



**POILEASaidh AGUS
PROGRÀM CUSPAIREAN
SOISEALTA SOCIAL STUDIES
POLICY AND PROGRAMME**

SGOIL NAN LOCH



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Social Studies Programme & Policy



Development of Skills

In the Social Studies Principles and Practice paper, it is stated that:

“Terms such as ‘investigating’, ‘exploring’, ‘discussing’ and ‘presenting’ are used throughout the experiences and outcomes from early to fourth level, recognising that at all stages learners are capable of exercising these skills at a level appropriate to their development.”

“Children and young people as they learn within the social studies will 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
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia.”

How to use this programme:

In order to ensure pupils achieve the Benchmarks in Social Studies, experiences and outcomes have been bundled together to ensure there is coverage across all areas and levels. All classes should ensure that they have covered bundles in all three areas of Social Studies in a year (at least one from each colour). This will ensure continuity and progression. Once a significant aspect and a bundle of outcomes has been chosen, teachers then choose a topic, through discussions with the pupils. Suggested topics for each bundle are given within the programme, which may be adapted to suit the needs of the class.

Monitoring, Tracking & Assessment:

Teachers from similar stages plan together and meet throughout the year to discuss learning and teaching strategies. There are transition processes in place between Nursery and P1, and also between stages. This includes a formal meeting between teachers and the completion of a hand-on sheet. This informs teachers of levels achieved, work covered and next steps. This information is used for the next stage in planning. Assessment is carried out through: teacher observations; self and peer assessments; end of topic assessments. Moderation occurs through specific moderation topics, as part of LQAG work, and ongoing moderation discussions where standards are shared and agreed.

BENCHMARKS

Planning learning, teaching and assessment using the Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none">• Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.	<ul style="list-style-type: none">• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none">• Become familiar with other curriculum area Benchmarks over time.	<ul style="list-style-type: none">• Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none">• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.	<ul style="list-style-type: none">• There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none">• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.	<ul style="list-style-type: none">• Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none">• Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none">• Do not tick off individual Benchmarks.

Early Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level	Skills/Success Criteria	Possible contexts/topics (to be discussed with pupils and to follow their interests)
<p>People, past events and societies</p>	<p>BUNDLE E1 I am aware that different types of evidence can help me to find out about the past. SOC 0-01a</p> <p>I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a</p> <p>I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me. SOC 0-04a</p>	<ul style="list-style-type: none"> Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts. Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. Recognises that people in the past lived differently. Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing. 	<ul style="list-style-type: none"> I can say what is different and what is the same and suggest a reason why they are different. I can create my own timeline and my experiences and then make a Family timeline (generations) grandparents/parents/siblings/me I can talk about objects I discover and identify which are old and which are modern and why things have changed. I can share with others significant events or memories from my past. 	<ul style="list-style-type: none"> Myself Granny's Attic

People, place and environment	<p>BUNDLE E2 I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a</p> <p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a</p> <p>I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a</p>	<ul style="list-style-type: none"> Identifies simple features of the local environment, for example, hill, river, road, railway. Identifies different methods of taking journeys. Expresses thoughts about which ways of travelling impact the environment both positively and negatively. Talks about something they have done to care for the environment. Draws or produces simple models of aspects of the local area, for example roads or buildings. Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used. 	<ul style="list-style-type: none"> I can describe some ways in which humans have changed the local area. I can observe and record features of the local environment, opportunity to visit and experience local areas out with school grounds. I can read simple maps and locate key features in my playground. I can explain why it is important to look after the environment, the need to care for the environment. I can investigate nature by caring for the environment e.g. planting seeds, growing things, caring for plants or living things. I can share my understanding of my local environment through a variety of media like talk, photos, models and drawings. I have experience of and can talk about different ways we travel. I can identify how different ways of travelling impact on our environment 	<ul style="list-style-type: none"> Around My Nursery The School The Environment Growing Things <i>(IDL with Science/Technology)</i> Transport
	<p>BUNDLE E3 While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a</p>	<ul style="list-style-type: none"> Names and talks about at least two different kinds of weather. Draws pictures to record the weather for three days. Describes how weather affects the activities they can undertake. Talks about how they feel about different kinds of weather. Describes which weather is likely to be related to which season. 	<ul style="list-style-type: none"> I have opportunities to play outdoors regularly and can talk about how weather can affect this I can link weathers to seasons. I can look at the weather for a period of days and draw pictures to record it and then tell people about it. I can talk about how the weather makes me feel. 	<ul style="list-style-type: none"> The Seasons

**People
in society,
economy
and business**

BUNDLE E4

I am aware that different types of evidence can help me to find out about the world around me.

