 Dolphin House Session Curricular Overview

**Geology – Rock Talk**

With expert guidance, explore the diverse rocks and minerals that can be found on the Culzean shore, in particular, the agates which the area is famous for, as well as interacting with geological samples from the major rock groups (igneous, sedimentary and metamorphic). Our rock specimens have been gathered from local, national and international sources, each with their very own story to tell. Take the opportunity to connect with local environments such as Arran, Ballantrae, Girvan, exploring their geological history; volcanoes, materials which are extracted from the earth, and natural disasters.

CfE Second Level Experiences and Outcomes Addressed

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes#all>

Literacy and English Curriculum

**LIT 2-02a** When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.

***LIT 2-09a*** *When listening and talking with others for different purposes, I can:*

* *share information, experiences and opinions*
* *explain processes and ideas*
* *identify issues raised and summarise main points or findings*
* *clarify points by asking questions or by asking others to say more.*

**LIT 2-10a** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

Health and Wellbeing Curriculum

***HWB 2-19a*** *Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.*

Mathematics Curriculum

***MNU 2-02a****I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value.*

Sciences Curriculum

**SCN 2-01a** 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 2-04b** Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.

**SCN 2-06a** By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.

**SCN 2-17a** Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses.

**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 2-20b** I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.

Social Studies Curriculum

**SOC 2-07a** I can describe the major characteristic features of Scotland’s landscape and explain how these were formed.

**SOC 2-07b** I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.

United Nations Convention on the Rights of the Child Articles Addressed (for Rights Respecting Schools Award)

<https://dryuc24b85zbr.cloudfront.net/tes/resources/6041102/image?width=500&height=500&version=1375714644000>

https://www.unicef.org.uk/rights-respecting-schools/

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Learning for Sustainability Aspects Addressed

<http://www.gtcs.org.uk/professional-standards/the-standards/learning-for-sustainability.aspx>

* outdoor learning
* embedded in the curriculum
* critical thinking
* responsible use of the planet’s resources
* links between environment, society and economy
* contact with nature
* discussing controversial issues
* identity and heritage

Global Goals for Sustainable Development Addressed (for Eco-Schools Programme)

<http://www.un.org/News/dh/photos/large/2015/September/09-09-E-SDG-Poster.jpg>

http://www.keepscotlandbeautiful.org/sustainable-development-education/eco-schools/

Goal 4 - Quality Education

Goal 7 – Renewable Energy

Goal 12 – Responsible Consumption

Goal 13 – Climate Action

Goal 14 – Life Below Water

Goal 15 - Life on Land

Developing Young Workforce Second Level ‘I can’ statements Addressed

<https://www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf>

(see page 16 of document)

• I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.

• I can identify people in my network who help me broaden my horizons.