

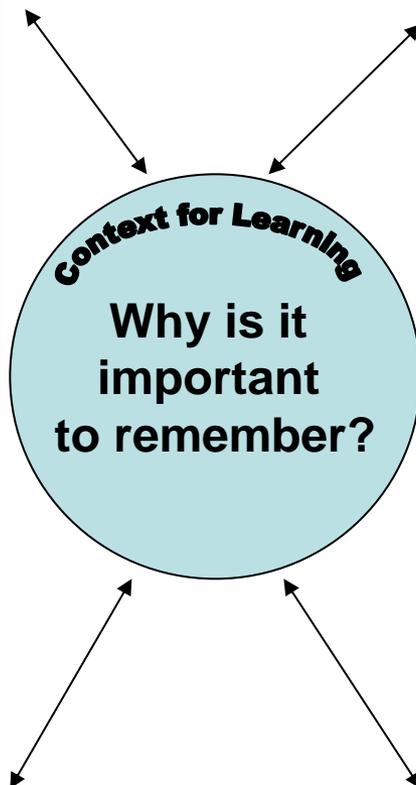
Second Level

Sustainable Development

Big Ideas for Sustainable Development

- Interdependence - I understand the links between people, other living things and places and that what happens in one place can affect what happens somewhere else.
- Diversity – I understand the importance and value of embracing diversity in people's lives – culturally, socially, economically and ecologically.
- Carrying Capacity – I understand that there are limits to the world's resources and recognise that not looking after these will disadvantage us all.**
- Rights & Responsibilities – I understand the importance of considering the rights and needs of others and that what we do now has implications for what life might be like in the future.**
- Equity and Justice – I understand the underlying causes of inequity and recognise that for any development to be sustainable it must not improve some lives at the expense of others.
- Uncertainty and Precaution – I understand that it is important to adopt a cautious approach to the welfare of our planet as our actions may have unforeseen consequences.

Links to other themes



Enterprise

Big Ideas for Enterprise

- I have had the opportunity to learn within real contexts across the curriculum including those supported by partners in the community
- I have taken responsibility for learning, showing independence and initiative and the ability to make informed choices and decisions.
- I have shown creativity, innovation, and flexibility when approaching problem solving and entrepreneurial activities, using critical thinking skills and accepting setbacks as learning experiences.
- I have adopted a reflective approach to learning, building on prior knowledge, achievements and strengths and showing an awareness of development needs and a commitment to achieving personal goals.
- I am aware of and have adopted different roles when working as part of a team, and have interacted appropriately and sensitively.
- I understand and appreciate the world of work and the value of different occupations through a range of work related experiences.
- I understand the connections between learning, career planning and life in the community.

Creativity

Big ideas for Creativity

- I have generated a number of ideas which question and challenge conventions, thinking beyond obvious ideas and making inventive connections.
- I have considered a number of options before making a decision about my approach and have applied my knowledge and skills in imaginative ways.
- I have adopted original approaches to solving problems but recognise that I may have to modify this where appropriate.
- I have taken risks but am flexible in my approach while continuing to achieve my objective.
- I have negotiated and compromised when working collaboratively and have integrated the ideas of others.
- I have generated something original which is of value and have used resources, including ICT, in imaginative ways.
- I have reflected critically on my ideas, approaches and outcomes and those of others and have celebrated my own creative achievement and those of others.