SOC 0-15a

By exploring my local community, I have discovered the different roles people play and how they can help.

SOC 0-16a

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.

SOC 0-17a

Within my everyday experiences and play I make choices about where I work, how I work and who I work with.

SOC 0-18a

In real-life and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.

SOC 0-20a

- Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television.
- Identifies at least two people who provide help in the community.
- Talks about ways that each of those people help.
- Takes on appropriate roles during imaginative play.
- Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.

- With the help of an adult access a variety of evidence e.g. people, photographs, books, internet.
- Talk about what has been discovered through looking at the evidence.
- Investigate the roles people, shops and services play in the community.
- Use knowledge of people, shops and services in role play activities.
- Evaluate the roles of people, shops and services and how they help us
- Show responsibility in the classroom and outdoor areas by following the rules.
- Talk about rules and why they are important.
- Develop an awareness of the needs of others.
- Work independently, with a partner and in a group.
- Independently select activities and resources to complete tasks.

- People Who Help Us
- Everyday Play

First Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level	Skills Progression/Success Criteria			Possible contexts/topics (to be discussed with pupils and to follow their interests)
<p>People, past events and societies</p>	<p><u>BUNDLE F1</u> I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways in which we remember and preserve Scotland's history. SOC 1-02a</p> <p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p> <p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p> <p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a</p>	<ul style="list-style-type: none"> Identifies the difference between a more and less trustworthy source. Draws a short timeline and can locate two or more events on the line in the correct order. Uses information learned from sources to relate the story of a local place or individual of historic interest through media such as drawings models or writing. Draws comparisons between modern life and life from a time in the past. Names a figure from the past and comments on their role in events. 	<ul style="list-style-type: none"> I am developing an understanding of the world by learning about how people live today and in the past I can explore the importance of remembering important event's from Scotland's history. I can identify some important examples of events from Scottish history I can discuss how we remember these I can recognise the importance of these events I can explore sources of information and recognise the difference between oral and visual information particularly in relation to reliability I can recognise changes between the life of children today and of children in the past. I can identify an individual from the past and explore their story- why were they important, what did they do? I can identify an individual from the past and how they lived and what they have done to help us now. 	<ul style="list-style-type: none"> I can identify the important events from Scotland's past I can discuss possible reasons why we remember/preserve the past. (As P2; adding in written sources) Identify facts about the past and discuss the sources used to find evidence – discuss and evaluate what is real and why. I can identify sources of information and discuss to compare and contrast life. I can identify important aspects of an individual from the past and discuss their contribution to life today. 	<ul style="list-style-type: none"> I can explore the evidence provided and compare to modern life and discuss reliability of the evidence. I can use evidence such as photographs, articles, stories to highlight the impact made by the individual on life now. I can discuss the impact that the individuals have had on our life today. I can explore the evidence provided and compare to modern life and discuss reliability of the evidence. I can use evidence such as photographs, articles, stories to highlight the impact made by the individual on life now. I can discuss the impact that the individuals have had on our life today. 	<ul style="list-style-type: none"> Vikings Lews Castle Wallace & Bruce Famous People Egyptians The Romans The Victorians

**People,
place and
environment**

BUNDLE F2
I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.
SOC 1-07a

I can consider ways of looking after my school or community and can encourage others to care for their environment.
SOC 1-08a

By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.
SOC 1-11a

Having explored the landscape of my local area, I can describe the various ways in which the land has been used.
SOC 1-13a

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.
SOC 1-14a

- Draws or makes a model of features in their local landscape, for example, hill, river, building.
- Identifies a way in which the school looks after its environment.
- Describes at least three different ways in which land is used in the local area, for example shops, houses, farming.
- Identifies at least two different types of housing and the kinds of households who may inhabit them.
- Produces a basic map for a familiar journey.

