

The table offers resources on

- Food and Health
- Climate and Biodiversity
- Land and Communities
- Agriculture and Forestry
- Careers

Each entry provides a link and a brief description of the type of resource, as well as the intended curriculum level (Scottish Curriculum for Excellence) and outcomes.

The resources have been designed and created by colleagues from across SEFARI and often in collaboration with partner organisations.

The table will be updated with more existing and new resources as they become available and we welcome your feedback (info@sefari.scot) on how we can continually improve upon the accessibility of our educational resources.

SEFARI - Research Area	Teacher - Curriculum Organisers, Outcomes or Benchmarks	Curriculum Level	Resource Title and links	Keywords	Type of Resource
FOOD, HEALTH	<p>Curriculum organiser - Nutrition</p> <p>Outcome - By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</p> <p>Curriculum organiser - Food and Health</p> <p>Outcome - When preparing and cooking a variety of foods, I am becoming aware of the journeys which food make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a</p> <p>Outcome - Through exploration and discussion, I can understand that food practises and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a</p> <p>Outcome - By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p> <p>Outcome - I can understand how advertising and the media are used to influence consumers. HWB 2-37a</p> <p>Outcome - Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy nutrients and health. HWB 3-31a</p> <p>Curriculum organiser - Listening and Talking</p> <p>Outcome - I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p> <p>Curriculum organiser - People, place and environment</p> <p>Outcome - 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</p>	<p>Second level Health and Wellbeing P5, P6, P7</p> <p>First and Second level Health and Wellbeing P2 to P7</p> <p>Second level Health and Wellbeing P5, P6, P7</p> <p>Second level Health and Wellbeing P5, P6, P7</p> <p>Third level Health and Wellbeing P5, P6, P7</p> <p>Third level Health and Wellbeing P5, P6, P7</p> <p>Second level Literacy and English P5, P6, P7</p> <p>Second level Social Studies P5, P6, P7</p>	<p>Crafty Cranachan</p>	<p>Healthy diet</p> <p>Nutrition</p>	<p>Downloadable resource for parents and teachers includes instructions and workbooks</p>
FOOD, HEALTH	<p>Curriculum organiser - Food and Health</p> <p>Outcome - By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p> <p>Outcome - Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a</p> <p>Outcome - Through exploration and discussion, I can understand that food practises and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a</p> <p>Outcome - I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a</p> <p>Curriculum organiser - Body Systems and cells</p> <p>Outcome - I can understand how advertising and the media are used to influence consumers. HWB 2-37a</p> <p>Curriculum organiser - Properties and uses of substances</p> <p>Outcome - By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a</p> <p>Outcome - I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a</p> <p>Curriculum organiser - Chemical changes</p> <p>Outcome - 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 2-19a</p> <p>Curriculum organiser - Chemical changes</p> <p>Outcome - Having taken part in practical activities to compare the properties of acids and bases, I have demonstrated ways of measuring and adjusting pH and can describe the significance of pH in everyday life. SCN 3-18a</p>	<p>Second level Health and Wellbeing P5, P6, P7</p> <p>Third level Health and Wellbeing S1, S2, S3</p> <p>P2 to P7</p> <p>Second level Health and Wellbeing P5, P6, P7</p> <p>Second level Sciences P5, P6, P7</p> <p>Second level Sciences P5, P6, P7</p> <p>Second level Sciences P5, P6, P7</p> <p>Third level Social Sciences S1, S2, S3</p>	<p>Food Lab</p> <p>Cabbage Chemistry Spectacular Starch Sweet Chromatography Sourcing Sugars Spaghetti Towers</p>	<p>Healthy diet</p> <p>Nutrition</p>	<p>Downloadable resource for parents and teachers includes instructions and workbooks</p>
