

**The CURRICULUM**

**of**

**Gatehouse School**

**1: Structure of the Curriculum**

**2: Courses and programmes**

**March 2005**

## The Curriculum of Gatehouse School

### CONTENTS:

#### Page

3	1:	<b>Introduction : Aims and Objectives</b>
4	2:	<b>The Principles of the 5-14 curriculum</b>
4	3:	<b>Structure of the Curriculum:</b>
	2.1:	<b>Breadth and Balance.</b>
	2.2:	<b>Integration and permeation</b>
	2.3:	<b>Timetabling and arrangements for Pupil Choice</b>
12	4:	<b>Courses and Programmes:</b>
	3.1:	<b>Breadth, Balance and Choice</b>
	3.2:	<b>Integration, Continuity and Progression</b>
	3.3:	<b>Support and Guidance for Teachers.</b>
	5:	<b>Resources</b>
	6:	<b>References</b>

## **1: Introduction : Aims and Objectives:**

Reviews of all school curricular guidance for staff were undertaken in 1996 and 1997. Arising from those reviews, policy documents were updated and issued at that time. Since then, however, elements of the national 5-14 curriculum have been revised by Learning and Teaching Scotland in 2000. Additionally, 'How Good Is Our School?', which outlines the principles and strategies for school self-evaluation, has been revised and re-issued in 2002.

### **Aims:**

The Aims of this document are

- to provide an update of 5-14 curricular guidance for staff in accordance with latest national Learning and Teaching Scotland advice, and
- to present that guidance using, and so ally it to, the Quality Indicator headings within 'How Good Is Our School?', 2002, and
- to demonstrate the pedagogy for planned achievement of the five principles of balance, breadth, cohesion, continuity and progression.

### **Objectives:**

The Objectives underpinning the document are

- to present an overview of the content of the national 5-14 guideline framework,
- to expand that framework to include the 5-14 outcomes, strands and attainment targets structure to assist teachers with planning,
- to outline the school's programmes of study for the 5-14 curriculum to ensure and clarify effective learning and teaching.

## 2: The Principles of the 5-14 curriculum

It is always worth reminding ourselves of the key **principles** which underpin the 5-14 curriculum, and why it provides a framework towards achievement of broad and varied learning experiences for our pupils.

The five key principles are **balance, breadth, coherence, continuity** and **progression**, and it is these principles which determine all aspects of everything we do here in terms of learning and teaching. In particular, they serve as the key focus upon and around which all thinking in terms of curriculum delivery is central.

Flexibility is an important factor within the curriculum, as it allows us to make important decisions about curriculum *content* and *delivery* so that we can build most effectively on pupils' progress and improve achievement. 5-14 is itself a step on the continuum of learning for all pupils aged 3 to 18, between *Curriculum Framework for Children 3 to 5* on the one hand, and *Curriculum Design for the Secondary Stages* on the other.

## 3: Structure of the Curriculum:

### 2.1: Breadth and Balance

In respect of **breadth**, guidance contained within '*The Structure and Balance of the Curriculum*' documentation (2), is that 5 main curriculum areas are identified as the framework for planning and implementing the 5-14 curriculum.

These are:

- Language (*including a modern foreign language*),
- Mathematics,
- Environmental studies; society, science and technology,
- Expressive arts and physical education, and
- Religious and moral education with personal and social development and health education.

**Cross-curricular aspects** address important and developing contemporary issues and prepare pupils for life in a society that is rapidly changing. They include:

- ❖ Personal and social development,
- ❖ Education for work,
- ❖ Education for citizenship,
- ❖ The culture of Scotland, and
- ❖ Information and communications technology.

Progression and continuity are central threads within our programmes of work in respect of these aspects.

They can often be effectively addressed in contexts and topics identified in programmes for the five curriculum areas. At other times short, well-focused topics and activities will be the most appropriate way for pupils to acquire important skills and ideas. We must, in order to ensure good learning progression, identify appropriate learning contexts to ensure these key ideas and skills are developed.

*‘Cross-curricular aspects address common themes and are often highly interrelated. Their coherence is built into the design and delivery of programmes of study to help pupils to make connections between the key ideas they contain. Cross-curricular aspects make their best contribution to pupils’ learning when they **permeate** both the content and approaches to learning and teaching. Extra-curricular activities significantly contribute to cross-curricular aspects’. (2 - p27)*

In respect of **balance**, advice contained within ‘*The Structure and Balance of the Curriculum*’ documentation (1 – p19), is that the principle requires that sufficient **time** is allocated to each curricular area for a variety of learning experiences.

This means we should be clear, in our planning, to:

- Allocate time to *each* curricular area;
- Use time *flexibly* at different stages and for different purposes within school; and
- Use time *effectively* in the classroom for teaching and learning.

**5-14 National Guidelines** (2) recommends the following balance of *minimum* allocation times for primary schools:

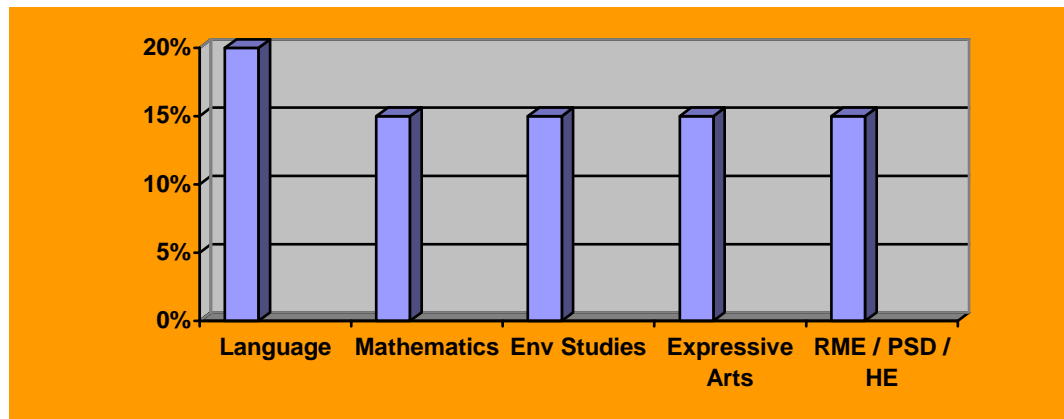


Fig 1

Our teachers' plans ensure allocations do not, at any time, fall below these minimum recommended times.

