

CfC: Shale Trail - Experiences and Outcomes: Level 1/2

Social studies: People, past events and societies

	Experiences
	Children's task
	<p>Shale people</p> <ul style="list-style-type: none"> • Where did they find oil shale in Scotland? • Was there a pit/ oil refinery near you? • What jobs did people have? • Were they dangerous? • What was it like for women and kids? • How did they have fun?
	Children's activity
	<ul style="list-style-type: none"> • What do you think was the worst mining job? <u>Scottish Shale Explorers</u> • Find a newspaper report about an accident and write your own account using archive images • Research and record many people died in shale related accidents? • Who were <u>Margaret and Robina</u>? Can you tell their story? Who had a tougher life – women or men? Try to find a woman with memories of the shale industry and interview them. • Sport • Find out about the <u>Terror of the Dry Toilet</u> - audio of James brown and the <i>shunky</i> - make a cartoon strip • <u>A nice new house</u> - are there any miners cottages near you? Make a then and now photo match (rephotography) • how was the house there different from yours? • <u>Moving stories</u> - find out where people came from to work here and where they moved away to: • Make a local dialect glossary page interviewing people you know eg. hutch, shunky, bools • <u>The Weans</u> how did kids have fun? Find out about Gala days, sweets, games, conkers fishing, Christmas

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- Slums and ghost towns
- Sports: football, horse racing, bowls, tennis
- AVHT museum - compare a school day.

Outcomes

SOC 1-01a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.
SOC 1-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.
SOC 1-03a	I can use evidence to recreate the story of a place or individual of local historical interest.
SOC 1-04a	I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.
SOC 2-01a	I can use primary and secondary sources selectively to research events in the past.
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: People, place and environment

Experiences

Children's task

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	<p>Island Refuges for Nature</p> <ul style="list-style-type: none">• What can we see living and growing on the bings (spoil heaps)?• Why are they special and important?• What rare plants and animals can be found there?• What should happen to the bings? <p>Magic maps</p> <ul style="list-style-type: none">• Where can we see clues about the shale industry now?• Site visits to trail.• Sketch maps connecting school/ community with key points of the trail• Accessing material online to discover physical context of the Trail.• Finding and sharing geographical locations.• Using QR codes for location.• Using artist map and OS maps to plot key points of interest for children.
Children's activity	
	<p>Island refuges</p> <ul style="list-style-type: none">• Sketch what happens to bare ground over time (succession)• Explore Addiewell nature reserve• Research how plants spread seeds to reach new areas?• Which plants arrive first, which ones arrive more slowly?• Look at your school grounds, design a wildlife friendly area based on Addiewell.• <u>John Muir Award</u> – Discover, explore, conserve, share a natural place <p>Magic maps</p> <ul style="list-style-type: none">• Where can we see clues about the shale industry now?• Site visits to trail.• Sketch maps connecting school/ community with key points of the trail• Accessing material online to discover physical context of the Trail.

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- Finding and sharing geographical locations.
- Using QR codes for location.
- Using artist map and OS maps to plot key points of interest for children.

Outcomes

SOC 1-13A	Having explored the landscape of my local area, I can describe the various ways in which land has been used.
SOC 1-13b	By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.
SOC 2-13a	I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.
SOC 2-14a	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 2-07a	I can describe the major characteristic features of Scotland's landscape and explain how these were formed.
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 2-08b	I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.
SOC 2-09a	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 2-10a	Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

SCIENCES: Materials: Earth's Materials

Experiences

Children's Task

Swamps to Volcanoes

- Where can you see a bing?

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	<ul style="list-style-type: none"> • How did it get there? • What is shale? • How was it made?
	Children's Activity
	<ul style="list-style-type: none"> • Intro by WIF – What is the task? • Investigate local bing: shale, flora, fauna, usage now, find local memories • Carboniferous swamp: formation of oil shale (much like coal) – vegetation, insects, animals, fossils – artwork, make plaster fossils – solutions, liquids, solids experiments • Who is <u>West Lothian Lizziae</u>? • Why are the bings like volcanoes? • Dynamic Earth, Glasgow Science Centre
	Outcomes
SCN 2-15a	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.
SCN 2-17a	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.
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.
SCN 2-20a	Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.
SCN 2-20b	I can report and comment on current scientific news items to develop my knowledge and understanding of topical science
Sciences: Planet Earth: Energy Sources and Sustainability	
	Experiences

