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| P7 | TERM 1  WW2 – A Village at War (history)  (Goodnight Mr Tom/Carrie’s War) | TERM 2  Japan (geography)  (Kensuke’s Kingdom) | TERM 3  Plants & People (STEM) | TERM 4  Democracy & Scottish Parliament |
|  | 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 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 explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a**  I can discuss the diversity of cultures, values and customs in our society. **SOC 2-16c**  By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.  **SOC 2-19a**  Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a** | I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**  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**  Through carrying out practical activities and investigations, I can show how plants have benefitted society. **SCN 2-02b**  I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. **SCN 2-03a**  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**  I have contributed to investigations into the role of micro-organisms in producing and breaking down materials. **SCN 2-13a**  By investigating the life cycles of plants and animals, I can recognise the different stages of their environment. **SCN 2-14a**  By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. **SCN 2-14b** | I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a**  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**  I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a**  I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.  **SOC 2-18a** |
| LEADING QUESTIONS | “There once was a man called Hitler…”   * Where and when did the war take place? * Who was involved and why? * How did WW2 change our village life? * How did we prepare and defend ourselves? * Who were the evacuees? What were their lives like? * What was the blitz? * What did people eat? * How did the war change our daily lives? * What has been done to prevent another World War? | * Where is Japan? * What are its geographical features & compare to Scotland? * Compare volcanoes and mountains. * What are the differences between Japanese daily life and our own? * What traditions does Japan celebrate? * Who was Thomas Blake Glover? | * How do food chains and food webs work? * How does the sun affect plants? * What is photosynthesis? * What is bioaccumulation? * How do we use plants? * What does each part of the plant do? * Life cycle of a plant And compare to animals. * Fertilisers – good or bad? * What systems do we need to keep us alive? * What is the Human life cycle? * What traits/characteristics do we have in common? Why? * What is the use of DNA? | * What is democracy? * How does democracy affect my life? * How does democracy work in Scotland and beyond? * Do other countries have democracy? If not, what do they have? * What is the Scottish Parliament? How does it work? * How/why did it start? * What is the purpose of the Scottish Parliament? * Who works there? Why? |
| 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** | | | |
| 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. | | | |
| LOCAL LINKS etc. | Plenty of local evidence in the village and on the beach.  Defences on the cliffs  Gordon Highlanders Museum, Aberdeen |  | Possible farm visits?? | Possible Holyrood visit (Edinburgh)??  Visits from local MP/MSP/councillors etc. |
| NOTES | * SCN 2-11a might have to taught discretely. * If pupils come from a P5/6 class previously, these E&Os still need coverage:   SCN 2-05a, 2-06a, 2-08a, 2-09a, 2-15a, 2-16b, 2-18a, 2-19a | | | |