

Midlothian Council Strategy

The Rainforest (Level D)

**Attainment outcome: People and place
Knowledge and understanding strands**

Strand	Environmental studies attainment targets	ICT strands and attainment targets	Possible contexts and lessons	Possible software
Using maps	Pupils are able to <ul style="list-style-type: none"> develop the mental map further to a range of features/locations including main lines of latitude and longitude describe the main features of a range of maps at different scales, e.g. Ordnance Survey, climate maps, population maps, the use of four-figure grid references 	Pupils are able to: Searching and researching Level D <ul style="list-style-type: none"> search across a range of media use a search engine create bookmarks capture text and graphics by copying and pasting 		<i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia</i> and other relevant CD-ROM reference material and WWW sites.
The physical environment	<ul style="list-style-type: none"> describe some main types of weather and climate in the world and some ways people adapt to them, e.g. style of house, working outdoors (Level C) describe how extremes of weather and climate can disastrously affect people and places identify and describe a range of physical features found outwith Scotland 	Searching and researching Level D <ul style="list-style-type: none"> search across a range of media use a search engine create bookmarks capture text and graphics by copying and pasting Creating and presenting Level D <ul style="list-style-type: none"> create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features create a document, e.g. magazine, advert, using a range of drawing/painting facilities 		<i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia</i> and other relevant CD-ROM reference material and WWW sites. <i>MS Works</i> word processor, <i>Paint, KidPix, MS Publisher</i>
The human environment	<ul style="list-style-type: none"> describe how, and give some reasons why settlements differ in character, size, number of people and function for a developing and a developed area or country, describe main features of economic life and how they are changing, e.g. farming, industry, transport, cities 	Searching and researching Level D <ul style="list-style-type: none"> search across a range of media use a search engine create bookmarks capture text and graphics by copying and pasting Creating and presenting Level D <ul style="list-style-type: none"> create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features 		<i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia</i> and other relevant CD-ROM reference material and WWW sites. <i>MS Works</i> word processor, <i>Paint, KidPix, MS Publisher</i>
Human-physical interactions	<ul style="list-style-type: none"> for a selected land use change or industrial process, describe possible effects, good and bad, on the landscape/environment, e.g. tropical forest clearance, improvement of derelict land for leisure use describe some methods used and reasons for conserving major resources, e.g. fish, energy, forests. 	Searching and researching Level D <ul style="list-style-type: none"> search across a range of media use a search engine create bookmarks capture text and graphics by copying and pasting Creating and presenting Level D <ul style="list-style-type: none"> create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features create a document, e.g. magazine, advert, using a range of drawing/painting facilities. 		<i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia</i> and other relevant CD-ROM reference material and WWW sites. <i>MS Works</i> word processor, <i>Paint, KidPix, MS Publisher.</i>

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The Rainforest (Level D) (part 2)

Skills in social subjects: enquiry

Strand	Environmental studies attainment targets	ICT strands and attainment targets	Possible contexts and lessons	Possible software
Preparing for tasks	Pupils are able to: <ul style="list-style-type: none"> • plan a sequence of tasks or procedures, adapting as required • choose a variety of straightforward sources from which relevant information might be collected 	Pupils are able to:		
Carrying out tasks	<ul style="list-style-type: none"> • select and use known enquiry methods and/or equipment to access, select and record relevant information from a variety of straightforward sources • select techniques to process/classify information in a variety of ways, e.g. the results of a questionnaire • make simple judgements about the usefulness/reliability of information/evidence, e.g. by reference to bias 	Collecting and analysing levels C and D <ul style="list-style-type: none"> • interrogate a database (C) • create a simple database (C) • use database reports including searching and sorting (D) 		<i>MS Works</i> database and spreadsheet
Reviewing and reporting on tasks	<ul style="list-style-type: none"> • present findings in an organised and appropriate manner • present conclusions and justify these with reference to evidence. 	Collecting and analysing levels C and D <ul style="list-style-type: none"> • interrogate a database (C) • create a simple database (C) • use database reports including searching and sorting (D) Creating and presenting Level D <ul style="list-style-type: none"> • create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features • create a document, e.g. magazine, advert, using a range of drawing/painting facilities • create a more sophisticated slide show/presentation or web pages with teacher support. 		<i>MS Works</i> database and spreadsheet <i>MS Works</i> word processor, <i>Paint</i> , <i>KidPix</i> , <i>MS Publisher</i> , <i>MS Front Page Express</i> , <i>Story Maker</i> .