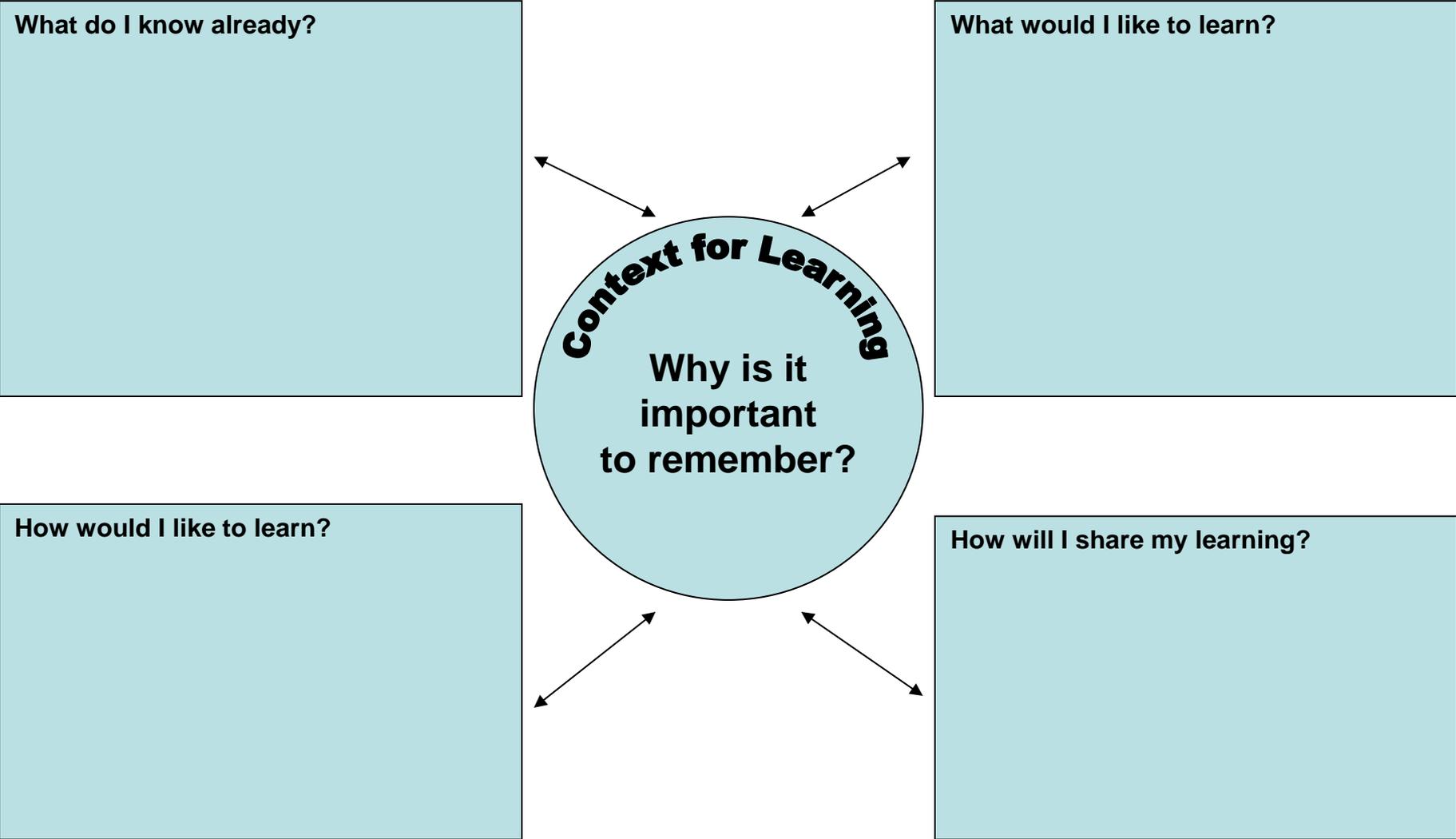
Citizenship

Big ideas for Citizenship (2nd/3rd /4th Level)

- I know about my rights and responsibilities in a democratic community, have had opportunities to exercise them and am aware of the main features of the democratic process.
- I am able to participate in discussion of issues of local, national and international public concern and where appropriate take relevant, responsible action.
- I understand the way my choices and behaviour can have an effect on the needs and rights of others, locally, globally and on the environment and where necessary modify my behaviour to take account of this.
- I am aware of links between Scotland and other parts of the world.
- I understand some of the reasons for differences in life chances between individuals in our own and other communities.
- I understand and respect differences in the needs, perspectives and behaviour of others, locally and globally and try to communicate and behave in a way that demonstrates respect and friendship.
- I can recognise the values that underpin personal and public decision making and can express reasoned support and dissent where appropriate.

Second Level

Context Overview *(responsive questions)*



Learning Opportunity	Learning Intention/ Success Criteria
<p>Using a range of sources, artefacts, audio, visual and web-based research, research different conflicts which the British Armed Forces have been involved in.</p> <p>Create contacts in a variety of ways, e.g. letter/email, to aid research, i.e. Poppyscotland, British Legion, local newspaper etc.</p> <p>Selecting one of these conflicts as a focus for more in depth study to discover the background to the conflict.</p> <p>Use a range of maps to locate, explore and link features and places where conflicts have arisen and developed.</p>	

Learning Opportunity	Learning Intention/ Success Criteria
<p>Create a collage displaying the different Armed Forces involved, detailing dress, equipment, weapons etc.</p> <p>Create posters in the style of those used during conflicts, i.e. positive messages about evacuation, need for rationing etc.</p> <p>Where appropriate, use charts, graphs and tables to record and display findings.</p> <p>Create visual displays including maps, depicting significant features of conflicts.</p> <p>Create scripts, role-play, drama to re-enact chosen significant individuals/events from the conflict.</p>	

