

Planning

Social Studies should be planned within the long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include Lis, Activities & Resources to be used. The school's 3 year Social Studies planner should be used to determine which outcomes should be the focus during that academic year.

The EAC Social Studies progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

The promotion of active citizenship is a central feature of learning in social studies as children develop skills and knowledge to enable and encourage participation. Teachers should plan opportunities for children to become involved in their local community and the wider world to support them in considering and developing their roles as active and informed citizens. Teachers are encouraged to respond to active world events and ensure appropriate pace through planned blocks of lessons.

Resources

The school has a large number of resources available for the teaching of Social Studies. The physical resources linked to specific learning contexts (Topics) are stored within the different classrooms. Other general physical resources are stored in the school store room (e.g. maps, environmental resources, local area resources).

A huge range of on-line and electronic resources have been collated and are available on the shared drive. This includes ideas, links and lesson plans, Teachers should add to these resource banks as and when they discover new ideas and links.

Teachers should always use a wide range of innovative resources to inspire and motivate learners in Social Studies lessons and ensure that lessons are active. This includes appropriate and imaginative use of ICT and the use of the outdoor learning resources, field trips, visits and external contributors.

Social Studies**Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, questioning, plenaries and day to day learning as children describe and record, explore and analyse sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking orally, in writing or in a multimedia format.

Assessment should focus on children's knowledge, understanding and skills in their studies of people, past events, society, place, environment, economy and business.

Children can demonstrate their progress through their skills in using differing sources of evidence, and assessing its validity and reliability, how well they interpret evidence and present an informed view and applying their knowledge and skills in increasingly demanding and/or unfamiliar contexts, such as environmental issues, citizenship, and their awareness of the world and Scotland's place in it.

Assessment should also link with other areas of the curriculum, within and outside the classroom, offering children opportunities to develop awareness of social issues such as sustainability and enterprise through field trips, visits to local and national heritage sites, and meetings with members of the community.

Pedagogy

Within Social Studies there are opportunities for effective IDL by making connections across different subjects. Teachers can group Es&Os around important concepts (e.g. enterprise, environmental, citizenship) or around common learning contexts (Topics).

Effective learning and teaching uses a variety of approaches including: active learning and opportunities to observe, explore, experiment and play; use of relevant contexts and experiences familiar to children; appropriate and effective use of technology; collaborative and independent learning; discussion and informed debate; learning outdoors, field trips, visits and input by external contributors.

Children and young people should develop a range of skills including: observing, describing and recording; comparing and contrasting to draw valid conclusions; exploring and evaluating different types of sources and evidence; curiosity and problem solving skills; interacting with others; investigation strategies; critical thinking; discussion and informed debate; justified points of view; using maps; interpreting and displaying graphical representation of information; awareness of sequence and chronology; presentation skills – oral, written, multimedia.