter campaign and information posters)

(Art and design)

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a

(Junk modelling/collage)

TECHNOLOGIES

(Tech dvpts in society)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a

HEALTH & WELLBEING (Social wellbeing)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a

(Physical wellbeing)

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 1-16a

(Dangerous litter- used needles, broken glass etc; danger to wildlife)

(Food and health)

I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a

(Packaging used as encouragement to children to want unsuitable food can result in more litter.)

ECO-SCHOOLS OUTCOMES MAP – SCHOOL GROUNDS (FIRST LEVEL)

**Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Social Studies**

SOCIAL STUDIES
(People, place and environment)
I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.
SOC 1-07a
(Simple maps..)

SOCIAL STUDIES
(People, place and environment)
I can consider ways of looking after my school or community and can encourage others to care for their environment.
SOC 1-08a
(Bird boxes, feeders....)

SOCIAL STUDIES
(People, place and environment)
By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.
SOC 1-12a
(Simple weather instruments...)

SOCIAL STUDIES
(People in society, economy and business)
I have developed an understanding of the importance of local organizations in providing for the needs of my local community. SOC 1-20a
(people who help us)

NUMERACY
(Number, money and measure)
I can estimate the area of a shape by counting squares or other methods.
MNU 1-11b
(Measuring and estimating the area of the playground/parts of playground with footstaps. etc.)

NUMERACY
(Shape, position and movement)
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.
MTH 1-16a
(Searching for 2D & 3D shapes in the school grounds)

TECHNOLOGIES (Craft, design, engineering and graphics....)
During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.
TCH 1-13a

TECHNOLOGIES
(ICT to enhance learning)
As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.
TCH 1-03a

SCHOOL GROUNDS

FIRST LEVEL

EXPRESSIVE ARTS
(Art and design)
I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.
EXA 1-02a

(Art and design)
I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.
EXA 1-03a

(Art and design)
I can use exploration and imagination to solve design problems related to real-life situations.
EXA 1-06a

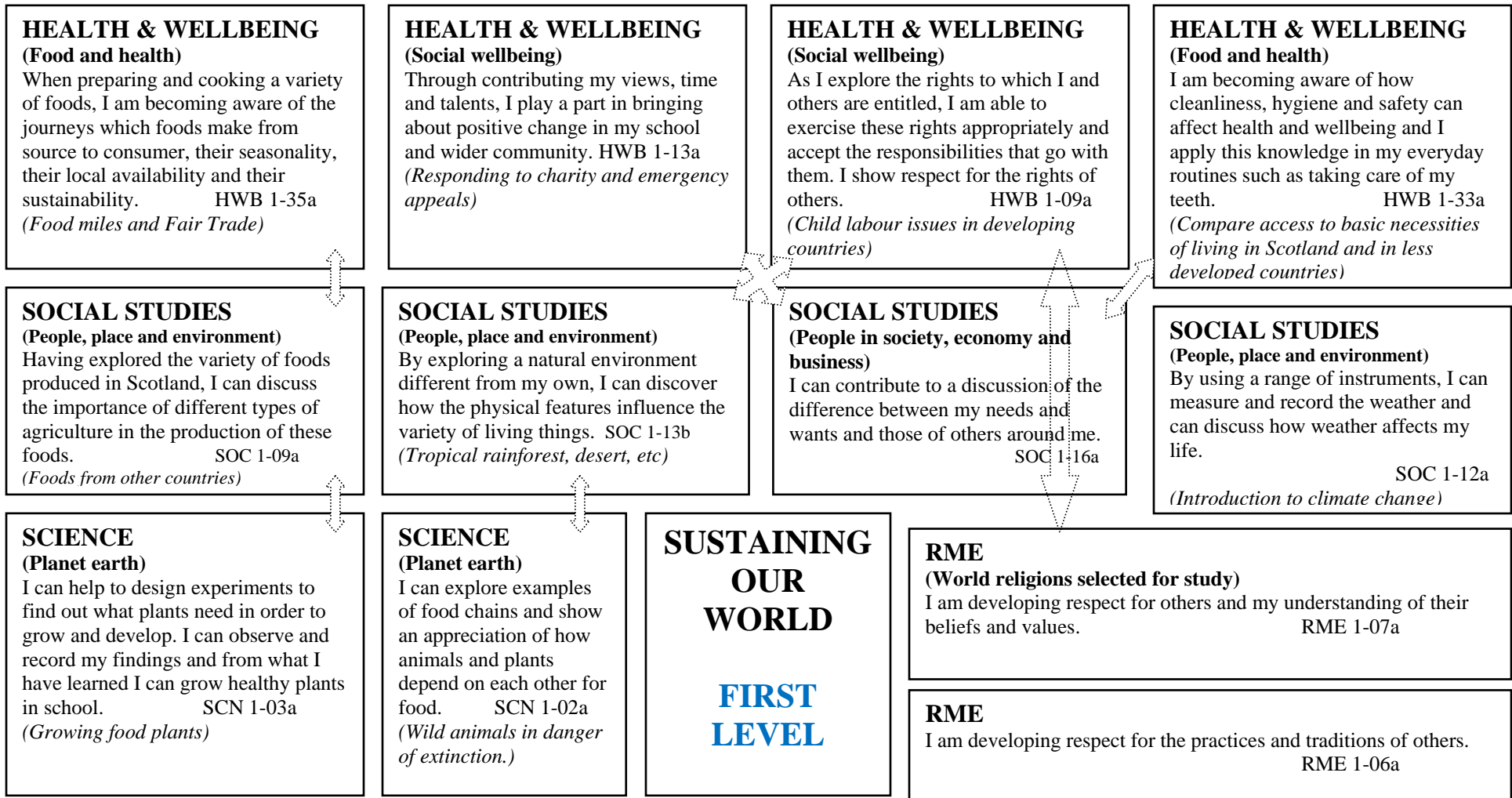
(Music)
I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.
(Using natural materials to make music)
EXA 1-17a