- I can use and create a simple map of local area
- I can investigate and identify key features of the local area P2
- I can identify key feature on a map
- I can use directional vocabulary to describe locations on a map P2
- I can identify what is built on land within the local area P2
- I can evaluate the different types of houses in local area P2

- I can investigate and identify physical features of local area
- I can identify the physical features of land in Scotland-sea, rivers, mountains and hills
- I can compare types of housing in area with people's needs
- I can explore what a community needs

- I can explore and discuss how physical features of land impact on living things.
- I can investigate and interpret a map, street plans, to locate physical features-river, bridge, hills, woodland
- I can create map, based on findings, including a key to identify key features
- I can use and interpret key, map symbols and direction
- I can use appropriate vocabulary to describe the different landscapes
- I can identify the 8 points of a compass and use within mapping to describe location
- I can compare and contrast housing with other towns/ cities in Scotland
- I can compare and contrast physical features of land in Scotland with countries abroad
- I can explore the differences between natural and manmade features

- The Western Isles
- My Village
- Local Housing

	<p>BUNDLE F3 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 1-09a</p>	<ul style="list-style-type: none"> Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral. 	<ul style="list-style-type: none"> I can investigate and identify the crops grown in Scotland P3 	<ul style="list-style-type: none"> I can compare and contrast foods produced with countries around the world I can investigate the different types of farming in Scotland I can identify the different foods produced in Scotland and discuss how the climate and landscape impact on it 	<ul style="list-style-type: none"> I can investigate the production of food and its impact on the local area I can compare and contrast different types of farming in Scotland with countries around world and draw conclusions 	<ul style="list-style-type: none"> Food production Farming
	<p>BUNDLE F4 By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a</p>	<ul style="list-style-type: none"> Uses instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction. Contributes to a discussion giving reasoned opinions on how the weather affects life. 	<ul style="list-style-type: none"> I can investigate and record different elements of the weather in Scotland I can look at the impact of weather on everyday life. I can link seasons and types of weather and use weather symbols to describe types of weather Cover in depth in P3 			

	<p>BUNDLE F5 By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p>	<ul style="list-style-type: none"> • Draws two conclusions about how living things adapt to the climate in any chosen area. • Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest 	<ul style="list-style-type: none"> • I can identify and describe a climate zone around the world-i.e. desert or polar region (what is it like to live in this kind of place) Cover in depth in P4 • I can discuss and evaluate the effect of a specific climate zone on living things-i.e. polar or desert. 	<ul style="list-style-type: none"> • I can compare and contrast different climate zones. (natural progression? to now look at different climates and identify the differences) • I can investigate and discuss the effect of climate on living things (again comparing and contrasting climate zones-possibly at home and abroad) 	<ul style="list-style-type: none"> • I can explore differing natural environments- identify the equator, North and South pole, Mediterranean and continental regions • I can compare different climates around world, exploring weather conditions, temperature, rainfall, wind direction and land height. Record, read and interpret information. • I can identify climate zones on a map/globe • I can contrast and draw comparisons from different climate zones • I can extract information from various sources to support • I can compare and contrast physical features of land in local area with a differing natural environment 	<ul style="list-style-type: none"> • Polar Regions • The Rainforest/Jungle • Africa • Japan

People in society, economy and business	<p>BUNDLE F6 I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a</p>	<ul style="list-style-type: none"> Identifies a reliable and an unreliable source of evidence. 	<ul style="list-style-type: none"> I can examine simple sources to identify fact and opinion 	<ul style="list-style-type: none"> I can examine sources to identify fact and opinion. 	<ul style="list-style-type: none"> I can analyse sources to identify fact and opinion. I can evaluate whether sources are reliable and provide evidence I can evaluate and select appropriate sources for investigation. 	<ul style="list-style-type: none"> <i>Link to Literacy - Finding and Using Information</i>
	<p>BUNDLE F7 I can contribute to a discussion of the difference between my needs and wants of those of others around me. SOC 1-16a</p> <p>By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a</p> <p>I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a</p>	<ul style="list-style-type: none"> Identifies needs and wants using examples from their own experience. Presents an informed opinion on rights and responsibilities using their own experience. Makes informed decisions on an issue having listened to others. 	<ul style="list-style-type: none"> I can discuss rules, rights and responsibilities and why we need them. I can develop an understanding of the difference between things I need and things I want. (Personal) I can compare and contrast my needs and wants with those of others. (Personal) Discuss different opportunities, choices, views and opinions. 	<ul style="list-style-type: none"> I can develop an understanding of the difference between things I need and things I want. (Social) I can compare and contrast my needs and wants with those of others. (Social) All of the P2 including: I can explore and consider the meaning of rules, rights and responsibilities I can investigate different opportunities, choices, views and opinions and link to everyday life. (UN Rights of the Child). 	<ul style="list-style-type: none"> I can further develop an understanding of the difference between things I need and things I want. I can compare and contrast my needs and wants with those of others and consider impact of them within own community. I can evaluate rules, rights and responsibilities. I can evaluate different opportunities, choices, views and opinions. I can communicate conclusions in suitable ways to illustrate understanding. I can make informed decisions and choices, based on situation. I can compare and contrast with others whose rights are not being met 	<ul style="list-style-type: none"> Rights, Rules & Responsibilities IDL - Rights Respecting Schools