FOOD AND HEALTH	<p>Curriculum organiser - Food and Health</p> <p>Outcome - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 2/3-30a</p> <p>Outcome - Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion HWB2/3-34a</p> <p>Outcome - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2/3-35a</p> <p>Outcome - Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a</p>	<p>Second level Health and Wellbeing P5, P6, P7</p> <p>Second level Health and Wellbeing P5, P6, P7</p> <p>Second level Health and Wellbeing P2, P3, P4</p> <p>Third level Health and Wellbeing S1, S2, S3</p>	<p>Number Muncher Diets</p>	<p>Healthy Diets, Environmental Impact, Maths</p>	<p>Online Interactive Program</p>
FOOD, HEALTH	<p>Curriculum organiser - Food and Health Developing Healthy Choices</p> <p>Outcome - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1/2/-30a</p>	<p>First and Second level Health and Wellbeing</p> <p>First level P2 - P4</p> <p>Second level P5 - P7</p>	<p>Food snacks & ladders</p> <p>Food Bingo</p>	<p>Food Nutrition</p> <p>Healthy diet</p>	<p>Downloadable resource for parents and teachers includes instructions and worksheets</p>
CLIMATE AND BIODIVERSITY	<p>Curriculum organiser - Food and Health</p> <p>Outcome - By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p> <p>Curriculum organiser - Food and Health</p> <p>Outcome - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1/2/3-35a</p> <p>Curriculum organiser - People, place and the environment</p> <p>Outcome - 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</p>	<p>First level Health and Wellbeing P2 - P4</p> <p>Second level Health and Wellbeing P5, P6, P7</p> <p>Second level Social Studies P5, P6, P7</p>	<p>Shopping Basket</p>	<p>Food Nutrition</p> <p>Healthy diet</p> <p>Sustainable diet</p>	<p>Downloadable resource for parents and teachers includes instructions and worksheets</p>
CLIMATE AND BIODIVERSITY	<p>Curriculum organiser - Food and Health</p> <p>Outcome - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1/2-30a</p> <p>Curriculum organiser - Food and the consumer</p> <p>Outcome - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1/2-35a</p> <p>Curriculum organiser - Writing</p> <p>Outcome - I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p> <p>Curriculum organiser - People, place and environment</p> <p>Outcome - 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</p>	<p>First level Health and Wellbeing P2, P3, P4</p> <p>First level Health and Wellbeing P2, P3, P4</p> <p>Second level Literacy and English P5, P6, P7</p> <p>Second level Social Studies P5, P6, P7</p>	<p>Diet Detectives</p>	<p>Healthy diet</p> <p>Sustainable diet</p>	<p>Downloadable resource for parents and teachers includes instructions, printable colouring pages</p>
CLIMATE AND BIODIVERSITY	<p>Curriculum organiser - Food and Health, nutrition</p> <p>Outcome - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1/2-30a</p> <p>Curriculum organiser - Food and the consumer</p> <p>Outcome - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1/2-35a</p>	<p>First level Health and Wellbeing P2, P3, P4</p> <p>First level Health and Wellbeing P2, P3, P4</p>	<p>Healthy people, healthy planet</p>	<p>Healthy diet</p> <p>Sustainable diet</p>	<p>Series of activities, downloadable instructions and worksheets</p>
SEFARI - Research Area	Teacher - Curriculum Organisers, Outcomes or Benchmarks	Curriculum Level	Resource Title and links	Keywords	Type of Resource
CLIMATE AND BIODIVERSITY	<p>Curriculum organiser - Biodiversity and interdependence</p> <p>Outcome - I have observed living things in the environment over time and am becoming aware of how they depend on each other</p>	<p>Early level sciences</p> <p>Second level social studies P1 to P7</p>	<p>Wood Ant Activity Pack</p>	<p>Ants, woodland, ecology</p>	<p>Downloadable for younger children. Full explanation of each page.</p> <p>Games revolve around a wood ant – Wendy – and her daily activities (see below) - with each child/parent playing the role of a wood ant worker</p>