However, there are several additional important aspects to consider:

**Flexibility:** The above allocations total 80% of time. The flexible use of the remaining 20% should be based on the needs of pupils, and the development priorities of both the school and the Education Department. Decisions about the use of this time should be taken to raise standards of pupil attainment, and on other approaches to strengthen the school's overall learning and teaching.

**Different time allocations at different stages:** At different stages and for different purposes, different allocations of time are appropriate. *There is no single time allocation that covers the wide variety of school contexts*, and this is relevant when determining use of the flexibility time. Exemplar timetables for two different stages – at P2/3 and at P6/7 - are included below to illustrate this.

**Different time allocations to meet specific priorities:** Conditions within a classroom, in terms of pupil requirements, can vary from year to year. This means additional support may be required at a particular time, or demands from a particular whole-school initiative may require adjustments to overall balances. Care has to be taken, however, to ensure no one curriculum area does not detract from another.

**Balance over a period of time:** Balance is not necessarily achieved on a week-by-week basis. Activities within the curriculum more appropriate at certain times of the year for example, can determine seasonal 'imbalances'. However, the key factor is to be aware of maintaining balance over a whole session (year).

***Pupils with special educational needs:*** Guidance on the balance of the curriculum is helpful as a basis for preparing individual programmes to support pupils with special educational needs. Individualised Educational Programmes, prepared or reviewed on a termly basis, contribute significantly to provision of appropriate balance of learning activities for such pupils.

**2.2: Integration and permeation**

**2.3: Timetabling and arrangements for Pupil Choice**

To us here, the most appropriate time allocation (timetabling) **exemplar** from *5-14 National Guidelines: The Structure and Balance of the Curriculum – Guide for Teachers and Managers (1 - p36)* is that of a P2/3 class in the 'town primary school':

	9.00 - 10.30		10.45 - 12.15			1.15 - 3.15		
Mon	Together Time Mental Strategies	9.30 Maths + Classroom Assistant	Reading	Language	Handwriting P2 P3	Activity Time Teach ICT + Headteacher	1.45 RME	2.45 PSD Circle time
Tue	Together time Mental Strategies	Maths + Classroom Assistant	Language writing (whole class) + support for learning		12.00 Reading games + classroom assistant	Drama	Environmental Studies  'Our Community'	
Wed	Whole-school assembly	Maths	Language + Classroom Assistant		Paired reading with P7	RME	2.15 Art	
Thu	PE 10.00	Mental strategies Problem solving	Maths	Language phonics, reading + Classroom Assistant		Environmental Studies 2.45	Activity time Teach ICT skills + headteacher	
Fri	9.15 Together time	Language writing + support for learning	Maths topic	Maths	Environmental Studies	Music	2.15 Golden time / Activity time	

Fig 2

Time allocations of the above plan are:

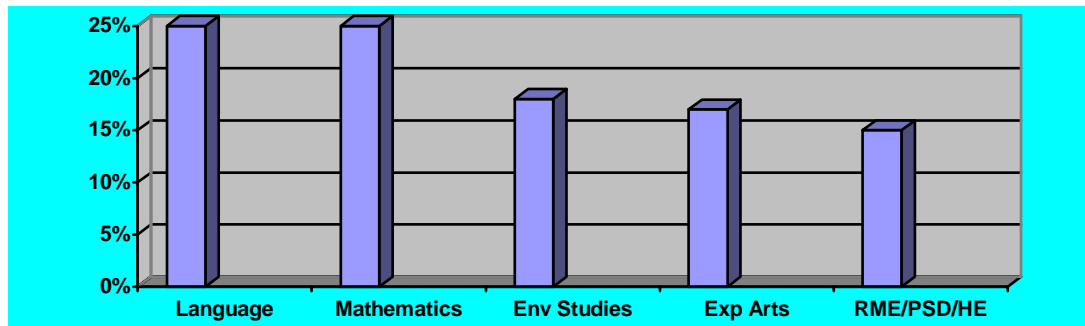


Fig 3

The pupil roll at Gatehouse is such that, in accordance with national staffing levels, five classes are formed each year.

