

The Secret Garden Book Project



THE SECRET GARDEN AND THE CURRICULUM FOR EXCELLENCE Experiences & Outcomes (Second Level) linked with study areas/ activities

Topic	Experience / Outcome	Secret Garden context
Expressive Arts (Participation in performances and presentations)	EXA 2-01a I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/ performances.	Through attending <i>The Secret Garden</i> at the Festival Theatre, young people can delight in the live theatre experience. Through the sharing exercises and activities they can present in school. See <i>The Secret Garden Show Pack & Chapter Pack 26</i>
Expressive Arts (Art and Design)	EXA 2-03a I can create and present work that shows developing skill in using the visual elements and concepts.	Through understanding creative tools, young people can implement them in their own art and design projects. (Advertising & programme making) See <i>The Secret Garden Show Pack & Chapter Pack 6</i>
Expressive Arts (Art and Design)	EXA 2-07a I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	By visiting the National Galleries <i>Impressionist Gardens Exhibition</i> this outcome can be achieved and stay linked to <i>The Secret Garden</i> studies. See <i>Suggested School Outings</i>
Expressive Arts (Dance)	EXA 2-10a I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.	By exploring traditional Indian dance, English (maypole dance) and Scottish/ Country dancing young people can feel the physical differences involved in each style and also experience different music styles. See <i>Chapter Pack 1</i>
Expressive Arts (Dance)	EXA 2-11a I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and other's work.	Through sharing the dance elements learned in EXA 2-10a and exploring the role of the choreographer, this outcome can be achieved. See <i>Chapter Pack 1</i>

The Secret Garden Book Project

<p>Expressive Arts (Drama)</p>	<p>EXA 2-14a I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.</p>	<p>Through in-depth familiarity with <i>The Secret Garden Story</i>, the young people can look now to presenting it in a different genre.</p> <p>See <i>The Secret Garden Show Pack</i></p>
<p>Expressive Arts (Drama)</p>	<p>EXA 2-15a I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work.</p>	<p>Through sharing what is created in EXA 2-14a and exploring the role of the director, this outcome can be achieved.</p> <p>See <i>The Secret Garden Show Pack</i></p>
<p>Expressive Arts (Music)</p>	<p>EXA 2-18a Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.</p>	<p>By following the suggested composition activities, students will create unique music.</p> <p>See <i>The Secret Garden Show Pack</i></p>
<p>Expressive Arts (Music)</p>	<p>EXA 2-19a 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.</p>	<p>Through suggested listening excerpts and sharing what's been created in EXA 2-18a this outcome is achieved.</p> <p>See <i>The Secret Garden Show Pack</i></p>

<p>Health & Wellbeing (Physical activity and health)</p>	<p>HWB 2-27a I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</p>	<p>Looking at energy input and output. Making a 'Keeping Active Plan'.</p> <p>See <i>Chapter Pack 24</i></p>
<p>Health & Wellbeing (Physical activity and health)</p>	<p>HWB 2-28a I can explain the links between the energy I use while being physically active, the food I eat and my health & wellbeing.</p>	<p>Looking at the food Colin & Mary now need because of the increase in their energy outputs. Energy/ calorie relationships.</p> <p>See <i>Chapter Pack 23</i></p>
<p>Health & Wellbeing (Food and health)</p>	<p>HWB 2-30a By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.</p>	<p>Following on from HWB 2-28a</p> <p>The 'healthy eating plan' activity.</p> <p>See <i>Chapter Pack 23</i></p>