The Rainforest (Level D) (part 3)

Attainment outcome: Living things and the processes of life

Knowledge and understanding strands

Strand	Environmental studies attainment targets	ICT strands and attainment targets	Possible contexts and lessons	Possible software
Variety and characteristic features	Pupils are able to: <ul style="list-style-type: none"> • give the main distinguishing features of the major groups of flowering and non-flowering plants 	Pupils are able to: <p>Searching and researching Level D</p> <ul style="list-style-type: none"> • search across a range of media • use a search engine • create bookmarks • capture text and graphics by copying and pasting <p>Creating and presenting Level D</p> <ul style="list-style-type: none"> • create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features • create a document, e.g. magazine, advert, using a range of drawing/painting facilities 		<p><i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia and other relevant CD-ROM reference material and WWW sites.</i></p> <p><i>MS Works word processor, Paint, KidPix, MS Publisher</i></p>
The processes of life	<ul style="list-style-type: none"> • describe the role of lungs in breathing • outline the process of digestion • describe the main changes that occur during puberty • describe the main stages in human reproduction • describe the main stages in flowering-plant reproduction 	<p>Searching and researching Level D</p> <ul style="list-style-type: none"> • search across a range of media • use a search engine • create bookmarks • capture text and graphics by copying and pasting <p>Creating and Presenting Level D</p> <ul style="list-style-type: none"> • create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features • create a document, e.g. magazine, advert, using a range of drawing/painting facilities 		<p><i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia and other relevant CD-ROM reference material and WWW sites.</i></p> <p><i>MS Works word processor, Paint, KidPix, MS Publisher</i></p>
Interaction of living things with their environment	<ul style="list-style-type: none"> • describe examples of human impact on the environment that have brought about beneficial changes, and examples that have detrimental effects • give examples of how plants and animals are suited to their environment • explain how responses to changes in the environment might increase the chances of survival. 	<p>Searching and researching Level D</p> <ul style="list-style-type: none"> • search across a range of media • use a search engine • create bookmarks • capture text and graphics by copying and pasting <p>Creating and presenting Level D</p> <ul style="list-style-type: none"> • create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features. 		<p><i>MS Internet Explorer, Encarta, Oxford Junior Encyclopaedia and other relevant CD-ROM reference material and WWW sites.</i></p> <p><i>MS Works word processor, Paint, KidPix, MS Publisher</i></p>

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The Rainforest (Level D) (part 4)

Skills in science: investigating

Strand	Environmental studies attainment targets	ICT strands and attainment targets	Possible contexts and lessons	Possible software
Preparing for tasks	Pupils are able to: <ul style="list-style-type: none"> • identify two or three questions to investigate • provide reasons for planning decisions • include fair testing in planning by changing one factor • show awareness of the significance of variables 	Pupils are able to:		
Carrying out tasks	<ul style="list-style-type: none"> • make an appropriate series of accurate measurements • select an appropriate way of recording findings 	<ul style="list-style-type: none"> • Collecting and analysing levels C and D • interrogate a database (C) • create a simple database (C) • use database reports including searching and sorting (D) 		<i>MS Works</i> database and spreadsheet
Reviewing and reporting on tasks	<ul style="list-style-type: none"> • make an organised report of an investigation using appropriate illustrations • provide explanations related to scientific knowledge • draw conclusions consistent with the findings • identify limitations of the approach used. 	<ul style="list-style-type: none"> • Creating and presenting Level D • create and edit a document, e.g. card, calendar, school newspaper, using more advanced text-handling features • create a document, e.g. magazine, advert, using a range of drawing/painting facilities. 		<i>MS Works</i> word processor, <i>Paint</i> , <i>KidPix</i> , <i>MS Publisher</i>