	<p>BUNDLE F8 I have developed an understanding of the importance of local organisations in providing for the needs of my community. <i>SOC 1-20a</i></p> <p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. <i>SOC 1-21a</i></p> <p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. <i>SOC 1-22a</i></p>	<ul style="list-style-type: none"> Names two local organisations who provide for needs in the local community and describe what they do. Demonstrates relevant numeracy skills to do a simple budget. Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise. 	<ul style="list-style-type: none"> I can work out a simple budget. I can examine and discuss local organisations. I can examine and discuss their role within the community. 	<ul style="list-style-type: none"> I can develop an understanding of simple budgeting. I can interact with others to set up and run a simple business. I can begin to understand the different roles and responsibilities involved in running a simple business. I can develop an understanding of local organisations. I can develop an understanding of their role within the community. I can explain 2 different roles within a business and how these roles make the business successful 	<ul style="list-style-type: none"> I can interact with others to set up and run a business. I can understand the different roles and responsibilities involved in running a business. I can explore local organisations and how they provide for the needs of local community. I can explore the impact of their role within the community I can take on the roles of different people within my business and use my understanding of their jobs to make our business profitable. 	<ul style="list-style-type: none"> Shops & Services – Our Town Enterprise Project Finance <i>IDL link to Numeracy & Mathematics</i>
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Second Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level	Skills Progression/Success Criteria			Possible contexts/topics (to be discussed with pupils and to follow their interests)
<p>People, past events and societies</p>	<p>BUNDLE S1 I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a</p> <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p>	<ul style="list-style-type: none"> • Uses both primary and secondary sources of evidence in an investigation about the past. • Places an event appropriately within a historical timeline. • Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. • Describes and discusses at least three similarities and differences between their own life and life in a past society. • Contributes two or more points to the discussion (in any form) as to why people and events from the past were important. • Places those people and events on a timeline. 	<ul style="list-style-type: none"> • I can compare and contrast the lifestyles in the past to the present. • I can compare and contrast circumstances in the past to the present. • I can compare and contrast the features in the past to the present. • I can identify 2 differences and similarities in the past with the present and give a reason for aspects of continuity. • I can describe ways in which we remember and preserve the past and I can state a reason why we should do this • I can put a series of events with their dates in chronological order • I can use time words such as decade and century correctly • I can sequence a number of pictures and objects from different periods of Scotland's history in chronological order • I can describe the diversity of lifestyles of people in the past. 	<ul style="list-style-type: none"> • I can identify important aspects of development that have improved over a period of time. • I can explain in simple terms why these aspects were important and describe how they enriched and developed people's lives. • I can list a variety of sources of information that might be of use when studying Scottish history • I can define the word 'heritage' in Scottish History and I can give at least two examples e.g. castles, literature, listed building, battlefields, landscapes, monuments • I can explain the meaning of the terms 'AD' and 'BC'. • I can place a number of events from specific periods of history on a timeline • I can use what I have learnt about people in the past to analyse and explain how they have formed today's society. • I can investigate a Scottish historical theme to describe and select features of the people, the society and the events from the past that are relevant in today's society. • I can identify a variety of straightforward sources from which relevant information will be collected to research events in the past • I can use enquiry methods to 	<ul style="list-style-type: none"> • I can convey a detailed understanding of a society in the past and compare and contrast the changes and their likeness to my own world/culture. • I can give reasons and explain why specific historical events took place and what the specific consequences were. • I can give reasons and explain why specific historical actions took place and what the specific consequences were. • I can give reasons and explain why specific historical developments took place and what the specific consequences were. • I can explain the relationship between specific dates and the relevant century • I can name and place significant historical periods in chronological order • I can explain the actions of people in a historical event and what motivated them. • I can explain the values and attributes that describe various societies in Scottish History. • I can explain why particular societies, from the past are thought to be significant in the formation of today's society. 	<ul style="list-style-type: none"> • Mary Queen of Scots • Wallace and Bruce • Local History - The Highland Clearances • Scotland's Inventors and Inventions • The Celts • Ancient Greece • World War II

