

Bridging the Curriculum

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HISTORIC
ENVIRONMENT
SCOTLAND

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THE ENGINE SHED

Scotland's Building
Conservation Centre



THE
ENGINE SHED
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Part of Historic
Environment
Scotland



QUICK FACTS:

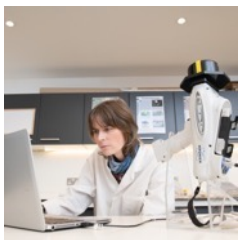
- Opened in 2017
- Located at Forthside Way in Stirling
- Flexible space that contains:
 - Teaching and training spaces
 - Science labs
 - Digital documentation and visualisation labs
 - Exhibitions open to public
 - Administrative offices
 - Reception/shop/cafe



ABOUT US

The Engine Shed is Scotland's dedicated building conservation centre, based in Stirling. Part of Historic Environment Scotland, it serves as a central hub for building and conservation professionals and the general public.

TEAMS BASED AT THE ENGINE SHED



CONSERVATION SCIENCE

Analyses building materials to help conserve more than 300 properties in Historic Environment Scotland's care.



CONTENT

Manage public facing conservation messages. This includes developing exhibitions, online courses, film, social media, and blogs.



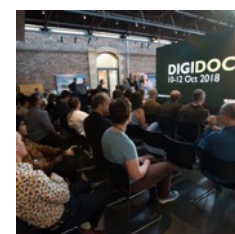
DIGITAL DOCUMENTATION & INNOVATION

Document our heritage in 3D with cutting-edge technologies. They use this data in new and innovative ways.



OUTREACH

Part of the Technical Education and Training Team. Specialising in formal and informal education.

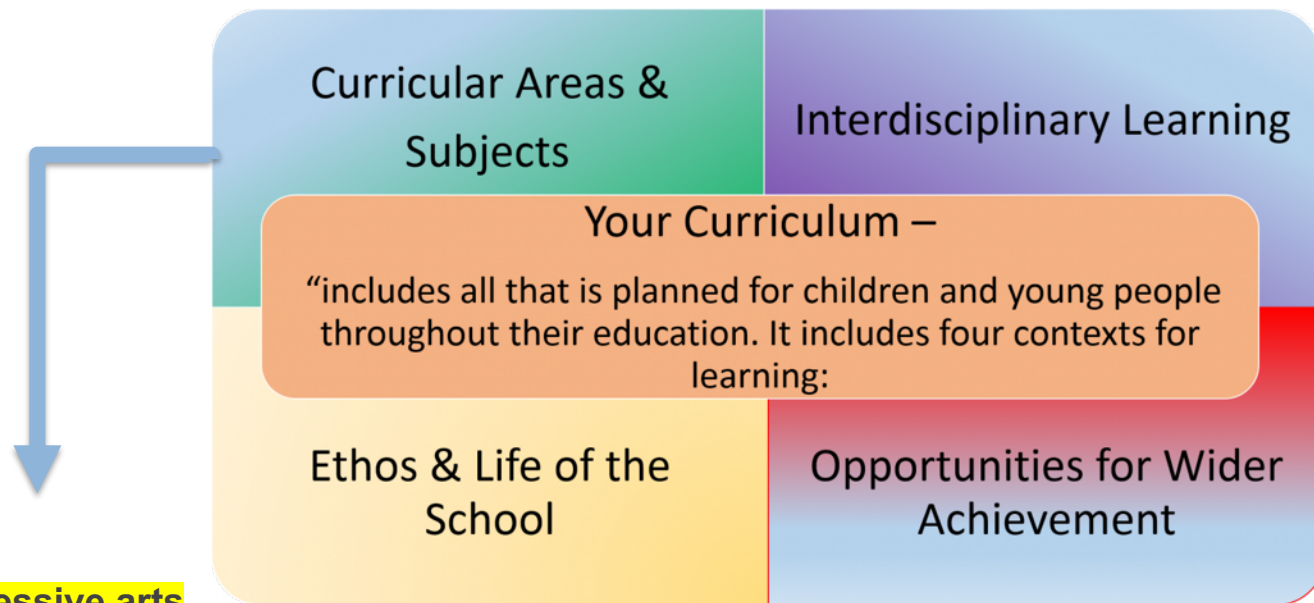


PROGRAMME

Develop and deliver a programme of events aimed at a variety of audiences from general enthusiasts & homeowners to professionals.



