Dolphin House Session Curricular Overview

**Hill Walk with Survival Skills**

**(with Renewable Energies option)**

We use two different hillwalking venues; the local Mochrum Hill (just outside of Culzean, an extinct volcanic vent), and Cornish Hill (in the Galloways, which, although further to travel to by minibus, gives wonderful panoramic views, if the weather is kind). The walks can be tailored to suit the fitness levels/mobility of visiting groups or individuals, and we can even use our off-road buggy (additional needs wheelchair) to take children to the top of the hill, if necessary. Throughout the journey to the top of the hill, there will be many stops to investigate the upland ecology and landscape. There is the opportunity to add a visit to a windfarm and an evening session using hydrogen cell cars to explore aspects of renewable energies.

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 2-07a** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

**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.

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 2-02a** 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 2-02b** Through carrying out practical activities and investigations, I can show how plants have benefited society.

**SCN 2-04a** By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.

**SCN 2-04b** 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 2-05a** 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 2-07a** By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.

**SCN 2-12a** By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.

**SCN 2-12b** I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.

**SCN 2-13a** I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.

**SCN 2-14a** By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.

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

**SCN 2-18a** I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water.

**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.

Social Studies Curriculum

**SOC 2-02a** 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 2-03a** I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

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

**SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

**SOC 2-08b** I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

**SOC 2-10a** Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

**SOC 2-12a** By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.

**SOC 2-13a** 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 2-14a** 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 2-15a** I can use evidence selectively to research current social, political or economic issues.

Health and Wellbeing Curriculum

**HWB 2-17a** I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

***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.*

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 15 – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

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>

* contact with nature
* respect
* protecting biodiversity
* systems thinking
* tackling climate change
* responsible use of our planet’s resources
* play
* understanding interdependence
* outdoor learning
* resilience
* links between environment, society and economy

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 3 – Good Health

Goal 4 -Quality Education

Goal 6 – Clean Water and Sanitation

Goal 7 – Renewable Energy

Goal 8 – Good Jobs and Economic Growth

Goal 13 – Climate Action

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 apply my skills to get more information about jobs/careers.