			<ul style="list-style-type: none"> • I can identify at least one of the characters that have shaped Scottish society and can give a reason for my answers • I can identify relevant sources of information that will assist in researching particular events in the past e.g. newspaper articles, reference books, websites, people, films, videos, letters, photographs, artefacts • I can select and record specific information to research events in the past from relevant sources • I can distinguish in a simple way between fact and opinion and fact and fiction. • I can select a simple technique to process and organise basic information both verbally and in writing 	<p>access, select and record relevant information</p> <ul style="list-style-type: none"> • I can carry out an investigation and classify the information collected • I can make simple judgements about the usefulness and reliability of sources that I use to research events in the past • I know when a source is trying to influence me and can define the term bias • I can recognise the strengths and weaknesses of primary and secondary sources 	<ul style="list-style-type: none"> • I can explain why particular people from the past are thought to be significant in the formation of today's society. • I can explain why particular events from the past are thought to be significant in the formation of today's society. • I can identify a variety of sources from which relevant information might be collected and give reasons for choice • I can select and use methods to access, select and record a range of relevant information from a variety of different types of sources • I can select techniques to clarify information in a variety of ways justifying choice • I can make judgements about what evidence is relevant and reliable • I can verbalise when a source is trying to influence me and can define term exaggeration and selective use of information • I can validate the strengths and weaknesses of primary and secondary sources 	
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People, place and environment	<p><u>BUNDLE S2</u> I can describe the major characteristic features of Scotland's landscape and explain how these are formed. <i>SOC 2-07a</i></p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. <i>SOC 2-07b</i></p>	<ul style="list-style-type: none"> Identifies at least three features of Scotland's landscape and can provide a basic explanation of how these are formed. Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event. Describes the impact of the natural disaster giving at least three examples for people and one for the landscape. Impact can be positive or negative. 	<ul style="list-style-type: none"> I can recognise a range of geographical features in Scotland's landscape, e.g. Mountains, coasts and rivers. I can present a detailed report on a natural disaster including how it occurred, the impact it makes and how they are monitored. 	<ul style="list-style-type: none"> I can describe how main the features of Scotland's landscapes were formed I can understand how the geographical features are formed in simple terms. 	<ul style="list-style-type: none"> Scotland Natural Disasters
	<p><u>BUNDLE S3</u> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.<i>SOC 2-08a</i></p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. <i>SOC 2-08b</i></p> <p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. <i>SOC 2-09a</i></p>	<ul style="list-style-type: none"> Identifies at least three impacts of human activity on the environment. Suggests at least three ways in which people can live in a more environmentally responsible way. Describes at least two advantages and two disadvantages of a land use development proposal. Explores at least two impacts on the community either verbally or in writing. Identifies at least four ways in which journeys can be made. Describes at least one advantage and disadvantage for each form of transport. Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing. 		<ul style="list-style-type: none"> I can investigate local land use e.g. Housing, farming, industry, transport and recreation and the importance of sustainable developments. I can evaluate advantages and disadvantages of different journeys and their environmental impact 	<ul style="list-style-type: none"> I can recognise the importance of sustainable developments when exploring local land use. I can evaluate a proposed land use and its impact on the community giving their personal views.