As an example for timetable plans within this document, these classes can be arranged thus:

P1/2, P2/3, P4/5, P5/6 and P6/7

To achieve effective curriculum balance, exemplar timetables for two of these classes are:

<b>P2/3</b>	09.00 – 10.30	10.45 – 12.05	1.00 – 1.45	1.45 - 2.30	2.30 - 3.00 (P3 only)
Mon	<b>Language - News – Oral and written.</b> 9.00 – 10.00  <b>PE:</b> 10.00 – 10.30	<b>Maths</b> Mental and text-based	<b>Music:</b> 1.00 – 1.30 Class / Specialist teachers	<b>Language – Creative Writing</b> incl <b>handwriting</b> (topic-based)	<b>Language (Listening Skills)</b>
Tue	09.00 – 09.45 <b>Story</b>  09.45- 10.00 P3: <b>Text-based Maths:</b> P2: <b>Computer activities</b>  <b>Assembly – (RME)</b>	P3 <b>Maths</b> continued to 11.30 – then <b>Language</b> P2 Language – to 11.30. P2: <b>SHM</b> to 12.05	<b>Env Studies - Science – Topic - based</b>		<b>Modern foreign (language)</b>
Wed	<b>Language work. (Spelling)</b> to 10.00. 10.00 – 10.30 (continue beyond break if necessary)	<b>Heinemann Maths</b> to 12.05 (P2 and P3)	<b>Music / Story</b> 1.00 to 1.30	<b>Env Studies - Topic –</b> 1.30-2.30	<b>Spelling</b>
Thu	<b>Heinemann &amp; SHM Maths</b> (P2 & 3) to 10.00.  <b>Language to 10.30</b> CA(SfL) – with RoN pupil.	<b>RME</b> to 11.30. 11.30: <b>Language - Phonics</b>	<b>Drama – topic-based - to 1.45.</b>  1.45: <b>Art &amp; Craft - Topic</b>		<b>Language (Talking Skills)</b>
Fri	<b>Language – (Comprehension)</b>	Text-based maths to 11.45 – then <b>Story</b>	<b>Healthy living</b> activities	<b>PE</b>	<b>Circle time / General Activities</b>

**Fig 4:** P2/3 suggested timetable

**Fig 5;** P6/7 suggested timetable

	9.00 – 10.30		10.45 – 12.15		1.00 – 3.00		
Mon	Maths incl mental		Spelling	PE with specialist	Music	PSD	RME
Tue	Maths		Language - Comprehension		Environmental Studies		
Wed	Maths		Assembly (RME)	Language – writing.	Art		Basketball
Thu	Maths		Language incl MfL alt weeks		Environmental Studies		
Fri	Spellings	Language – Grammar & punctuation.	Maths	Mental	Music	Finishing- off	Art / RME

#### 4: Courses and Programmes:

##### 3.1: Breadth, Balance and Choice

We base our courses in school using Dumfries & Galloway Education Department Guidelines, including the recently-issued Environmental Studies document (3), and advice contained within all current national 5-14 documents.

##### 3.1.1: The 5-14 framework : National Guidance:

#### Language: (4)

First, an overview of **outcomes and strands**:

	Strands:							
Outcomes of language:	<b>Writing</b>	Functional writing	Personal writing	Imaginative writing	Punctuation and structure	Spelling	Handwriting and presentation	Knowledge about language
	<b>Reading</b>	Reading for information	Reading for enjoyment	Reading to reflect on the writer's ideas and craft	Awareness of genre (type of text)	Reading aloud	Knowledge about language	
	<b>Talking</b>	Conveying information, instructions and directions	Talking in groups	Talking about experiences, feelings and opinions	Talking about texts	Audience awareness	Knowledge about language	
	<b>Listening</b>	Listening for information, instructions and directions	Listening in groups	Listening in order to respond to texts	Awareness of genre (type of text)	Knowledge about language		

Secondly, detail of the **attainment targets** in respect of the four language aspects listening, reading, talking and writing:

<b>Listening</b>	<b>Attainment targets</b>				
<b>Strands:</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
<b>Listening for information, instruction and directions</b>	Listen to short, straightforward text which gives an item of information, instruction or direction, and show that they can understand, and, where appropriate, can use what has been heard.	Listen to short, straightforward texts which contain more than one item of information, instruction or direction, and show that they understand and, where appropriate, can use what has been heard.	Listen to texts which contain items of straightforward information, instructions or directions, and show that they understand and, where appropriate, can use what has been heard.	Listen to texts which contain items of information, instructions or directions and show that they understand and, where appropriate, can make a choice or decision based upon what has been heard.	Listen to texts containing information on which they have to make decisions and choices, and act upon these.
<b>Listening in groups</b>	Listen to others in group or one-to-one activities in order to establish relationships, and respond by contributing, with support, to the purpose of the activity.	Listen to others in group or one-to-one activities, and respond by making a relevant comment.	Listen to others in group or one-to-one activities, and respond by making relevant comments and offering an opinion.	Listen to others in group or one-to-one activities and respond relevantly by questioning, supporting an opinion or offering an alternative point of view.	Listen to others in group or one-to-one activities and respond relevantly, so as to show awareness of others' opinions, suggestions and/or feelings.
<b>Listening in order to respond to texts</b>	Listen to a simple story, poem or dramatic text, and respond in a way that shows some reaction to one aspect of it.	Listen to simple stories, poems or dramatic texts, and in talking offer a personal response to the events or the experiences of those involved in the text.	Listen to a range of stories, poems and dramatic texts, and in talking, writing or by some other creative activity, offer a personal response to the feelings or attitudes of those involved in the text.	Listen, through a variety of media, to a wide range of stories, poems and dramatic texts, and in talking, writing or by some other creative activity, offer a personal response to some of the more complex feelings or attitudes of those involved in the text.	Listen, through a variety of media, to a wide range of stories, poems and dramatic texts, and respond in a way that shows some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.
<b>Awareness of genre (type of text)</b>	In listening to texts, show recognition of one obvious difference between two simple texts of distinct types, such as a poem and a recipe.	In listening to texts, show recognition of a few features of different types of simple texts; stories, poems, dramatic texts and information texts.	In listening to texts, identify features of form and content in different types of text: stories, poems, dramatic texts, news items and information texts.	In listening to texts, identify some similarities and differences of form and content in examples of the same types of texts, for example folk tales or advertisements or short plays.	In listening to texts, identify some similarities and differences of form and content in examples of texts from a variety of genres, and comment on how these reflect the texts' purposes.
<b>Knowledge about language</b>		Show that they know, understand and can use at least the following terms; rhyme, rhythm sound.	Show that they know understand and can use at least the following terms: low or high voice; accents; audience.	Show that they know, understand and can use at least the following terms: vowel, consonant; Standard English and dialects; play, scene; mass media; points of view.	Show that they know, understand and can use at least the following terms: tone; target audience.

