

## Scotland - Curriculum Links 12-14 and 14-16

Learning and Teaching Scotland's *Curriculum for Excellence* explores education in sustainability through the subjects of Sciences and Social Sciences, but the resources are also pertinent to Literacy and English, Mathematics and Technologies.

Most fact and work sheets relate to all learning outcomes, however we have included suggestions of specific fact/work sheets (of our content for ages 12 to 14 and 14 to 16) where particularly relevant. Each fact sheet has an accompanying work sheet with the corresponding number, so please see both fact and work sheet suggestions for material relevant to that learning outcome.

There is also a fun interactive quiz covering the programme's five themes: 1. Travel, 2. Buildings, 3. Environment Issues, 4. Energy and Recycling, and 5. Communities. Each of these themes can be practised independently to cover a particular outcome or subject. Please note that the numbers in the resource links below also correspond to the relevant themes in the quiz (e.g 3.2 relates to Environment Issues).

### Relevant links to the Curriculum for Excellence subject objectives for ages 12 to 14 and 14 to 16

Learning outcomes	Resource links
<b>SCIENCES</b>	
Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture	Suggestion: <ul style="list-style-type: none"> <li>• 1.2, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2 for ages 12-14</li> <li>• 1.1, 1.3, 2.3, 3.4, 3.5, 4.1 for ages 14-16</li> </ul>
Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science	All fact/works sheets relate to this objective.
Developing responsible citizens - The values that guide scientific endeavour - respect for living things and the environment	All fact/works sheets relate to this objective.
<b>SCN3-04b</b> By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.	Suggestion: <ul style="list-style-type: none"> <li>• 4.1 for ages 12-14</li> <li>• 4.1 for ages 14-16</li> </ul>
<b>SCN4-04a</b> By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants.	Suggestion: <ul style="list-style-type: none"> <li>• 4.1, 4.2 for ages 12-14</li> <li>• 4.1 for ages 14-16</li> </ul>
<b>SCN4-04b</b> Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources.	Suggestion: <ul style="list-style-type: none"> <li>• 4.1 for ages 12-14</li> <li>• 4.1 for ages 14-16</li> </ul>

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## Scotland - Curriculum Links 12-14 and 14-16 (cont'd)

<p><b>SCN4-18a</b> I can monitor the environment by collecting and analysing samples. I can interpret the results to inform others about levels of pollution and express a considered opinion on how science can help to protect our environment.</p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 3.1, 3.4, 4.1 for ages 12-14</li> <li>• 1.1, 1.3, 2.3, 3.1, 3.4, 4.1 for ages 14-16</li> </ul>
<p><b>SOCIAL STUDIES</b></p>	
<p><b>SOC3-08a</b> I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p>	<p>All fact/works sheets relate to this objective. Suggestion:</p> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 3.1,3.2,3.3, 3.4, 3.5 for ages 12-14</li> <li>• 1.1, 3.1,3.2,3.3, 3.4, 3.5 for ages 14-16</li> </ul>
<p><b>SOC4-08a</b> I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 4.1 for ages 12-14</li> <li>• 4.1 for ages 14-16</li> </ul>
<p><b>SOC4-09a</b> Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.</p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 3.3 for ages 12-14</li> <li>• 4.2 for ages 14-16</li> </ul>
<p><b>SOC4-09b</b> I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.</p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.3, 1.4 for ages 12-14</li> <li>• 1.1, 1.2, 1.3 for ages 14-16</li> </ul>
<p><b>SOC4-10a</b> I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.</p>	<p>All fact/works sheets relate to this objective.</p>
<p><b>SOC4-11b</b> Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.</p>	<p>Suggestion:</p> <ul style="list-style-type: none"> <li>• 4.2 for ages 14-16</li> </ul>