



People, place and environment Second Level

Suggested Participants - p6/7

The largest single land use in Scotland is agriculture, (for cropland and grassland), at 5.35 million hectares (approximately 69% of the total land area). How this land is managed impacts the landscape, the food we produce, human activity and our ability to store carbon. Understanding the role of agriculture in shaping people, place and environment is key to combating both the climate and biodiversity crisis we are currently experiencing.

What this pack contains:

- All the links and content required to deliver our People, place and environment activity.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes .
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outcomes

- We are learning about the role of crofting in shaping the landscape.
- We are learning about the role of crofting in the environment
- We are learning about the economic realities of farming in Scotland.

Success Criteria

- I can explain what crofting is and where it takes place
- I can discuss the role crofting plays in Scotland.
- I can explain the role crofting plays in the community.

Experiences and Outcomes

- **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 2-13a** I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 12** Responsible consumption and production ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
- **Goal 15** Life on Land: take urgent and significant action to reduce the degradation of natural habitats.



People, place and environment Second Level Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- [Our people, place and environment SWAY](#) contains information and ideas covering people, place and environment in the context of agriculture
- Find out more about the role of general agriculture in the landscape with our short video [Scotland's Farming Landscapes](#).

Suggested discussion points

- How does crofting shape the landscape?
- What does settlement and economic activity look like in a crofting landscape?

Learning

- **Social studies outcomes:** The ability to discuss the role of crofting in the landscape. The ability to make links between crofting and living in an environmentally responsible way.

Additional tasks

- Find out more about traditional farming in Scotland with our [people, place and societies resource](#).

More information

- We have further information linked to people, place and environment in our [Wakelet](#).

Social media

- Please tag [@TheRHET \(Twitter\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.