Planning for the Big Questions



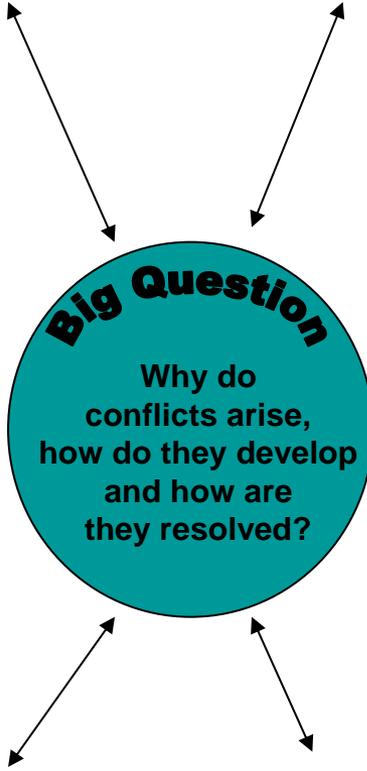
Learning Opportunity	Learning Intention/ Success Criteria
<p>Decide on the format for a timeline and create this showing the significant people and events of the chosen conflict as well as placing this conflict in a timeline with other significant events and peoples.</p> <p>Decide on a way to depict visually the significant people from the conflict and provide information about their contribution to the conflict.</p> <p>Use research findings and discussions to help create 'a day in the life of...' stories.</p> <p>Using newspapers to provide models of articles, research findings and discussion, create a newspaper article detailing a significant event.</p> <p>Hot seat significant characters from the conflict(s) being explored.</p>	

Learning Opportunity	Learning Intention/ Success Criteria
<p>Share learning with school/parents/community using a range of different media and deciding on the most appropriate content for the audience.</p>	

Second Level

CfE Experience/Outcome	Planned Assessment
Learn how to locate, explore and link periods, people and events in time and place. SOC OA	
Learn how to locate, explore and link features and places locally and further afield. SOC OA	
I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	
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 discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a	
To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	
I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b	

Links to CfE Experiences and Outcomes



CfE Experience/Outcome	Planned Assessment
Using what I know about the features of different types of texts I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a, LIT 2-14a & LIT 2-26a	
As I listen, watch or read, I can make notes, organise these under suitable headings and use these or other types of writing to understand information and ideas, generate and develop ideas, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-05a, LIT 2-15a & LIT 2-25a	
I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a	
To help me develop an informed view, I can distinguish fact from opinion when listening/identify and explain the difference between fact and opinion when reading and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a & 2-18a	
When listening and talking with others and writing, for different purposes, I can: •describe events and share experiences •share information and opinions •explain processes/ideas or combine ideas •Identify issues raised and summarise main points or findings. LIT 2-09a & LIT 2-28a	
I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a	
I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a	
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	

CfE Experience/Outcome	Planned Assessment
I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. MTH 2-18a	
Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a	
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a	

CfE Experience/Outcome	Planned Assessment
Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b	
I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 2-04b	

CfE Experience/Outcome	Planned Assessment
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	
Through observing and recording from my experiences across the curriculum, I can create images and objects which show growing awareness and recognition of detail. EXA 2-04a	

Second Level

Planning for the Big Questions

Learning Opportunity	Learning Intention/ Success Criteria
Using a range of sources, make a comparison of life during the First or Second World Wars and life now, including such information as housing, schools, clothes, food, entertainment etc., and decide on the most engaging way to share/display this information.	
Using a range of sources, find out how people and communities were affected both during and following the conflict.	
Create a way to re-enact chosen experiences from the time of the conflict such as scripts, role-play, drama integrating different elements of the Arts.	

Learning Opportunity	Learning Intention/ Success Criteria
Decide on the most appropriate way to replicate significant artifacts from the period of the conflict.	
Use a range of maps to locate and explore places of remembrance and memorials both locally and further afield.	
Investigate war memorials, including where possible their own local war memorial. Learners take responsibility for organising the care of their local war memorial and for organising an event which enables them to share their learning and activities with members of their establishment/local community.	
Design and create a memorial/ garden of Remembrance, organising a special event for members of the community, including those affected by conflicts.	