<b>Reading</b>	<b>Attainment targets</b>				
<b>Strands:</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
<b>Reading for information</b>	Find, with teacher support, an item of information from an informational or reference text.	Find and use, with teacher support, information specific to their needs from a range of informational and reference sources.	Find and use information specific to their needs from a range of informational and reference sources.	Find, select and collate information from more than one source.	Apply the information acquired from a number of different sources for the purposes of a piece of personal research.
<b>Reading for enjoyment</b>	Read for enjoyment simple stories, poems and informational texts supported by pictures.	Read stories, poems and informational texts regularly for enjoyment.	Read regularly for enjoyment and give an opinion on texts of different kinds.	Read regularly for enjoyment texts with a range of subject matter and, with some support, reflect on what has been read and record personal reactions.	Read regularly for enjoyment texts with a range of subject matter, and provide either orally or in writing a considered personal view of the texts read, supported by some relevant evidence.
<b>Reading to reflect on the writer's ideas and craft</b>	Read and, with teacher support, talk about a short, straightforward text showing that they understand one important idea.	Read straightforward texts and in discussion and writing show that they understand the main ideas.	Read a variety of straightforward texts, and in discussion and writing show that they understand the main and supporting ideas, and can draw conclusions from the text where appropriate.	Read a variety of texts, and in discussion and writing show that they understand the gist of the text, its main ideas and/or feelings, and can obtain particular information; and comment on the simpler aspects of the writer's craft.	Read independently, skim and scan to locate main points of a text; make predictions, identify subsidiary ideas; comment briefly on the opinions and attitudes of the writer; describe, with some direction, the simpler aspects of style and its intended audience.
<b>Awareness of genre (type of text)</b>	Show recognition of one obvious difference between two simple texts of distinct types, such as a story and a list of instructions.	Show recognition of a few features of different types of simple texts: stories, poems, dramatic texts, informational and reference texts.	Identify a few obvious features of form and content in different types of text; stories, poems, dramatic texts, newspaper items, informational and reference texts.	Identify some similarities and differences of form and content in examples of the same type of text, for example ghost stories or letters of complaint or short biographical items from an encyclopaedia.	Identify some similarities and differences of form and content in examples of texts from a variety of genres, and comment on how these reflect the texts' purposes.
<b>Reading aloud</b>	Read aloud a familiar passage or poem so as to convey understanding.	Read a familiar text with fluency.	Read a familiar text with fluency; scan and then read aloud a short unfamiliar text, conveying understanding.		
<b>Knowledge about language</b>		Show that they know, understand and can use at least the following terms: author, title, chapter, index, contents; character, setting the scene; poem, dictionary; question mark.	Show that they know, understand and can use at least the following terms: fiction, non-fiction, thesaurus, reference book; plot, dialogue, main character, conflict; verse, paragraph, headline; speech marks, exclamation mark.	Show that they know, understand and can use at least the following terms: theme, character, relationships, setting, motives; fact and opinion; layout, bold and italic type.	Show that they know, understand and can use at least the following terms: genre; syllable, root, stem, prefix, suffix; simile, metaphor.

<b>Talking:</b>	<b>Attainment targets</b>				
<b>Strands:</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
<b>Conveying information, instructions and directions.</b>	Talk to convey a short, straightforward item of information, an instruction or a direction.	Talk to convey short, straightforward items of information, instructions or directions.	Talk to convey several items of straightforward information, instructions or directions.	Talk to convey items of information, instructions or directions.	Talk to convey information, instructions or directions which require the listener to make decisions and choices.
<b>Talking in groups.</b>	Talk to others in a group led by a known adult or in one-to-one activities, and with support contribute to the purpose of the activity.	Talk to others in a group led by a known adult or in one-to-one activity, and contribute appropriately to the purpose of the activity by responding when prompted by the adult.	Talk to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions.	Talk to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly and by making statements which show some awareness of the ideas of others.	Talk readily to others in a group or one-to-one activity, and contribute appropriately to the purpose of the activity by asking and answering questions relevantly, by commenting upon the ideas of others and by showing some awareness of their feelings.
<b>Talking about experiences, feelings and opinions.</b>	Talk readily about their own experiences and feelings.	Talk readily about their own and others' experiences and feelings.	Talk readily about their own and others' experiences, feelings or opinions, and take some account of the reactions of others.	Talk to a group or class giving a prepared oral presentation, or report to a group or class about experiences, feelings or opinions.	Talk to the class giving an ordered account of a topic such as an activity undertaken, a personal experience, an interest, feelings and opinions, or an account of a group discussion.
<b>Talking about texts.</b>	Talk about a simple story, poem or dramatic text that has been heard or read, revealing some reaction to one aspect of it.	Talk about simple stories, poems or dramatic texts that have been heard or read, offering a personal response to the events or the experiences of those involved in the text.	Talk about a range of stories, poems and dramatic texts that have been heard or read, offering a personal response to the feelings or attitudes of those involved in the text.	Talk about a wide range of stories, poems and dramatic texts that have been heard or read, offering a personal response to some of the more complex feelings or attitudes of those involved in the text.	Talk readily about a wide range of stories, poems and dramatic texts, showing some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.
<b>Audience awareness.</b>	In the talking tasks above, talk clearly and audibly to peers and class teacher.	In the talking tasks above, talk clearly and audibly to peers and known adults.	In the talking tasks above, talk clearly and audibly to different audiences.	In the talking tasks above, talk clearly and audibly to different audiences, showing some sense of purpose and audience in pace of delivery.	In the talking tasks above, talk clearly and audibly to different audiences, showing a sense of purpose and audience in pace and tone of delivery.
<b>Knowledge about language.</b>		Show that they know, understand and can use at least the following terms: soft, slow, loud, quick, clear, voice.	Show that they know, understand and can use at least the following terms: discussion, instructions, directions.	Show that they know, understand and can use at least the following terms: introduction, conclusion; gesture, eye-contact; slang.	Show that they know, understand and can use at least the following terms: argument, statement, conversation, debate.

