

A Comparative Study: Unit 8

Class:	Teacher:	Study Title: A Comparative Study	ES Outcome	People
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level C		Learning Outcomes for: A Comparative Study Unit	Pupil Experience/Ac Skills based and KU Including Informal Assessment (show se not written in order)	
<ul style="list-style-type: none"> Identify and describe the main types of physical features of the Scottish landscape, eg those found in the Highlands and Central Lowlands – C. Describe the main features of their own/a Scottish settlement and compare with others – C. Describe the main features of some common types of land use, eg farming, forestry, industrial estate – C. Describe the ways in which resources in Scotland are conserved and recycled – C. 		<ul style="list-style-type: none"> To be able to describe the main physical features of the Scottish landscape – areas of highland and lowland, hills, mountains, rivers, lochs, coasts and vegetation. To understand how the land is used for farming, industry, towns, forests, National parks and coastal areas. To know the importance of conserving and caring for the environment locally (recycling) and on a larger scale – wind farms, protection of native species like Scots Pine, reintroduction of red squirrel, etc. To be able to compare their location in Edinburgh with another area of contrast in Britain or specifically Scotland, eg Orkney, Shetland in terms of landscape, jobs, schools, industry, etc. 		

A Comparative Study Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – teacher observation re kept in folio as eviden
<p>Language Reading information, write letters to tourist boards in another locality, link up with a school in contrasting area – send e-mail/letters, make brochures/posters about Scotland/area of contrast, invite in a Scottish story teller.</p> <p>People and Past Look at history of contrast area, eg Orkney/Vikings.</p> <p>Science Conservation/extinction</p> <p>Music From around Scotland – look at typical Scottish instruments, songs.</p> <p>Art National costumes/tartan designs/weaving/painting, Scottish landscapes, Scottish artists, sketches, information posters on endangered species – Sea Eagles, etc.</p> <p>Maths/ICT Work on coordinates</p> <p>Mapwork Maps of Scotland Physical features and land use, local maps from tourist boards of contrast area</p> <p>Enterprise Create a CD-ROM about the physical differences between different areas of the Scottish landscape (ICT help needed). Make a Scottish recipe book to sell to the local community. Make a guide to Scotland by collating information from different sources. Hold an exhibition about Scotland and invite the community. Put on a play about Scotland incorporating the expressive arts. Make Scottish themed cards, bookmarks, magnets, wrapping paper. (Contact Achievers International for links abroad.) Organise a ceilidh and invite the community along to raise funds.</p>		
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Activities to Match Units

Comparative Study Level C

Concept map – names/locations/mountains/rivers/lochs they know in Scotland – what do they know about the

Use an atlas to mark on main rivers, mountains, hills, lochs, glens, seas, coastlines, island groups and major c

Carry out research to investigate the main land uses in Scotland – farming/leisure/National Parks/forestry/ind beauty/tourism – draw pie charts.

Identify an area of National Park/natural beauty (AA book illustrated guide to Britain's coasts and Reader's I good), find out about conservation issues, eg the reintroduction of Sea Eagles on the island of Rhum, preserv and write an information leaflet. Write to the Nature Conservancy Council or the Forestry Commission for m

Write to the tourist board of a specific area, eg Orkney for information/local maps to enable the children to ca for names of local primary schools – could form pen pal links.

Compare Edinburgh area to main town in the area chosen, eg Kirkwall on Orkney – make lists of similarities available, recreational activities, land use, farming, schools, conservation issues.

Make a big display of findings including maps and comparisons, information leaflets.

Comparative Study Assessment Level C

- 1 On a map of Scotland, mark the main mountains/hills, rivers, seas and the cities of Edinburgh, Glasgow and Aberdeen (using a good quality atlas).
 - 2 List some types of:

farms

industries

tourist attractions you would find in Scotland
 - 3 Name two ways people help to look after the land in Scotland.
 - 4 What makes Edinburgh an attractive place to visit?
 - 5 Describe another area of Scotland or the UK that you have studied using the grid on the back of this sheet.
- Social Subjects – Forward Planning (People and Place: Unit 17) City of Edinburgh Council, September 2002

	Size	Transport	Population	Streets	Jobs	Industry/ Farming	La
Edinburgh							
Area of Study							