Learning Opportunity	Learning Intention/ Success Criteria
Explore and discuss how different artists, musicians and writers depicted experiences during conflicts.	
Listen to and sing/perform wartime songs, identifying common themes and emotions.	
Using published texts as models, select a genre and create a text which depicts an aspect of the conflict and also uses language which conveys emotion.	
Take responsibility for creating, illustrating and presenting a collection of poems inspired by investigations around Poppyscotland. Learners will then be responsible for organising an event where this can be presented to a chosen local group or local Royal British Legion.	
Take responsibility for creating a DVD for children throughout Scotland, which will provide an opportunity to share their local experience of Remembrance time, sharing experiences of members of their local community who have been involved in conflicts and how it has affected them and their families.	

Learning Opportunity	Learning Intention/ Success Criteria
Share learning with school/parents/community using a range of different media and deciding on the most appropriate content for the audience.	
Create a mobile exhibition of research and original pieces of work which can be presented within the establishment or local community, e.g. library, museum etc.	

Second Level

CfE Experience/Outcome	Planned Assessment
Learn how to locate, explore and link periods, people and events in time and place. SOC OA	
Learn how to locate, explore and link features and places locally and further afield. SOC OA	
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. SOC 2-04a	
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 in societies and consider the impact this has on people's lives. SOC 2-16b	

Links to CfE Experiences and Outcomes

CfE Experience/Outcome	Planned Assessment
To show my understanding across different areas of learning as I listen, watch or read, I can identify and discuss the purpose, main ideas and supporting detail contained within the text use this information for different purposes. LIT 2-04a & LIT 2-16a	
As I listen, watch or read, I can make notes, organise these under suitable headings and use these or other types of writing to understand information and ideas, generate and develop ideas, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-05a, LIT 2-15a & LIT 2-25a	
I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a	
Using what I know about the features of different types of texts I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a, LIT 2-14a & LIT 2-26a	
To help me develop an informed view, I can distinguish fact from opinion when listening/identify and explain the difference between fact and opinion when reading and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a & 2-18a	
I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a	
Having explored the elements writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a	
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	



CfE Experience/Outcome	Planned Assessment
I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. TCH 2-15a	
Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. TCH 2-15b	

CfE Experience/Outcome	Planned Assessment
My learning in, through and about the expressive arts is enhanced and enriched through partnerships with professional arts companies, creative individuals and cultural organisations. EXA OA	
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	
I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a	
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	

Second Level

CfE Experience/Outcome	Planned Assessment
I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2 -09c	

Planning for the Big Questions



Learning Opportunity	Learning Intention/ Success Criteria
Using a range of sources, find out the significance of the poppy on Remembrance Day and the role of Poppyscotland.	
Using a range of sources, find out about the background to Lady Haig's Poppy Factory.	
Take part in debates such as 'the relevance of the poppy today'.	

Learning Opportunity	Learning Intention/ Success Criteria
Design, create, advertise and market a new product for Poppyscotland e.g. jewellery, wrapping paper, t-shirts, cards, events posters, bookmarks, calendars (showing local people and places) etc.	
Design, create, advertise and market a t-shirt which includes the Poppyscotland logo, considering the different materials that could be used. Learners will be responsible for marketing/advertising and budgeting for production and selling. Learners will research t-shirts from other companies to provide models.	
Design and create a new flag, representing Peace, which could be flown at all Remembrance Parades throughout Scotland.	

Learning Opportunity	Learning Intention/ Success Criteria
Design, create, advertise and market Remembrance cards for people to let family and friends know that they are in their thoughts.	
Design, create, advertise and market 'Grow your own poppies' kits to be sold at events.	
Design and create a new logo for the schools part of the Poppyscotland website which could be used by learners and practitioners from all over Scotland.	
Design, create, advertise and market a calendar which combines appropriate images and messages.	
Make creative use of the poppy paper obtained from Poppyscotland.	

Learning Opportunity	Learning Intention/Success Criteria
Take responsibility for the organising, advertising and hosting of a 'Poppy Tea' for those who live locally and/or those who may have been affected by conflicts. This will provide opportunities to display work about Poppyscotland, sell products and refreshments and entertain.	
Organise competitions within the establishment or learning community around the designs on this page.	