<b>Writing:</b>	<b>Attainment targets</b>				
<b>Strands:</b>	<b>Level A</b>	<b>Level B</b>	<b>Level C</b>	<b>Level D</b>	<b>Level E</b>
<b>Functional writing</b>	Write briefly for a simple practical purpose.	Write briefly in an appropriate form for a variety of practical purposes.	Write in an appropriate form and with adequate vocabulary to communicate key events, facts or ideas.	Write in a variety of forms to communicate key events, facts or ideas, using appropriate organisation and vocabulary.	Write in a variety of forms to communicate key events, facts, points of view and ideas, using appropriate organisation and specialist vocabulary.
<b>Personal writing</b>	Write briefly about a personal experience.	Write briefly and in an appropriate sequence about a personal experience, giving an indication of feelings, using adequate vocabulary.	Write about a personal experience for a specific purpose and audience, using appropriate organisation and vocabulary.	Write about personal experiences, expressing thoughts and feelings for a specific purpose and audience and using appropriate organisation and vocabulary.	Write about personal experiences in a variety of formats, demonstrating some capacity to reflect on experience and with some grasp of appropriate style.
<b>Imaginative writing</b>	Write a brief, imaginative story.	Write a brief, imaginative story or poem or dialogue, with discernible organisation and using adequate vocabulary.	Write a brief, imaginative story, poem or play, using appropriate organisation and vocabulary.	Write imaginative pieces in various genres, using appropriate organisation and vocabulary.	Write imaginative pieces in various genres, making some use of appropriate literary conventions.
<b>Punctuation and structure</b>	In the writing tasks above, use capital letters and full stops correctly in more than one sentence.	In the writing tasks above, use capital letters and full stops correctly in more than one sentence, and use common linking words: and, but, then, so, that.	In the writing tasks above, punctuate many sentences accurately, including simple use of commas and question marks; begin to use paragraphs to structure writing.	In the writing tasks above, punctuate most sentences accurately; achieve some variety in sentence structure; use paragraphs; and begin to indicate speech in some way where appropriate.	In the writing tasks above, construct, punctuate and link sentences of different lengths, and organise them in paragraphs in order to shape meaning.
<b>Spelling</b>	In the writing tasks above, spell accurately the words which they need to use most commonly.	In the writing tasks above, spell frequently used words accurately through using a simple wordbank or dictionary.	In the writing tasks above, spell less frequently used words with increasing confidence and accuracy.	In the writing tasks above, spell accurately most of the words they need to use in classroom activities.	In the writing tasks above, spell accurately most of the words they need to use, including specialist terminology.
<b>Handwriting and presentation</b>	In the writing tasks above, form letters and space words legibly for the most part.	In the writing tasks above, form letters and space words legibly in linked script.	In the writing tasks above, employ a fluent, legible style of handwriting.	In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work giving attention to presentation and layout.	In the writing tasks above, employ a fluent, legible style of handwriting, and set out completed work clearly and attractively.
<b>Knowledge about language</b>		Show that they know, understand and can use at least the following terms: letter, word, capital, full stop, sentence; planning, drafting, re-drafting.	Show that they know, understand and can use at least the following terms: noun, verb; comma, question mark; purpose, audience.	Show that they know, understand and can use at least the following terms: vowel and consonant; adjective, adverb, pronoun and conjunction; masculine and feminine, singular and plural; tense; paragraph.	Show that they know, understand and can use at least the following terms: main point, topic sentence, evidence; subject, predicate, clause; quotation marks, apostrophe; punctuation.

**Mathematics: (5)**

		<b>Strands</b>									
		<i>Concepts, facts and techniques:</i>									
<b>Outcomes</b>	<b>Aspects of Mathematics:</b>	<b>Number, money and measurement</b>	Add and subtract	Multiply and divide	Round numbers	Fractions, percentages and ratios	Patterns and sequences	Fractions and equations	Measure and estimate	Time	Perimeter, formulae, scales
		<b>Shape, position and movement</b>	Range of shapes	Position and movement	Symmetry	Angle					
		<b>Information handling</b>	Collect	Organise	Display	Interpret					
		<i>Problem-solving and enquiry skills:</i>									
	<b>Kinds of learning:</b>	<b>Problem solving and enquiry</b>	Starting a task	Doing a task	Reporting on a task						