LAND AND COMMUNITIES	<p>Environmental Science - Skills, knowledge and understanding - living environment, interdependence</p> <p>Population dynamics - the effects of density-dependent factors on the stability of ecosystems</p> <p>Geography - Skills, knowledge and understanding</p> <p>Human environments - Population</p>	<p>Higher Environmental Science</p> <p>Higher Geography</p>	<p>Human Geography: Population</p> <p>Rural Scotland in Focus</p>	<p>Rural, Population, History</p>	<p>Overview of rural population in Scotland with links to case studies and additional sites with information and data</p>
LAND AND COMMUNITIES	<p>Geography - Skills, knowledge and understanding. - Global issues</p> <p>Guidance - Energy effectiveness of renewable and non-renewable approaches to meeting energy demands and their suitability within different countries</p>	<p>Higher Geography</p>	<p>Human Geography: Sustainable Energy</p> <p>Renewable Energy</p>	<p>Energy, Wind</p>	<p>Overview of sustainable energy production from wind in Scotland with links to additional information and case studies</p>
LAND AND COMMUNITIES	<p>Geography - Skills, knowledge and understanding. - Global issues</p> <p>Guidance - Energy effectiveness of renewable and non-renewable approaches to meeting energy demands and their suitability within different countries</p>	<p>Higher Geography</p>	<p>Physical Geography: Rivers</p> <p>Water Management</p>	<p>Geography, Rivers, Landscape</p>	<p>An introduction to rivers with links to a River Tay case study and websites with additional information</p>
LAND AND COMMUNITIES	<p>Geography - Skills, knowledge and understanding. - Global issues</p> <p>Purpose and aims - Gain an understanding of the complex ways in which people and the environment interact in response to physical and human processes on a local, national, international and global scale</p> <p>Travel and Tourism</p> <p>Scottish Natural Heritage Tourism</p> <p>Food tourism and culture</p>	<p>Higher Geography</p> <p>National 5</p> <p>Scottish Natural Heritage Tourism</p> <p>Food tourism and culture</p>	<p>Human Geography: Rural Tourism</p> <p>Rural Report. 2018/19</p>	<p>Rural, Tourism, Effects, Conflicts</p>	<p>Overview of rural tourism in Scotland with links to additional sites with information</p>
LAND AND COMMUNITIES	<p>Curriculum organiser - People, past events and societies</p> <p>Outcome - 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</p>	<p>Second level social studies P5, P6, P7</p>	<p>The Machair</p>	<p>Machair</p>	<p>Online descriptions of the Machair landscapes of Scotland</p>
SEFARI - Research Area	Teacher - Curriculum Organisers, Outcomes or Benchmarks	Curriculum Level	Resource Title and links	Keywords	Type of Resource
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - Biodiversity and interdependence</p> <p>Outcome - I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions</p>	<p>First Level Science</p> <p>P2,P3, P4</p>	<p>The Living Field</p>	<p>Plants, bacteria, insects, worms, biodiversity, animals</p>	<p>On line tutorial and interactive information</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - People, place and the environment</p> <p>Outcome - I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes.</p>	<p>Fourth level social studies</p> <p>S1, S2, S3</p>	<p>Exploring Scotland and Scotland's Soils</p>	<p>Soils, land cover, land use, agriculture</p>	<p>Online maps and descriptions of Scotland's natural resources</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - Biodiversity and interdependence</p> <p>Outcome - I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity</p>	<p>Fourth level Sciences</p> <p>S1, S2, S3</p>	<p>Livestock, wildlife and human health and welfare through prevention and control of disease</p>	<p>Immunity</p> <p>Vaccines</p> <p>Disease</p> <p>Diagnostics</p> <p>Testing</p> <p>Parasites</p> <p>Bacteria</p> <p>Biodiversity</p> <p>Conservation</p> <p>Health</p>	<p>Posters and activities covering vaccination and how viruses and parasites can cause disease and how we can promote high health and welfare through better control of disease.</p> <ul style="list-style-type: none"> • Tale of Two Squirrels • Disease Detectives • War of the Warts • The Beast within Us • Battle Healthy Sheep are Happy Sheep
