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| P5/6 | TERM 1Jacobites | TERM 2Light and Sound | TERM 3Scottish Inventors & Inventions | TERM 4Climate 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?
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| 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. |