**Environmental Studies: Overview of component attainment outcomes and strands:**

<b>Component</b>		<b>Social Subjects (Society)</b>			<b>Science</b>			<b>Technology</b>
<b>Attainment outcomes</b>		<b>People in the Past</b>	<b>People and Place</b>	<b>People in Society</b>	<b>Earth and Space</b>	<b>Energy and Forces</b>	<b>Living Things and the processes of life</b>	<b>Technological capability</b>
<b>Strands</b>	<b>Knowledge &amp; understanding strands</b>	1: People, events and societies 2: Change and continuity, cause and effect 3: Time and historical sequence 4: The nature of historical evidence.	1: Using maps 2: the physical environment 3: The human environment 4: Human-physical reactions.	1: People and needs in society 2: Rules, rights and responsibilities in society 4: Conflict and decision making in society.	1: Earth in Space 2: Materials from Earth 3: Changing materials.	1: Properties and uses of energy 2: Conversion and transfer of energy 3: Forces and their effects.	1: Variety and characteristic features 2: The processes of life 3: Interaction of living things with their environment.	1: Needs and how they are met 2: Resources and how they are managed 3: Processes and how they are applied.
	<b>Skills strands</b>	Preparing for tasks      Carrying out tasks      reviewing and reporting on tasks						
	<b>Developing informed attitudes strands</b>	A commitment to learning      Respect and care for self and others      Social and Environmental responsibility						

The Environmental Studies forms the major framework around which other curricular components are tailored. **Our 7 year programme** consists of long-term (6/8 weeks – the bulk of the topics) and short term (4/5 weeks) determined by other calendar-based activities, e.g. Christmas:

	<b>Aug to Oct</b>	<b>Oct to Dec</b>	<b>Jan to Feb</b>	<b>Feb to Mar</b>	<b>Apr to Jun</b>	
<b>P1/2 (year 1)</b>	<b>At School</b> Major focus: social subjects Minor focus: technology	<b>Me and my Family</b> Major focus: science Minor focus: social subjects	<b>Materials we use</b> Major focus: science Minor focus: technology	<b>Puppets</b> Major focus: technology Minor focus: social subjects	<b>Our local area</b> Equal focus: science Equal focus: social subjects	Level A
<b>(year 2)</b>	<b>The Park</b> Major focus: technology Minor focus: social subjects	<b>My Class</b> Equal focus: science Equal focus: social subjects	<b>Materials we throw away</b> Major focus: science Minor focus: technology	<b>Toys</b> Major focus: technology Minor focus: science	<b>In the garden</b> Equal focus: science Equal focus: social subjects	Level A
<b>P2/3 (year 1)</b>	<b>A local study</b> Major focus: social subjects Minor focus: science	<b>Day and Night</b> Major focus: science Minor focus: social subjects	<b>Using the senses</b> Equal focus: science Equal focus: technology	<b>Our Weather</b> Major focus: social subjects Minor focus: science	<b>Houses and Homes</b> Major focus: science Minor focus: social subjects	Level A/B
<b>(year 2)</b>	<b>Transport</b> Major focus: social subjects Minor focus: technology	<b>Things we eat</b> Equal focus: technology Equal focus: science	<b>Moving and Growing</b> Equal focus: science Equal focus: technology	<b>Greeks or Romans or Egyptians</b> Major focus: social subjects	<b>Animal habitats</b> Major focus: science Minor focus: technology	Levels A/B
<b>P4/5 (year 1)</b>	<b>The High Street</b> Major focus: social subjects Minor focus: technology	<b>Sight and Sound</b> Major focus: science Minor focus: technology	<b>Scotland</b> Major focus: social subjects	<b>Option from above</b> Major focus: social subjects	<b>Farming</b> Major focus: social subjects Minor focus: technology	Levels B/C
<b>(year 2)</b>	<b>Vikings</b> Major focus: social subjects Minor focus: technology	<b>Our community</b> Major focus: social subjects Minor focus: technology	<b>Forces and their effects</b> Major focus: science	<b>Our bodies</b> Major focus: science	<b>The Seashore</b> Major focus: science	Levels B/C
<b>P5/6 (year 1)</b>	<b>Scotland in the time of Wallace and Bruce</b> Major focus: social subjects	<b>Minibeasts or Birds</b> Major focus: science	<b>Pollution &amp; Conservation</b> Major focus: science Minor focus: social subjects	<b>Electricity</b> Major focus: science Minor focus: technology	<b>Local &amp; National Government</b> Major focus: social subjects	Levels C/D
<b>(year 2)</b>	<b>Scotland in the time of Mary Queen of Scots</b> Major focus: social subjects	<b>Coping with Climate</b> Major focus: technology Minor focus: social subjects	<b>Materials from our Planet</b> Major focus: science Minor focus: social subjects	<b>The Solar System</b> Major focus: science Minor focus: technology	<b>Europe</b> Major focus: social subjects	Know Your Body Major focus: science
<b>P6/7 (year 1)</b>	<b>The Victorians</b> Major focus: social subjects	<b>Clothes</b> Major focus: technology Minor focus: science	<b>Volcanoes &amp; Earthquakes</b> Major focus: science Minor focus: social subjects	<b>Exploring Space</b> Major focus: science Minor focus: technology	<b>Holidays in Europe</b> Major focus: social subjects	
<b>(year 2)</b>	<b>Communication</b> Equal focus: technology Equal focus: social subjects	<b>WW2 : The Home Front</b> Major focus: social subjects	<b>Energy &amp; forces</b> Major focus: science Minor focus: technology	<b>Emerging Societies . . . e.g. South Africa</b> Major focus: social subjects Minor focus: technology	<b>Plants for Wildlife</b> Major focus: science Minor focus: social subjects	Levels D/E