Second Level

CfE Experience/Outcome	Planned Assessment
Learn how to locate, explore and link periods, people and events in time and place. SOC OA	
Learn how to locate, explore and link features and places locally and further afield. SOC OA	
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	
By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a	
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	

Links to CfE Experiences and Outcomes

CfE Experience/Outcome	Planned Assessment
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 on thinking. LIT 2-02a	
As I listen, watch or read, I can make notes, organise these under suitable headings and use these or other types of writing to understand information and ideas, generate and develop ideas, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-05a, LIT 2-15a & LIT 2-25a	
I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a	
Using what I know about the features of different types of texts I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a, LIT 2-14a & LIT 2-26a	
To help me develop an informed view, I can distinguish fact from opinion when listening/identify and explain the difference between fact and opinion when reading and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a & 2-18a	
I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a	

CfE Experience/Outcome	Planned Assessment
I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09a	
I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. MNU 2-09b	
I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. MNU 2-09c	



CfE Experience/Outcome	Planned Assessment
I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2 -09c	

CfE Experience/Outcome	Planned Assessment
Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b	
I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 2-04b	

CfE Experience/Outcome	Planned Assessment
My learning in, through and about the expressive arts allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities EXA OA	
I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a	

Second Level

Planning for the Big Questions



Learning Opportunity	Learning Intention/ Success Criteria
<p>Pupils set up a committee to co-ordinate a fundraising event which will support the fundraising appeal organised by PoppyScotland..</p> <p>The committee consult with pupils, staff and parents to decide on the nature of the fund-raising event and to provide information about PoppyScotland.</p> <p>The committee decide on the different roles its members will adopt.</p> <p>The committee draw up a plan for the organisation of the event.</p> <p>Explore the employment opportunities that are offered by PoppyScotland and organise and carry out interviews with members of the community who are employees.</p> <p>Pupils explore their local community to find out what social enterprise organisations exist and how they support their local community.</p>	

Learning Opportunity	Learning Intention/ Success Criteria
<p>Those members of the committee who wish to be involved in managing the financial aspects of the fundraiser set up a link with school office and local bank manager.</p> <p>Members of the committee create a spreadsheet to track income and expenditure.</p> <p>Members of the committee take responsibility for liaising with Poppy Scotland to ensure the transfer of funds.</p>	

Learning Opportunity	Learning Intention/ Success Criteria
<p>Those members of the committee who wish to be involved in advertising the fund-raiser set up a link with local press and radio.</p> <p>Members of the committee co-ordinate a school competition for the design of poster/flyer to advertise the fund-raising event. Co-ordinate distribution of posters/flyers including to local press.</p> <p>Members of the committee compose and record a jingle to advertise the event which is used by local radio.</p>	

Learning Opportunity	Learning Intention/Success Criteria
<p>The committee liaises with members of the community who may be able to support the fund-raising event.</p> <p>The committee ensures personal invitations are sent to relevant members of the community</p> <p>The committee decides on the most appropriate use of technology and records the event.</p>	

Second Level

CfE Experience/Outcome	Planned Assessment
<p>Develop an understanding of concepts that stimulate enterprise and influence business.</p> <p style="text-align: right;">SOC OA</p> <p>I can identify essential goods and services, discuss the different ways available to pay for them, considering the benefits and risks of each method.</p> <p style="text-align: right;">SOC 2-21a</p> <p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.</p> <p style="text-align: right;">SOC 2-22a</p>	

Links to CfE Experiences and Outcomes

CfE Experience/Outcome	Planned Assessment
<p>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 on thinking.</p> <p style="text-align: right;">LIT 2-02a</p> <p>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.</p> <p style="text-align: right;">LIT 2-10a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p style="text-align: right;">LIT 2-24a</p> <p>I am learning to use language and style in a way which engages and/or influences my reader.</p> <p style="text-align: right;">ENG 2-27a</p>	

CfE Experience/Outcome	Planned Assessment
<p>I can manage money, compare costs from different retailers, and determine what I can afford to buy.</p> <p style="text-align: right;">MNU 2-09a</p> <p>I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.</p> <p style="text-align: right;">MNU 2-09b</p> <p>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.</p> <p style="text-align: right;">MNU 2-09c</p>	



CfE Experience/Outcome	Planned Assessment
<p>I can expect my learning environment to support me to experience personal achievement and build my resilience and confidence.</p> <p style="text-align: right;">HWB OA</p>	

CfE Experience/Outcome	Planned Assessment
<p>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.</p> <p style="text-align: right;">TCH 2-03a</p> <p>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</p> <p style="text-align: right;">TCH 2-04b</p>	

CfE Experience/Outcome	Planned Assessment
<p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.</p> <p style="text-align: right;">EXA 2-01a</p> <p>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.</p> <p style="text-align: right;">EXA 2-06a</p>	

Second Level