



**Link Community Development Scotland Link Schools Programme.
Curriculum for Excellence Experiences and Outcomes: First and Second Level**

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 2-13a

Impact of the Link Schools Programme

Through exchanging letters and diaries with their partner schools, pupils learn about how their partner school's community in Africa farm different foods, grow trees for building and firewood, and can compare this to land use in Scotland. Pupils gain information which they use to consider topics such as deforestation and sustainable living.

For example:

Killermont Primary School has used their link to enhance teaching and learning on many class topics including water conservation, rainforests, deforestation and farming.



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

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 2-12a**

Impact of the Link Schools Programme

Joint curricular projects on 'water use' enable pupils to explore the impact of different climate zones on people's lives and how climate change affects lives in Africa through droughts and flooding.

For example:

To develop their Link partnership, Castlehill Primary School planned to undertake a joint project on farming. Located in a farming area of Fife, the pupils of Castlehill Primary were keen to share their experiences with their partners in Uganda, where farming is a popular activity. Partner schools would compare similarities and note differences, especially on the methods of farming and why the need for food keeps children from school.

Social Studies



By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.

SOC 2-19a

Impact of the Link Schools Programme

Link Community Development provides ideas for activities and resources to help pupils to explore these themes. Partner schools exchange photos and objects which have a cultural significance and write letters explaining why these items were important to them. Some Links Schools have gained awards for this work.

For example:

In October 2009 Boghall Primary School in West Lothian, which is linked with Nthulu Primary School in Malawi, was awarded the International School Award in recognition of bringing the wider world into the classroom.

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.

SOC 1-17a

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.

SOC 2-17a

Impact of the Link Schools Programme

Link Community Development provides ideas for activities and resources to help pupils to explore these themes. The Link Schools Pack contains guidance on how partner schools can hold mock elections and share their experiences by writing and exchanging newspaper reports on the mock election.

For example:

Craighead Primary School and their partner school have established Rights Respecting School committees which are responsible for investigating the extent to which their school upholds children's rights. These committees communicate regularly to exchange information, discuss current issues and share good practice to help everyone involved fulfil their responsibilities and enjoy their rights.

I can contribute to a discussion of the difference between my needs and wants and those of others around me.

SOC 1-16a

Impact of the Link Schools Programme

Linking enhances pupils' awareness of the similarities and differences between their lives and the lives of their partners in Africa. This enables pupils to recognise global values and principles and contributes to the development of global citizenship.

For example:

Gilmerton Primary School began their Link by getting to know pupils in their partner school. They exchanged letters and postcards about their needs and wants and were surprised to discover the many similarities as well as differences between themselves and children in Africa.

Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.

SOC 2-20a

Impact of the Link Schools Programme

Knowledge of lifestyles in Africa gives pupils a keen interest in ethical trading, leading many Link Schools to begin the process of becoming Fairtrade schools.

For example:

'The pupils are much more involved in the Fair Trade topic and were really interested. This has impacted on their values as they have continued the topic. They are thinking more about others and this affects their spending patterns and has repercussions.' - Mary Thomson, former Global Teacher

Social Studies

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

Impact of the Link Schools Programme

Link Community Development encourages partner schools to explore issues through joint curricular projects which schools choose to work on together.

Example

Gilmerton Primary School planned to undertake joint curricular projects with their partner school to explore rights and responsibilities topics including sectarianism, the right to speak your own language and equal access to education.



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

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

Impact of the Link Schools Programme

Link Community Development supports Link Schools to undertake joint projects with an environmental theme such as making teaching and learning resources from recycled materials or debating the benefits of reducing or recycling waste. Practical tasks are combined with discussion to enhance learning.

Example

Pupils at Longniddry Primary School made posters about saving energy in the community and sent them to their partner school in South Africa. Their Link School in South Africa reciprocated with posters about saving energy. This enabled pupils in both schools to examine their beliefs and involve the wider community in putting them into action in positive ways.