The Secret Garden Book Project

<p>Health & Wellbeing (Food and the consumer)</p>	<p>HWB 2-34a Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.</p>	<p>Information on food preferences and practice relating to personal experience.</p> <p>See Chapter Pack 5</p>
<p>Health & Wellbeing (Relationships, sexual health and parenthood)</p>	<p>HWB 2-44a I understand that a wide range of different kinds of friendships and relationships exist.</p>	<p>Comparing Mary's relationships with Martha, Dickon, Colin & Ben. She needs each of their friendships in different ways.</p> <p>See Chapter Pack 18</p>
<p>Health & Wellbeing (Relationships, sexual health and parenthood) <i>Responsibilities for all</i></p>	<p>HWB 2-44b I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</p>	<p>Looking at Mary's Relationships with those around her and relating to personal experience.</p> <p>See Chapter Pack 20</p>
<p>Health & Wellbeing (Relationships, sexual health and parenthood)</p>	<p>HWB 2-15a I can describe the role of a parent/ carer and the skills, commitment and qualities the role requires.</p>	<p>Comparing Mary's Mother's parenting with Archibald and Mrs Sowerby; material and emotional support. (Incl. Improvisation activity).</p> <p>See Chapter Pack 26</p>

<p>Religious and Moral Education (Christianity)</p>	<p>RME 2-02b I can share my developing views about values such as fairness and equality, and love, caring, sharing and human rights.</p>	<p>Mary and Colin's relationships with those around them give us a chance to look at these values.</p> <p>See Chapter Pack 22</p>
<p>Religious and Moral Education (Development of beliefs and values)</p>	<p>RME 2-09b I am developing my understanding that people have beliefs and values based upon religious or other positions.</p>	<p>Linked to: ENG 2-19a</p> <p>The Author uses her belief system of Christian Scientology to influence many of the ideas in the book i.e. positive thinking influencing physical changes.</p> <p>See Chapter Pack 27</p>

The Secret Garden Book Project

<p>Literacy (Listening and talking)</p> <p><i>Responsibilities for all</i></p>	<p>LIT 2-02a When I engage with others I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p>	<p>This outcome should be constantly built on in the discussion sections that accompany each chapter.</p> <p>See all Chapter Packs (1-27)</p>
<p>Literacy (Listening and talking)</p> <p><i>Responsibilities for all</i></p>	<p>LIT 2-06a I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p>	<p>Through the process of preparing the suggested presentations on the Victorians this experience can be achieved.</p> <p>See The Victorians</p>
<p>Literacy (Listening and talking)</p> <p><i>Responsibilities for all</i></p>	<p>LIT 2-09a When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • Share information, experiences and opinions • Explain processes and ideas • Identify issues raised and summarise main points or findings • Clarify points by asking questions or by asking others to say more 	<p>These outcomes should be constantly built on in the discussion sections that accompany each chapter.</p> <p>See all Chapter Packs (1-27)</p>
<p>Literacy (Writing)</p> <p><i>Responsibilities for all</i></p>	<p>LIT 2-20a I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</p>	<p>Linked to: LIT 2-24a</p> <p>Writing opportunities involving writing from the view of a character in the novel or from the student's viewpoint: letter writing.</p> <p>See Chapter Packs 9, 12 & 16</p>
<p>Literacy (Writing)</p> <p><i>Responsibilities for all</i></p>	<p>LIT 2-24a I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p>	<p>Linked to: LIT 2-20a</p> <p>This outcome should also be met through the writing opportunities/ activities provided. Techniques including handwriting from the time period & drawing.</p> <p>See Chapter Packs 9 & 16</p>

The Secret Garden Book Project

<p>Literacy (Listening and talking)</p>	<p>ENG 2-03a I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language.</p>	<p>Through exploring the differences between Received Pronunciation (Queen's English) and the Yorkshire dialect we can also explore the Scots language and think about spoken communication in geographical regions.</p> <p>See Chapter Pack 3 & Yorkshire Words</p>
<p>Literacy (Reading)</p>	<p>ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p>	<p>This outcome is constantly built on throughout the reading of the novel. In addition:</p> <p>See Did You Know? & Chapter Pack 15 for additional poetry texts.</p>
<p>Literacy (Reading)</p>	<p>ENG 2-19a I can:</p> <ul style="list-style-type: none"> • Discuss structure, characterisation and/ or setting • Recognise the relevance of the writer's theme and how this relates to my own and others' experiences • Discuss the writer's style and other features appropriate to genre 	<p>Literature terminology and story-telling concepts are introduced and explored in the appropriate packs.</p> <p>See Chapter Packs 21, 25 & 27</p>