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - People, place and the environment</p> <p>Outcome - I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact.</p> <p>Benchmark - Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods.</p>	<p>Fourth level social studies</p> <p>S1, S2, S3</p>	<p>Choosing Our Tomorrows</p>	<p>Climate change, farming, futures, families</p>	<p>On line videos</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - People, place and the environment</p> <p>Outcome - I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact.</p>	<p>Fourth level social studies</p> <p>S1, S2, S3</p>	<p>The Dirt Doctor</p>	<p>Soils, land use, biodiversity, farming, greenhouse gases</p>	<p>Online videos and explanatory materials</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - Biodiversity and interdependence</p> <p>Outcome - I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity.</p>	<p>Fourth level sciences</p> <p>S1, S2, S3 and Senior phase</p>	<p>Scenario model, Chalara, ash-dieback</p>	<p>Chalara, ash-dieback, biosecurity, symptoms of disease</p>	<p>Online video and downloadable resource (virtual reality model)</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - Biodiversity and interdependence</p> <p>Outcomes - I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity.</p> <p>- I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.</p>	<p>Fourth level sciences</p> <p>S1, S2, S3</p>	<p>Caledon - a computer game about forest management in a virtual world</p> <p>Ensure you select the "Launch WebGL Game" option on the left of the screen and wait for the game to load.</p> <p>Other links to the curriculum are available at: www.rbg.org.uk/learn/schools/caledon/ System requirements are also provided.</p>	<p>Disease</p> <p>Plant health</p> <p>Resilience</p> <p>Diversity</p> <p>Evolution</p> <p>Wildlife</p> <p>Forestry</p> <p>Business</p>	<p>An online strategy game where you play the role of a forest manager trying to plant resilient forests and deal with pest and disease problems</p> <p>The game defaults to a short tutorial demonstrating game play options. To avoid repeating the tutorial select option 1, 2 or 3 and then press the "Start" button. There is a free play option "F" where no specific objective is set.</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - Earth's materials</p> <p>Outcome - I can describe the formation, characteristics and uses of soils, minerals and basic types of rocks.</p> <p>Geography - Skills, knowledge and understanding, physical environments - properties and formation processes of podzol, brown earth and gley soils.</p> <p>Guidance content, biosphere - Candidates should be able to describe the main features and properties of podzols, brown earths and gleys. They should also be able to explain the main soil-forming processes for each, including processes. They should be able to draw an annotated soil profile for each of these soil types.</p> <p>Environmental science - Earth's resources, biosphere - Familiarity with definitions of terms (e.g. brown earth soil)</p>	<p>Third level sciences</p> <p>S1, S2, S3</p> <p>Higher Geography</p> <p>Higher Env.Science</p>	<p>Soils and Succession</p>	<p>Soils, Podzol</p> <p>Brown earth</p> <p>Gleys</p> <p>Peat</p> <p>Succession - Sand dunes</p> <p>Moorland</p> <p>biodiversity, farming, greenhouse gases</p>	<p>Downloadable e-posters</p> <p>Printable versions available</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - People, place and the environment</p> <p>Outcome - Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods - SOC 109a</p> <p>Environmental Science - Skills, knowledge and understanding - Sustainability, Food, Development of Intensive agriculture</p> <p>Development of intensive agriculture - changes in land management: larger fields, crop rotation, drainage, hedgerow removal, cultivation of marginal land, conservation practices, diversification</p>	<p>First level Social Studies</p> <p>P1, P2, P3</p> <p>Higher Environmental Science</p>	<p>Agriculture and the Environment</p> <p>Agri- Environmental Climate Scheme (AEC5)</p>	<p>Sustainability, Biodiversity, Water, Landscape, Soils</p>	<p>A set of animated cartoons</p>