**Expressive Arts: (6)**

<b>Expressive Arts</b>	<b>Art and Design</b>	<b>Drama</b>	<b>Music</b>	<b>Physical Education</b>
<b>Outcomes:</b>	<b>Strands:</b>	<b>Strands:</b>	<b>Strands:</b>	<b>Strands:</b>
<b>Using materials, techniques, skills and media</b>	Investigating visually and recording	Investigating and experimenting	Investigating: exploring sound	Investigating and developing fitness
	Using media	Using movement and mime	Using the voice	Using the body
	Using visual elements	Using language	Using instruments	Applying skills
<b>Expressing feelings, ideas, thoughts and solutions</b>	Creating and designing	Creating and designing	Creating and designing	Creating and designing
	Communicating	Communicating and presenting	Communicating and presenting	Cooperating, sharing, communicating and competing
<b>Evaluating and Appreciating</b>	Observing, reflecting, describing and responding.	Observing, listening, reflecting, describing and responding.	Observing, listening, reflecting, describing and responding.	Observing, reflecting, describing and responding.

**Religious and Moral Education: (7)**

<b>Religious and Moral Education</b>		<b>Strands</b>				
<b>Attainment Outcomes</b>	<b>Christianity</b>	Celebrations, festivals, ceremonies and customs.	Sacred Writings, stories and key figures.	Beliefs.	Sacred places, worship and symbols.	Moral Values and attitudes.
	<b>Other World Religions</b>					
	<b>Personal Search</b>	The Natural World.	Relationships and Moral Values.	Ultimate Questions.		

**Personal and Social Development: (Cross-curricular aspect) (8)**

Personal and Social Development		Strands
Attainment Outcomes	Personal Development	Self-awareness
		Self-esteem
	Social Development	Inter-personal relationships
		Independence and inter-dependence

**Health Education: (9)**

<b>Health Education:</b>												
<b>Health Themes:</b>	Drug Education			Nutrition Education			Safety Education			Sex Education		
<b>Strands:</b>	Physical health	Emotional Health	Social Health	Physical health	Emotional Health	Social Health	Physical health	Emotional Health	Social Health	Physical health	Emotional Health	Social Health

### Information and Communications Technology: Overview of attainment outcome and strands: (10)

ICT is a cross-curricular element

<b>Information and Communications Technology:</b>							
<b>Attainment Outcome:</b>	Developing ICT capability						
<b>Strands:</b>	Using the technology	Creating and presenting	Collecting and analysing	Searching and researching	Communicating and collaborating	Controlling and modelling	Developing informed attitudes

**3.2: Integration, Continuity and Progression**

**Programme of Study : Health Education:**

	P1/2		P2/3		P4/5		P5/6		P6/7		
	Level A		Levels A/B		Levels B/C		Levels C/D		Levels D/E		
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	
Strand:	Topic:	Me and My family	My Class	Our Weather	Things we eat	Farming	Our bodies	Pollution & Conservation	Coping with Climate	Victorians	Emerging Societies
	<b>Physical health</b>	Favourite foods / eating well. Care of teeth and gums. Keeping safe outdoors. Different parts of the body. Where living things come from.	Keeping safe in the classroom and the school as well as outdoors. The importance of PE and the need to keep fit and active.	Ways of keeping dry and warm. Exploring seasonal differences to our bodies. Ways of keeping clean.	Choosing healthy diet and routines, e.g. regular exercise, food, water & sleep. Exploring changes in the body.	Exploring the significance of different diets - vegetarian, organic, meat-eating. Health on farms. Focus on prevention of diseases.	Identifying the impact of exercise on, leisure and rest on fitness, food, needs and appearance. Exploring ways of reducing infection. Learning about changes at puberty.	Evaluating our lifestyle patterns.	Exploring the ways the body protects itself from inclement weather – and how it responds to warm weather.	Advances in medicine in the last 100 years.	Making choices that affect health, such as eating patterns, sport and leisure activities – and comparisons with ‘poorer’ societies. Exploring ways in which the media have affected societal development.
	<b>Emotional health</b>	Identifying special people. Exploring ways special people care for us. Learning to share and care for others.	Significance of helpful visitors to school. Sharing and caring.	Exploring different feelings that are weather-specific.	Different feelings and sad emotions. Why we eat certain foods according to our moods.	Feelings involved with crises such as foot and mouth.	Learning how to manage emotions and deal with situations. Reflecting on how bodies change.	Reflecting on ways of dealing with problems e.g. drug-misuse. Effects of pollution and certain industries (e.g. fishing) upon wildlife.	Investigating the effect of family activities upon our climate. Value of recycling.	Exploring changes that happen in pupils’ lives.	Exploring responsibilities in relationships. Practising ways of resolving conflict and strategies to deal with change.
	<b>Social health</b>	Simple ways of keeping our environment clean. How to keep safe at home. Crossing the road and being near water safely.	Simple ways of keeping our school environment clean and tidy. Identifying safe routes to and from school.	Identifying simple strategies to keep safe – e.g. sun-screen. Identifying simple ways of dealing with social impacts of the weather – e.g. flooding.	Lifestyle impacts from certain food suppliers – e.g. MacDonald’s.	Social perceptions of farming – especially during times of crisis.	Practising first-aid strategies such as the recovery position. Avoiding hazards e.g. crime, misuse of substances.	Global environment issues. Exploring ways of protecting the environment, and how we might implement strategies to enforce such protection. Identifying volunteer organisations and their roles.	The effects of global warming – and risks to health, e.g. skin protection, disease patterns.	Changes in public attitudes to health and privacy and social awareness. Advances in attitudes to perceptions of health .	Exploring rights and responsibilities. Identifying guidelines to protect the environment. Exploring community-based initiatives that promote health.

