

Cross- Curricular Planner- Context for Learning (theme): Contrasting Environments- South America/Venezuela

Class: Primary 6(1)

Term: Four

Duration: 6 weeks

Aspects to be planned for and reinforced across the curriculum	
Literacy	✓
Numeracy	✓
Health and Well-Being	
ICT	✓
Citizenship	
Enterprise	
Creativity	
Sustainability	✓
Successful Learners	✓
Confident Individuals	
Responsible Citizens	
Effective Contributors	✓
Other	

Focus- Social Studies- Experiences and outcomes:

- I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape **SOC 2-07b**
- 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 – 08b**
- By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences **SOC 2 – 18a**
- 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 – 14a**
- 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 – 12a**

Life-long learning:

We are all connected. The choices we make can affect people living in far off places.

Assessment Task:

Children will work on personal research project exploring a chosen South American Country focusing on land use/development and the effects this has on the people living there.

Opportunities for Personal Achievement:

*Active Schools Co-ordinator to teach Salsa
Alison to explore Spanish language with children
Fairtrade Representative to visit*

Content (knowledge and understanding):

- Identify South America on a world map and name the countries in South America
- Identify the geographical features of a given country and compare to Scotland
- Use a map key and design own
- Use coordinates and directional vocabulary to locate geographical features
- Read and record weather and climate data
- Understand how the land in a given country is used and how this impacts people locally and globally
- Recognise the challenges faced by people both natural and man-made
- Identify products found in Scotland that originated in South America
- Understand the journey food takes to reach us and who gains most from the sale of the product

Skills development:

- Curiosity and problem solving skills
- Collaborating, leading, showing initiative and interacting with others
- **Thinking and working independently**
- Interpreting and displaying information
- Creativity and innovation
- Using tools, equipment, software and materials
- Making connections and apply learning
- Evaluating products, systems and services
- **Presentation- oral, written, multi-media**
- Developing an awareness of self and others
- Planning, assessing and reviewing
- Critical thinking and questioning
- **Discussion and debate**
- **Logical reasoning and justifying points of view**

Learning and teaching approaches:

- Weekly music and dance appreciation- Ceilidh and Salsa
- BBC Active- Climate Change- Rainforests- explore land use
- BBC Active- Disaster Strikes- impact of natural disasters on people and land
- Mapping journeys- homework- where your family has been in the past 12 months/reading newspapers and recording where in the world events take place
- Explore the tension between the environmental issues and making money- Fairtrade rep. to visit
- Identify landmarks and present the riches found in each South American country
- Cause and effect- choices we make- local producers vs. overseas- debate
- Comparison of one element of each country with Scotland- group/trio work
- Spanish language- Quechua- comparisons with English and Gaelic
- Mapping skills- what we get from South America- carbon footprint
- Research the history of Venezuela/Amazon Indians/ South America/Conquistadors- Create Timelines connecting events
- Study of Che Guevara- revolutionaries and their impact, compare with modern day revolutionaries

Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance