 Dolphin House Session Curricular Overview

**Panning for Gold**

This gold panning activity can occur in the field, at the location where gold has been discovered recently (the River Girvan) in the Galloway Hills, or, on-site at either Dolphin House, or at school, using sediment collected from the river. The sediment is sieved by the pupils through different size categories, then the remaining fine sediment is panned, looking for fine gold particles, or gold nuggets! The key skills which are developed here include; patience, observation using sunlight and hand lenses, as well as the techniques required to pan, and effectively use a pipette. If pupils are unsuccessful in finding real gold, they may find iron pyrite (Fool’s Gold) instead! This activity is a great example of place-based education at its best.

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 2-08b** By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.

**SCN 2-16a** I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.

**SCN 2-17a** Having explored the substances that make up the 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.

Social Studies Curriculum

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

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

Technologies Curriculum

TCH 2-14b Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.

Health and Wellbeing Curriculum

**HWB 2-07a** I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

**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.

**HWB 2-21a** As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.

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.

Learning for Sustainability Aspects Addressed

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

* systems thinking
* responsible use of our planet’s resources
* outdoor learning
* resilience
* health and wellbeing
* problem solving
* co-operative, collaborative and active learning

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 6 - Clean Water and Sanitation

Goal 12 - Responsible Consumption

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 explain to others my ambitions/what I would like to do and look for ways to achieve them/that.

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

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

• I believe I can maximise my potential in any type of work.