



# Session Curricular Overview Archery





# Archery

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Archery is thought to be over 50,000 years old and seems to have been presenting resurgence in popularity in local communities in the past few years. It is an activity which offers endless opportunities to support many experiences and outcomes of the Curriculum for Excellence. Posture and strength are developed throughout the activity as well as pupils' patience and self-confidence. The young archers show determination by repeating and improving their technique thus progression breeding confidence. By introducing different games throughout the activity, the pupils also experience fun, friendly competition and solidifying bonds with their peers. Young archers and their teachers leave the session enthused and inspired to pursue the sport through their school or local clubs and events.



# CfE Second Level Experiences and Outcomes Addressed

- Literacy & English
- Modern Languages
- Sciences
- Social Studies
- Technologies
- Health & Wellbeing



<https://education.gov.scot/curriculum-for-excellence/curriculum-for-excellence-documents/experiences-and-outcomes/>





# Literacy & English



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.





# Modern Languages .....

MLAN 2-01b I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.

MLAN 2-01c I can listen to and show understanding of familiar instructions and language from familiar voices and sources.

MLAN 2-02a I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.

MLAN 2-04a I can ask for help confidently using learned phrases and familiar language.





# Modern Languages .....

MLAN 2-05b I can participate in familiar collaborative activities including games, paired speaking and short role plays.

MLAN 2-07b I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.

MLAN 2-11c I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.

MLAN 2-11d I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.







# Sciences

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

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.

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# Technologies

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 & Wellbeing

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.

HWB 2-26a I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.





# 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 organisation, as long as this does not stop other people from enjoying their rights.**

**Article 28 – Every child has the right to an education.**

**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 .....

- links between environment, society and economy
- skills for work

- critical thinking
- cooperative, collaborative and active learning

- identity and heritage
- problem solving



# Global Goals for Sustainable Development Addressed

<https://www.keepsotlandbeautiful.org/cas-sustainable-development-goals/>

4

Goal 4

Quality Education



12

Goal 12

Responsible  
Consumption



15

Goal 15

Life on Land





# Developing Young Workforce

## Second Level 'I Can' Statements

### Addressed



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

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