Dolphin House Session Curricular Overview

**STEM in Archery Arrows**

After setting the sport into a historical context, the pupils will identify the materials that different kinds of arrows are made of, before testing each arrow for various characteristics which are required to provide the smoothest flight. The pupils will then be able to assert which arrow type would make the most effective projectile based on the results from their tests.

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](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/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 2-07a** By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.

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

Social Studies Curriculum

**SOC 2-04a** I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences

Technologies Curriculum

TCH 2-01b I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.

TCH 2-10a I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.

TCH 2-05a I can investigate how product design and development have been influenced by changing lifestyles.

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.

Learning for Sustainability Aspects Addressed

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

* critical thinking
* skills for work
* problem solving
* identity and heritage
* co-operative, collaborative and active learning
* 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 4 -Quality Education

Goal 12 - Responsible Consumption

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.