AGRICULTURE AND FORESTRY	<p>Environmental Science - Skills, knowledge and understanding - Sustainability, Food, Development of Intensive agriculture</p> <p>Development of intensive agriculture - changes in land management: larger fields, crop rotation, drainage, hedgerow removal, cultivation of marginal land, conservation practices, diversification</p>	<p>Higher Environmental Science</p>	<p>Farm Diversification</p> <p>Industry Insights and Diversification</p>	<p>Diversification, Economy, Novel Enterprises</p>	<p>Overview of what farm diversification is with links to where additional information can be found</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - People, place and the environment</p> <p>Outcome - Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods - SOC 109a</p> <p>Environmental Science - Skills, knowledge and understanding - Sustainability, Food, Development of Intensive agriculture</p> <p>Development of intensive agriculture - changes in land management: larger fields, crop rotation, drainage, hedgerow removal, cultivation of marginal land, conservation practices, diversification</p>	<p>First level Social Studies</p> <p>P1, P2, P3</p> <p>Higher Environmental Science</p>	<p>Organic Farming</p> <p>Farm Management Handbook - Organic farming</p>	<p>Farming, Sustainability</p>	<p>Overview of organic farming with links to case studies and websites with additional information</p>
AGRICULTURE AND FORESTRY	<p>Curriculum organiser - Topical science</p> <p>Benchmarks - Find and present information on how scientists from Scotland and beyond have contributed to innovative research and development</p> <p>Curriculum organiser - Biodiversity and Interdependence</p> <p>Outcome - I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity.</p> <p>Curriculum organiser - Biodiversity and Interdependence</p> <p>Biodiversity and interdependence</p> <p>Outcome - I can explain the use of different types of chemicals in agriculture and their alternatives and can evaluate their potential impact on the world's food production. SCN 3-03a</p> <p>Benchmark - Researches an agricultural method, for example, chemical fertilisers, herbicides, pesticides, organic methods, genetic modification (GM) and biological control and evaluates their impact on food production.</p> <p>Curriculum organiser - Biodiversity and Interdependence</p> <p>Outcome - I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity.</p> <p>Curriculum organiser - People, place and environment</p> <p>Outcome - Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability</p> <p>Benchmark - Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods.</p>	<p>Third level Sciences</p> <p>S1, S2, S3</p> <p>Fourth level Sciences</p> <p>S1, S2, S3</p> <p>Third level Sciences</p> <p>S1, S2, S3</p> <p>Fourth level Social Studies</p> <p>S1, S2, S3</p>	<p>Livestock Health and Welfare - Animation Series</p>	<p>Livestock Farming</p> <p>Disease</p> <p>Vaccines</p> <p>Diagnostics</p> <p>Parasites</p> <p>Bacteria</p> <p>Biosecurity</p>	<p>A set of animated cartoons</p> <ul style="list-style-type: none"> • War of the Worms • Fight the Fluke • Battle of the Bugs • Stop the Spread • Battle against BVD
SEFARI - Research Area	Teacher - Curriculum Organisers, Outcomes or Benchmarks	Curriculum Level	Resource Title and links	Keywords	Type of Resource
CAREERS	<p>Curriculum organiser - Topical science</p> <p>Benchmarks - e.g. first level - Describes a variety of jobs and careers which require scientific knowledge and skills.</p> <p>- e.g. fourth level - Demonstrates increasing understanding of how the transferable skills developed through the sciences are used in a wide variety of jobs including science, technology, engineering and mathematics (STEM) careers.</p>	<p>Sciences</p> <p>S1 - S6</p>	<p>Hutton Women in science</p>	<p>Careers in science, women in science, STEM subjects (science, technology, engineering and mathematics)</p>	<p>Online booklet of career stories of women in science</p>