CFE 4 CONTEXTS FOR LEARNING



Expressive arts

Health and wellbeing

Languages (including English, Gaidhlig, Gaelic learners and modern languages)

Mathematics

Religious and moral education

Sciences

Social studies

Technologies.

CFE PHASES AND LEVELS

CFE Phase	Level	Class	Learner age
Broad General Education	Early	Nursery – P1	3-5
	First	P2, P3, P4	6-8
	Second	P5, P6, P7	9-11
	Third	S1, S2, S3	12-14
	Fourth		
Senior Phase	Nat 4 & Nat 5	S4	15
	Higher	S5	16
	Advanced Higher	S6	17



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EXPERIENCES AND OUTCOMES

- E&O's are a set of clear and concise statements about children's learning and progression in each **curriculum** area. They are used by teachers to help plan learning and to assess progress for each child.

Materials					
	Early	First	Second	Third	Fourth
Properties and uses of substances By exploring the properties of different substances and how they can be changed, learners gradually develop their understanding of the connection between structure and properties. They explore the development of new substances which have useful properties, and begin to relate physical and chemical properties to models of atomic structure. Learners begin to use symbols and chemical formulae as a way of communicating information about elements and compounds.	Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a	Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a	By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a	I have developed my knowledge of the Periodic Table by considering the properties and uses of a variety of elements relative to their positions. SCN 3-15a Having contributed to a variety of practical activities to make and break down compounds, I can describe examples of how the properties of compounds are different from their constituent elements. SCN 3-15b	Through gaining an understanding of the structure of atoms and how they join, I can begin to connect the properties of substances with their possible structures. SCN 4-15a
		I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. SCN 1-16a	I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a	I can differentiate between pure substances and mixtures in common use and can select appropriate physical methods for separating mixtures into their components. SCN 3-16a	I have carried out research into novel materials and can begin to explain the scientific basis of their properties and discuss the possible impacts they may have on society. SCN 4-16a

ENGINE SHED WORKSHOPS

- ES workshops support Curriculum for Excellence and have been matched to CfE E&O's at Early, First and Second Levels.
- Content is pitched at an age-appropriate level
- Emphasis on supporting STEM based learning, (and interdisciplinary learning) using The Engine Shed's core themes.
- Let's look at Bridges as an example

