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| P5/6 | TERM 1  Jacobites | TERM 2  Light and Sound | TERM 3  Scottish Inventors & Inventions | TERM 4  Climate Change & Sustainability  (Global Goals) |
|  | 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 investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.  **SOC 2-03a**  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** | Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. **SCN 2-11a**  By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. **SCN 2-11b**  By investigating some body systems and potential problems which may develop, I can make informed decisions to help me to maintain my health and wellbeing.  **SCN 2-12a**  I have explored the structure and the function of sensory organs to develop my understanding of body actions in response to outside conditions. **SCN 2-12b**  Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a** | Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**  I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**  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 discuss why people and events from a particular time in the past were important, placing them within a historical sequence.  **SOC 2-06a**  I can extend and enhance my knowledge of digital technologies to collecy, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a**  I can use digital technologies to search, access and retrieve information and am aware that not all information will be credible.  **TCH 2-02a**  I can extend and enhance my design skills to solve problems and can construct models.7**TCH 2-09a** | I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. **SCN 2-02a**  By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. **SCN 2-04a**  Through exploring non-renewable energy sources, I can describe how they are used in Scotland.  **SCN 2-04b**  I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. **SCN 2-05a**  By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. **SCN 2-08b**  Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses. **SCN 2-17a**  Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a**  I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. **SCN 2-20b**  I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**  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** |
| LEADING QUESTIONS | * Who were the Jacobites? * What was the Jacobite Rebellion? * How did it affect the people? * What did the Jacobite soldier look like? * What weapons did they use? * Who were the famous Jacobites? * How did the rebellion end? * What happened at Glencoe and Culloden? | * How do we see? * How do we hear? * How do light rays and sound waves travel? * How do we reflect or refract? * What is ultraviolet light? * What colour is light? * What is an echo? * How is a shadow formed? * What affects its appearance? * How do we change the loudness and pitch of sound? | * Which inventions have changed our lives the most? * What did Alexander Graham Bell, John Logie Baird, William Cullen and Alexander Fleming invent? * What inventions have yet to be invented? | * How can we be self-sustainable? * Why is reusing and recycling important? * *\*What evidence is there for climate change?* * What could happen if we ignore it – natural disasters? * How is the world preventing climate change? * What can we do at home? School? Across Scotland? |
| ENTERPRISE | I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**  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**  **P6**  I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**  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** | | | |
| Developing the Young Workforce (***taken from Career Education Standard 3-18***) | I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.  I can explain to others my ambitions/ what I would like to do and look for ways to achieve them/that.  I can recognise the skills I have and need for work.  **P6**  I can apply my skills to get more information about jobs/careers.  I can use online tools available to me (My World of Work)  I believe I can maximise my potential in any type of work. | | | |
| Local Links etc. |  |  |  |  |
| NOTES | \* = community input in planning ideas. | | | |