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	Children's Task
	<p>Island Refuges for Nature</p> <ul style="list-style-type: none"> • What can we see living and growing on the bings (spoil heaps)? • Why are the bings important wildlife areas? • What should happen to the bings?
	Children's Activity
	<p>Activities</p> <ul style="list-style-type: none"> • Sketch what happens to bare ground over time (succession) • Explore Addiewell nature reserve • Research how plants spread seeds to reach new areas? • Which plants arrive first, which ones arrive more slowly? • Look at your school grounds, design a wildlife friendly area based on Addiewell. • John Muir Award – Discover, explore, conserve, share a natural place
	Outcomes
SCN 1-01a	I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.
SCN 1-02a	I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.
SCN 1-03a	I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.
SCN 1-04a	I am aware of different types of energy around me and can show their importance to everyday life and my survival.
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 2-02a	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.
SCN 2-02b	Through carrying out practical activities and investigations, I can show how plants have benefited society.
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.

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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 2-06a	I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way.
TCH 2-07a	I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.
Technologies: Digital Literacies	
EXPERIENCES	
Childrens task	
	<p style="text-align: center;">Spreading the Shale</p> <ul style="list-style-type: none"> • How can we present our research online? • How do we link with the other schools and the rest of the “adult” site? • How can it be shared effectively? • How can it be developed in the future?
Children's Activity	
	<ul style="list-style-type: none"> • Workshop (WIF) to discuss construction of site, style, fonts colour – possibly all schools together? • Workshop (WIF) for the first viewing of the site with feedback from children prior to the final launch. • Searching archive material and compiling facsimile web pages using familiar graphics/ word processing apps. • Planning layout of web pages • Understanding and using QR codes and testing these on site visit. • Testing pages with family and community before site goes live.

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OUTCOMES	
TCH 1-01a	I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.
TCH 1-02a	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.
TCH 1-03a	I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure.
TCH 1-11a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts.
TCH 2-01a	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.
TCH 2-02a	I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.
TCH 2-11a	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.
TCH 2-15a	I can create, develop and evaluate computing solutions in response to a design challenge.

Technologies: Craft, Design, Engineering and Graphics

EXPERIENCES	
	Children's task
	Liquid gold <ul style="list-style-type: none">• What is oil?• Why is it so valuable?• What has it got to do with shale?• How do you make oil from a lump of rock?• What can you use it for? (paraffin, candles, engine oil, lamp oil, soap]

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	<ul style="list-style-type: none">• What is a paraffin lamp?• Is oil good for the planet?
	Children's Activity
	<ul style="list-style-type: none">• Find an oil lamp and a paraffin heater - record• Make an oil lamp• Try carving some oil shale• Find out where your nearest candle making factory was/ find info and images• Do the same for an oil refinery• Find out about Paraffin Young• Find out about fracking
	OUTCOMES
TCH 1-9a	I can design and construct models and explain my solutions.
TCH 1-10a	I can recognise a variety of materials and suggest an appropriate material for a specific use.
TCH 1-11a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts.
TCH 2-10a	I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.
TCH 2-11a	I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts.
TCH 2-12a	I can extend my knowledge and understanding of engineering disciplines to create solution.
EXPRESSIVE ARTS: Art and Design	
	Experiences
	Children's task <ul style="list-style-type: none">• How can you tell the world about the Shale Trail?• What media can you use?

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	<ul style="list-style-type: none"> • How can it be shared? • How can you publicise it?
	Children's Activity
	<ul style="list-style-type: none"> • All web pages: Choosing images, audio, text and video and combining it and presenting to engage friends, family and the wider public in the trail. • Live website launch event with posters, party
EXA 1-02a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
EXA 1-03a	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.
EXA 1-04a	I can create a range of visual information through observing and recording from my experiences across the curriculum.
EXA 2-02a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
EX2-03A	I can create and present work that shows developing skill in using the visual elements and concepts.
EXA 2-04a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.
EXPRESSIVE ARTS: Drama and Music	
	Experiences
	Children's task <ul style="list-style-type: none"> • How can bring Shale Trail people alive? • What media can you use? • How can it be shared?
	Children's Activity

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	<p>Shale people</p> <ul style="list-style-type: none">• Make a play about a mining family• Read out and perform transcripts of Shale men and women• Make an audio, video recording for your work for the website• Make a soundscape from the Shale years• Find some music from the Shale years and perform it in your own way
	<p>OUTCOMES</p>
EXA 1-14a	I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.
EXA 2-14a	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.
EXA 1-17a	I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.
EXA 2-17a	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
EXA 1-19a / EXA 2-19	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

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