**Programme of Study as attainment targets : Information and Communications Technology:**

(Topics quoted are examples of appropriate use).	P1/2		P2/3		P4/5		P5/6		P6/7	
	Level A		Levels A/B		Levels B/C		Levels C/D		Levels D/E	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Topics:										
Strand:	Toys	The Park	Transport	Things we eat	The High Street	Vikings	Electricity	Coping with Climate	Clothes	Communication
<b>1: Using the technology</b>	Use a mouse to point and click. Start up/shut down the computer. Use a keyboard. Print by clicking the 'print' icon. Save & retrieve work with support.		Use menus and further mouse controls. Start and close a computer programme. Open, save and close a Word document independently. Know the meaning of 'username' and 'password'.		Use a Microsoft Windows operating system. Start up and close down the computer properly. Use the computer network. Load data to / from a 'floppy' diskette.		Use help facilities. Have an awareness of different computer types. Understand why and be able to back-up files. Understand sharing files.		Understand computer specifications e.g. speed and memory. Understand accessing network costs. Use computer external peripherals as appropriate, and understand how they work together.	
<b>2: Creating and presenting</b>	<b>A: text</b>		Create, enter and amend one or more sentences without teacher support.		Create, edit and print a piece of work.		Create, edit and save text in a report/article/letter using 'Word'.		Create and edit a document such as calendar / newspaper at advanced level.	
	<b>B: graphics</b>		Create a picture using simple software.		Create a document with text and graphics using simple software.		Create a document with text and graphics using more sophisticated software.		Use a range of drawing / painting facilities.	
	<b>C: multi-media</b>		Add text to a picture.		Create a multi-media page using simple software. (Microsoft Powerpoint)		Create a simple multi-media presentation e.g. slide show/web page using appropriate software.		Create a more sophisticated slide show / web presentation with teacher support.	
<b>3: Collecting and analysing</b>	Use a 'non-computer' database. Use simple predefined computer databases (Textease or Access).		Create an item 'list' (database) and include items therein. Browse records and produce a simple report with support.		Understand the structure of a database. Interrogate a database. Produce reports independently.		Create database reports. Understand the structure of a spreadsheet (Excel) and enter data thereto.		Identify the differences between appropriate uses of database (Access) and spreadsheet (Excel). Produce graphs.	
<b>4: Searching and researching</b>	Identify that information is available electronically (e.g. telephone/fax).		Access information on a CD-ROM with support. Access websites (with pre-set bookmarks)		Use teletext. Access a CD-ROM independently. Use Internet Explorer independently. Print selectively.		Search across a range of media. Use a search engine. Create bookmarks. Copy and paste text and graphics.		Apply web searches to real-life situations. Download files from the web. Refine searches. Compare two websites.	
<b>5: Communicating and collaborating</b>	Understand the concept of verbal communication using the telephone / written communication using post.		Send and receive e-mail. Describe simple comparisons between phone, fax and e-mail.		Manage an e-mailbox independently. Understand different types (genre) of communication. Demonstrate awareness of responsible computer use.		Create an e-mail distribution list. Integrate e-mail with various attachments. Show advantages/disadvantages of appropriate styles / genres.		Participate in group collaboration activity, e.g. electronic conferencing. Show appropriate style and etiquette of conferencing.	
<b>6: Controlling and modelling</b>	Follow a sequence of directional instructions.		Control a screen image through basic instructions – e.g. turtle. Use simple simulation / adventure programs.		Control an external device – e.g. floor turtle – through single-step instructions. Use more complex simulation / adventure games.		Plan a sequence of instructions to be executed by a device. Understand that computers can collect information about the environment through sensors e.g. light, temperature and sound. Understand that computers can simulate real situations – e.g. hazardous situations /training		Use a computer to collect and process data from the environment. Control a device through a more complex sequence of instructions.	
<b>7: Developing informed attitudes</b>	As pupils progress through the stages, they increasingly: recognise and appreciate the role of ICT in a variety of contexts/situations; appreciate the personal and societal benefits of ICT; become aware of the implications of ICT in the home, workplace and elsewhere; appreciate the need to be responsible in their use of ICT; and appreciate when it is and is not appropriate to use ICT.									

### 3.3: Support and Guidance for Teachers.

Teachers should make full use of national guidance contained within the documents identified below. These contain a wealth of guidance in respect of planning for effective learning, and which, when used together, ensure a progressive and continuous programme delivery.

#### 5: References:

- (1): *5-14 National Guidelines: The Structure and Balance of the Curriculum – Guide for Teachers and Managers*; Learning & Teaching Scotland; SEED; (revised) 2000.
- (2): *The Structure and Balance of the Curriculum - 5-14 National Guidelines*; Learning & Teaching Scotland; SEED; (revised) 2000.
- (3): *Environmental Studies 5-14* : Dumfries & Galloway Council Education Department; 2003
- (4): *English Language 5-14* : National Guidelines : Scottish Office Education Department; June 1991
- (5): *Mathematics 5-14* : National Guidelines : Scottish Office Education Department; August 1991
- (6): *Expressive Arts 5-14* : National Guidelines : Scottish Office Education Department; June 1992
- (7): *Religious and Moral Education 5-14* : National Guidelines : Scottish Office Education Department; November 1992
- (8): *Personal and Social Development 5-14* : National Guidelines : Scottish Office Education Department; June 1993
- (9): *Health Education - Guide for Teachers and Managers*; Learning & Teaching Scotland; SEED; (revised) 2000.
- (10): *Information and Communications Technology: - Guide for Teachers and Managers*; Learning & Teaching Scotland; SEED; (revised) 2000.