

### Scottish Curriculum for Excellence links to Meteorology

		<b>Stages</b>				
<b>Theme</b>	<b>Subject</b>	Early	First	Second	Third	Fourth
SOCIAL SCIENCES	People, past events and societies				3-03a, 3-04a	
	People, place and environment	0-08a, 0-07a, 0-09a, 0-12a	1-08a, 1-12a, 1-12b	2-07a, 2-08a, 2-08b, 2-09a, 2-12a	3-08a, 3-10a, 3-12a	4-07a , 4-08a, 4-09a, 4-09b, 4-10a, 4-10b, 4-10c, 4-11a, 4-12a, 4-12b, 4-12c
	People in Society, economy and business			2-15a	3-20a	4-15a
NUMERACY AND MATHEMATICS	Number, money and measure				3-12a	4-12a
	Information handling		1-22a	2-22a	3-22a	4 20-b, 4-22a
SCIENCES	Planet Earth	0-05a	1-05a, 1-06a	2-04a, 2-04b, 2-02b, 2-05a	3-04b, 3-05b	4-05b
	Forces, electricity and waves		1-02a	2-17a		4-08b, 4-17a
	Materials					4-20a

**Where can meteorology (weather/climate and environment studies)**  
**fit with the**  
**Scottish Curriculum for Excellence?**

**SOCIAL SCIENCES**

**People, past events and societies**

**SOC 3-03a** I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland

**SOC 3-04a** I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

**People, place and environment**

**SOC 0-07a** I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

**SOC 0-08a** I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.

**SOC 1-08a** I can consider ways of looking after my school or community and can encourage others to care for their environment.

**SOC 2-07a** I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.

**SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

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

**SOC 3-08a** I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

**SOC 4-07a** I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types.

**SOC 4-08a** I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.

**HWB 0-35a** I explore and discover where foods come from as I choose, prepare and taste different foods.

**SOC 0-09a** I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.

**SOC 1-09a** Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.

**SOC 2-09a** Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.

**SOC 4-09a** Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.

**SOC 4-09b** I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.

**SOC 3-10a** I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.

**SOC 4-10a** I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.

**SOC 4-10b** I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.

**SOC 4-10c** Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.

**SOC 4-11a** Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.

**SOC 0-12a** While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons

**SOC 1-12a** By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.

**SOC 1-12b** By exploring climate zones around the world, I can compare and describe how climate affects living things.

**SOC 2-12a** 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 3-12a** I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.

**SOC 4-12a** I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life.

**SOC 4-12b** I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact.

**SOC 4-12c** I can demonstrate an understanding of weather and climate by explaining the relationship between weather and air pressure.

### **People in Society, economy and business**

**SOC 2-15a** I can use evidence selectively to research current social, political or economic issues.

**SOC 4-15a** I can evaluate conflicting sources of evidence to sustain a line of argument.

**SOC 3-20a** When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.

## **NUMERACY AND MATHEMATICS**

### **Number, money and measure**

**MTH 3-12a** I have worked with others to research a famous mathematician and the work they are known for, or investigated a mathematical topic, and have prepared and delivered a short presentation.

**MTH 4-12a** I have discussed the importance of mathematics in the real world, investigated the mathematical skills required for different career paths and delivered, with others, a presentation on how mathematics can be applied in the workplace.

### **Information handling**

**MTH 4 20-b** In order to compare numerical information in real-life contexts, I can find the mean, median, mode and range of sets of numbers, decide which type of average is most appropriate to use and discuss how using an alternative type of average could be misleading.

**MNU 1-22a** I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.

**MNU 2-22a** I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.

**MNU 3-22a** I can find the probability of a simple event happening and explain why the consequences of the event, as well as its probability, should be considered when making choices.

**MNU 4-22a** By applying my understanding of probability, I can determine how many times I expect an event to occur, and use this information to make predictions, risk assessment, informed choices and decisions.

## **SCIENCES**

### **Planet Earth**

**Energy sources and sustainability** They explore the nature and sustainability of energy sources and discuss benefits and assess possible risks to form an informed view of responsible energy use.

**SCN 2-04a** By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.

**SCN 2-04b** Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.

**TCH 2-02b** I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.

**SCN 3-04b** By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.

**Processes of the planet-** They learn about climate change as a natural process in time as well as the result of human activity. Through connections with collaborative studies of landscape, weather and climate in social studies they build up an integrated picture of the dynamic nature of Earth.

**SCN 0-05a / SCN 1-05a** By investigating how water can change from one form to another, I can relate my findings to everyday experiences.

**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 3-05b** I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.

**SCN 4-05b** Through exploring the carbon cycle, I can describe the processes involved in maintaining the balance of gases in the air, considering causes and implications of changes in the balance.

**SCN 1-06a** By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year.

### **Forces, electricity and waves**

**SCN 4-08b** Through experimentation, I can explain floating and sinking in terms of the relative densities of different materials.

**TCH 1-02a** Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.

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

**SCN 4-17a** I have explored how different materials can be derived from crude oil and their uses. I can explain the importance of carbon compounds in our lives.

### **Materials**

**SCN 4-20a** I have researched new developments in science and can explain how their current or future applications might impact on modern life.