<p>Numeracy (Number, money and measure)</p> <p><i>Responsibilities for all</i></p>	<p>MNU 2-10c Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.</p>	<p>Linked to: TCH 2-03b</p> <p>Using the information given students can establish how long Mary's journey from India to England took and also how long the journey would take by today's methods.</p> <p>See Chapter Pack 2</p>
<p>Numeracy (Information Handling)</p> <p><i>Responsibilities for all</i></p>	<p>MNU 2-20b I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</p>	<p>Through the planting and monitoring of bulbs in groups this outcome is met.</p> <p>See Chapter Pack 11</p>

The Secret Garden Book Project

<p>Sciences (Planet Earth)</p>	<p>SCN 2-05a I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time.</p>	<p>Thinking about the need for rain, we can look at the impact on living things.</p> <p>See Chapter Pack 10</p>
<p>Sciences (Biological systems)</p>	<p>SCN 2-12a By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me maintain my health and wellbeing.</p>	<p>By looking at the body systems we can explore how to help your body do its job – unlike Colin!</p> <p>See Chapter Pack 13</p>
<p>Sciences (Biological systems)</p>	<p>SCN 2 – 13a I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.</p>	<p>This is done through a practical science exercise.</p> <p>See Chapter Pack 19</p>
<p>Sciences (Biological systems)</p>	<p>SCN 3-13c * I have explored how the body defends itself against disease and can describe how vaccines provide protection.</p>	<p>In relation to progresses in the Victorian time and present day we can look at the mechanics of developing vaccines.</p> <p>See Chapter Pack 1</p>
<p>Sciences (Biological systems)</p>	<p>SCN 2-14a By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.</p>	<p>Through looking at bulbs and birds the season of spring is explored.</p> <p>See Chapter Packs 11 & 15</p>

*THIRD LEVEL OUTCOME

<p>Social Studies (People, past events and societies)</p>	<p>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.</p>	<p>We will look at Victorian society. This can be supplemented with suggested excursions.</p> <p>See The Victorians, Chapter Pack 14 & Suggested School Outings</p>
<p>Social Studies (People, past events and societies)</p>	<p>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.</p>	<p>Time lining the Victorian period and placing this in relation to other important periods in history, leading up to present day.</p> <p>See The Victorians</p>

The Secret Garden Book Project

<p>Social Studies (People, place and environment)</p>	<p>SOC 2-12a 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.</p>	<p>Linked to: EXA 2-03a</p> <p>Comparing Britain with India in terms of weather, climate and living things.</p> <p>See Chapter Pack 6</p>
<p>Social Studies (People in society, economy and business)</p>	<p>SOC 2-16c I can discuss issues of the diversity of cultures, values and customs in our society.</p>	<p>Drawing on the quote “it’s not the custom” we will explore values, customs and their traditions in our culture in contrast to that of India.</p> <p>See Chapter Pack 4</p>
<p>Technologies (ICT to enhance learning)</p>	<p>TCH 2-03b Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</p>	<p>Linked to: MNU 2-10c</p> <p>Using a set activity to gather online information this outcome is achieved.</p> <p>See Chapter Packs 2 & 17</p>
<p>Technologies (Craft, design, engineering and graphics contexts for developing technological skills and knowledge)</p>	<p>TCH 2-14a Through discovery and imagination, I can develop and use problem-solving strategies to construct models.</p>	<p>Constructing an origami model of robin.</p> <p>See Chapter Pack 8</p>
<p>Technologies (Computing science context for developing technological skills and knowledge)</p>	<p>TCH 2-15b Throughout my Learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.</p>	<p>Through exploring the seasons and their changing colours we will look at colour and its link to emotion.</p> <p>See Chapter Pack 7</p>