



Rationale

Environmental Studies provides opportunities to acquire and develop skills, attitudes, knowledge and understanding which are needed in order to understand the world.

Aims

Pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present, that have shaped it
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life
- Progressively recognise the knowledge, understanding and skills associated with social subjects, science and technology
- Develop informed attitudes and values relating to the use of resources and sustainable global development

Teaching and Learning

We ensure that:

- Good use is made of the local area and community as a starting point or feature of many learning activities
- The pupils have opportunities to learn about Scotland, U.K., Europe and the world in the past and in the present, in a physical and social context
- Environmental Studies is taught in a way that fosters interest and enthusiasm in order to make the subject exciting and meaningful

Time Allocation

Environmental Studies is taught within a programme of topics which takes account of the strands in 'Structure and Balance of the Curriculum 5-14' guidelines, A Curriculum Framework 3-5 - Knowledge and Understanding of the World - and A Curriculum for Excellence draft outcomes. The minimum amount of time allocated to this curriculum area in the Junior School is 15%.

As with all curricular aspects in the Nursery, *Knowledge and Understanding of the World* is planned to give breadth and balance across the curriculum and is embedded in many cross-curricular activities, therefore, no specific time allocation is given.

Planning and programmes of Work

In order to ensure continuity and coherence and to effectively manage learning across the ages and stages, well-planned programmes of study have been developed with the following principles in mind:

- The programmes are matched to the Environmental Studies 5-14 national Guidelines, A Curriculum Framework 3-5 - Knowledge and Understanding of the World - and A Curriculum for Excellence draft outcomes.



- Technology strands are integrated into Science, Social Subjects and other curriculum areas
- Learning links between different curricular outcomes are identified in the plans

As the pupils progress through the Levels A-F, every effort is made to ensure pupils:

- Gain more detailed knowledge
- Widen their vocabulary
- Extend their ability to see patterns and generalise
- Build upon and enrich previous learning
- Increase their understanding of abstract ideas and principles
- Will demonstrate increased independence in their learning

Assessment and Recording

Within the context of Environmental Studies, assessment tasks vary according to the nature of the work being undertaken and the age and stage of each child. All forward plans highlight key aspects of skills, knowledge and understanding which are important for pupils to achieve, Assessment may involve:

- End of topic tests
- Observation of pupils on task
- Talking with pupils and asking questions before, during and after learning activities
- Verbal or written reports by a pupil
- Peer and self assessment
- Observations and Developmental Profiles

Monitoring and Evaluation

Evaluation is carried out to enhance the teaching and learning of Environmental Studies within the school. Pupils' and children's work is monitored through sampling of work either in jotters, wall displays, photographs, assemblies, personal talks, etc. according to the Quality Assurance procedures of the school.