



# Session Curricular Overview Caving





# Caving

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This adventurous activity takes place in the sea caves below Culzean Castle. They are large caverns which are teeming with historical links to the smuggling trade, as well as ancient people. The most challenging aspect for groups taking part in this session, is making their way along the rocky shoreline, and returning, around the tides, which requires planning. Coverage of the Personal Protective Equipment (PPE) is an important aspect in organising this activity, as the children will be helping take responsibility for their own, and safety of others.



# CfE Second Level Experiences and Outcomes Addressed

- Literacy & English
- Sciences
- Social Studies
- Expressive Arts
- 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.





# Sciences



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 2-05a 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 2-12b I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.

SCN 2-16b By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me.





# Sciences



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 2-19a I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made.







# Social Studies



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

SOC 2-06a I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.







# Social Studies

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

SOC 2-20a Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.

SOC 2-21a I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.





# Expressive Arts

EXA 2-01a I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

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# 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.





# 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



- co-operative, collaborative and active learning
- contact with nature
- protecting biodiversity

- systems thinking
- tackling climate change
- play
- outdoor learning
- resilience

- health and wellbeing
- problem solving
- learners as leaders
- respect



# Global Goals for Sustainable Development

## Addressed

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



Good Health &  
Wellbeing



Quality Education



Clean Water &  
Sanitation



Good Jobs & Economic  
Growth



Responsible  
Consumption



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