HEALTH & WELLBEING (Social wellbeing)
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
HWB 1-13a

HEALTH & WELLBEING (Physical wellbeing)
Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.
HWB 1-25a
(Designing and using a trim trail)

ECO-SCHOOLS OUTCOMES MAP – SUSTAINING OUR WORLD (FIRST LEVEL)

**Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Health and wellbeing**



ECO-SCHOOLS OUTCOMES MAP – TRAVEL (FIRST LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Health and wellbeing

HEALTH & WELLBEING

(Physical wellbeing)

I know and can demonstrate how to travel safely.
HWB 1-18a

(School travel plan, safe routes to school.)

HEALTH & WELLBEING

(Physical wellbeing)

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
HWB 1-16a

(Road safety training)

HEALTH & WELLBEING

(Physical activity and sport)

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities... making use of available indoor and outdoor space.
HWB 1-25a

(Walking or cycling to and from school)

NUMERACY & MATHS

(Shape, position and movement)

I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.

MTH 1-17a

(Simple maps to/from home)

TRAVEL

FIRST LEVEL

SOCIAL STUDIES

(People, past events and societies)

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.

SOC 1-04a

(Changes in transport, penny-farthing to mountain bike, personal mobility.)

SOCIAL STUDIES

(People, place and environment)

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.

SOC 1-14a

(Transport Survey)

NUMERACY & MATHS

(Information handling)

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.

MTH 1-21a

(Travel to school surveys, tally marks, graphs)

TECHNOLOGIES

(Technological developments in society)

By exploring current news items of technological interest, I have raised questions on the issues and can share my thoughts.

TCH 1-01c

(Green' travel issues: new inventions to create renewable energy sources, electric cars, other fuels)

ECO-SCHOOLS OUTCOMES MAP – WASTE MINIMISATION (FIRST LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Social studies

SOCIAL STUDIES

(People, past events and societies)

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.

SOC 1-04a

(Make do and mend, rationing, litter)

SOCIAL STUDIES

(People, place and environment)

I can consider ways of looking after my school or community and can encourage others to care for their environment.

SOC 1-08a

(Waste surveys, recycling, litter prevention)

SOCIAL STUDIES

(People in society, economy and business)

I can contribute to a discussion of the difference between my needs and wants and those of others around me.

SOC 1-16a

(Rich world, poor world, children living on landfill sites)

NUMERACY & MATHS

(Number, money and measure)

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.

MNU 1-11a

(Weighing and counting recycled waste – paper, phones etc)

NUMERACY & MATHS

(Information handling)

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.

MTH 1-21a

(Evaluating success by drawing graphs of amounts of recycled waste etc)

WASTE MINIMISATION FIRST LEVEL

TECHNOLOGIES

(Technological developments in society)

Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.

TCH 1-02a

(Waste minimisation in design)

TECHNOLOGIES

(ICT to enhance learning)

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 1-03a

EXPRESSIVE ARTS

(Art and design)

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

EXA 1-02a

(Trash fashion, waste collage, art from litter)

HEALTH & WELLBEING

(Food and health)

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

HWB 1-35a

(Fair Trade, food miles, energy consumption.)

SCIENCE

(Materials)

Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges.

SCN 1-15a

(Waste minimisation in design)

ECO-SCHOOLS OUTCOMES MAP – WATER (FIRST LEVEL)

Curriculum for Excellence – Inter-Disciplinary Learning.
Suggested Lead Curricular Area – Sciences