EARLY YEARS WORKSHOPS

NURSERY – P1, AGES 3-5 YEARS

3 BILLY GOATS GRUFF



Familiar, age-appropriate story to find out about buildings, materials, skills

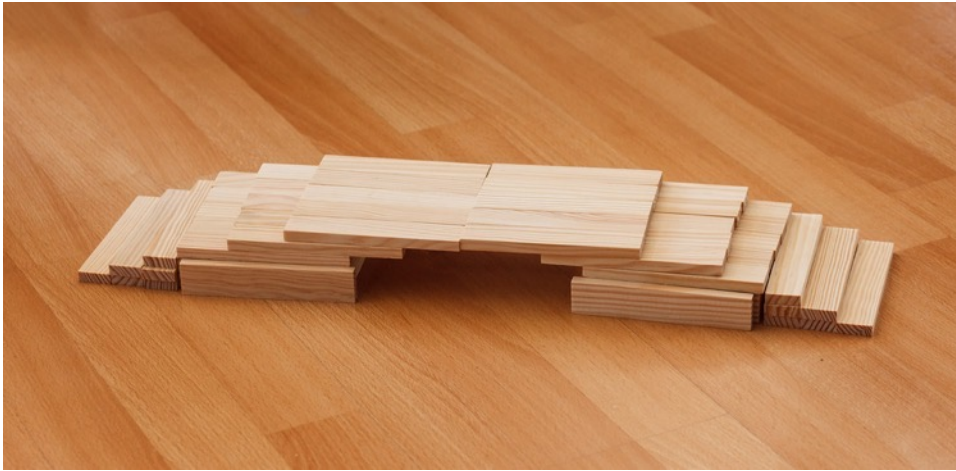


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FIRST LEVEL WORKSHOPS

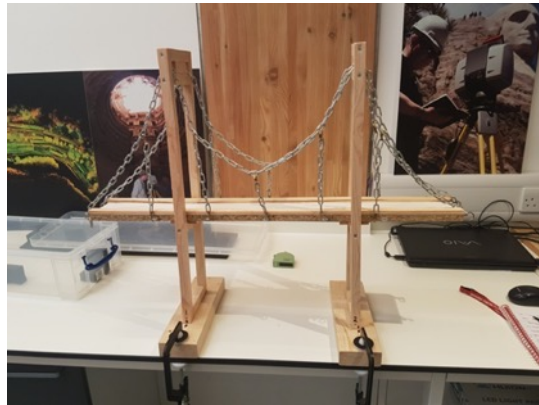
P2 – P4, AGES 6 – 8 YEARS BRIDGE BUILDER



SECOND LEVEL WORKSHOPS

P5 – P7, AGES 9 – 11 YEARS

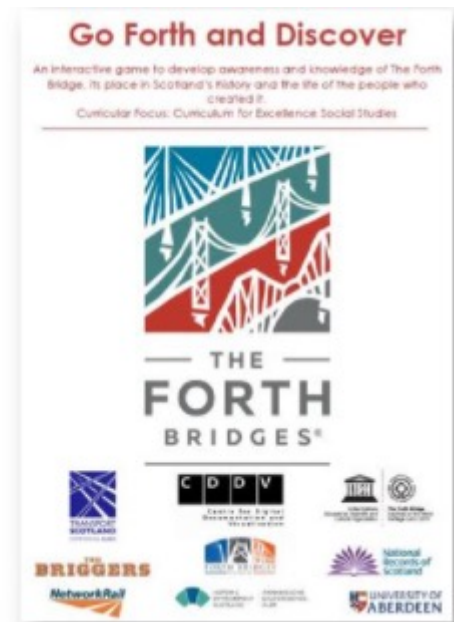
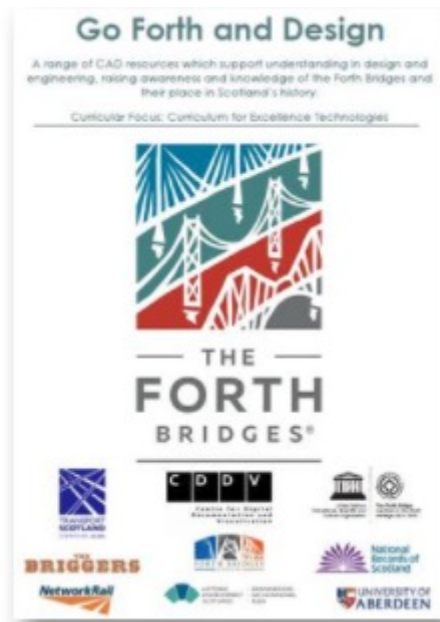
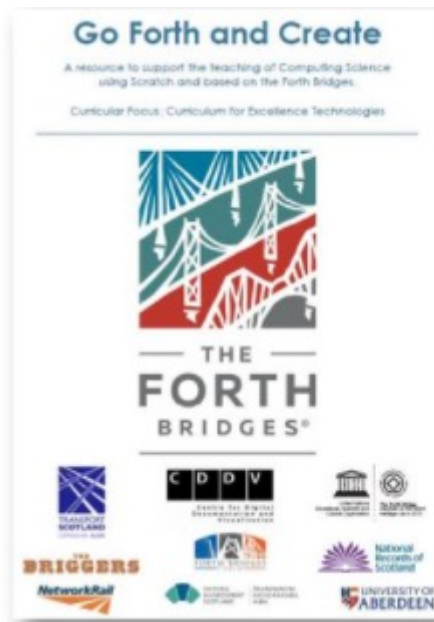
BRIDGES – STRUCTURAL INVESTIGATION



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GO FORTH



IN CONCLUSION

- Understand the curriculum you are helping support
- Target your activity to your themes and strengths:
- Where can you add value to support teachers by using your USPs?
- What does your activity provide that cannot be done in the classroom?
- Differentiate your activity for different curriculum levels and their levels of understanding.



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