	<p>BUNDLE S4 Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a</p>	<ul style="list-style-type: none"> • Presents information in any preferred form on the local area including local area names, two major employers/types of employment, for example, call centres, local attractions, leisure facilities. 	<ul style="list-style-type: none"> • I can identify local land use e.g. Housing, farming, industry, transport and recreation. • I can explore local area for interesting places to visit • I can identify different transport system in their local area 	<ul style="list-style-type: none"> • I can identify appropriate places to live and relax 	<ul style="list-style-type: none"> • I can present information on different places to live, work and relax and interesting places to visit 	<ul style="list-style-type: none"> • Local Area Study
	<p>BUNDLE S5 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. SOC 2-12a</p> <p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a</p> <p>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. SOC 2-14a</p> <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2-19a</p>	<ul style="list-style-type: none"> • Compares and contrasts the differing effects of the weather on the people and society of Britain and a contrasting area, providing at least three similarities and/or differences. • Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting areas. • Extracts information from more than one kind of map. • Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield. • Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. 	<ul style="list-style-type: none"> • I can compare and contrast the local climate zone to another. • I can interpret basic information from a range of differing maps including Ordnance Survey, atlases and globes • I can identify different ways of using land by comparing the local area with a contrasting area 	<ul style="list-style-type: none"> • I can compare and contrast differing climate zones, describing main features. • I can interpret basic information from a range of differing maps, including Ordnance Survey, political and physical maps, atlases and globes. • I can describe on a map some key features of Scotland, UK and Europe • I can describe how physical environments can influence how land is used by comparing the local area to a contrasting area • I can recognize that physical landscapes affect land use by comparing and contrasting local areas. • I can identify suitable uses of different land types in Scotland • I can understand and interpret - lines of latitude and longitude, map symbols, direction, scale measure straight distances • I can identify and annotate landscape features. • Identify countries with a differing lifestyle to that of Scotland • I can compare the lifestyle and culture of another country to that of Scotland 	<ul style="list-style-type: none"> • I can evaluate the impact of differing climate zones on living things. • I can with a clear criteria, interpret information from a range of differing maps including Ordnance Survey, political and physical maps, and atlases and globes. • On a map I can identify and describe some key features of Scotland, UK, Europe, and the wider world. • I can identify and explain suitable uses of different land types in Scotland • I can analyse and interpret information gathered and present conclusions in a suitable format. • I can describe how physical environments can influence how land is used by comparing the local area to a contrasting area. • I can evaluate how physical landscapes affect land use by comparing and contrasting local areas. • I can compare the lifestyle and culture of another country to that of Scotland and discuss its similarities and differences. 	<ul style="list-style-type: none"> • Europe • Australia • South America

**People
in society,
economy
and business**

BUNDLE S6
I can use evidence selectively to research current social, political or economic issues.
SOC 2-15a

- Selects appropriate evidence and uses it to research a social, political or economic issue.

- I can use evidence selectively to research current social issues
- I can select useful information from simple sources i.e. newspaper, photograph, leaflet to gather appropriate evidence for a task

- I can compare sources of given evidence to gather appropriate sources for a task
- I can discuss the strengths and weaknesses of these sources and justify reasons

- I can select and examine own sources of evidence for a task
- I can justify conclusions based on evidence
- I can use evidence selectively to research current economic issues
- I can think critically to make informed choices

• Research skills
IDL through all topics.

BUNDLE S7
I can explain how the needs of a group in my local community can be supported.
SOC 2-16a

- Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.

- I can understand what the term 'discrimination' means
- I can establish that Scotland is inclusive of a variety of cultures, values and customs
- I can highlight the range of needs within my community

- I can recognise the different forms of discrimination
- I can discuss how the needs of different groups in my community are met
- I can discover that having a diverse society can generate issues

- I can evaluate the needs of a group in the local community and explain how these can be supported
- I can investigate and explain how the needs of a group in my local community are met
- I can research and discuss different forms of discrimination and begin to consider the impact these have on people's lives
- I can discuss issues of the diversity of cultures, values and customs in our society
- I can discuss the issues that a diverse society can initiate

• Discrimination & Equality
• Diversity & Respect

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.
SOC 2-16b

- Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration.

I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c

- Discusses in any form at least three issues related to cultures, values and customs in our society, for example, the role of family, traditions and gender stereotyping.
- Identifies links between rights and responsibilities.

	<p><u>BUNDLE S8</u> I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a</p> <p>I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works SOC 2-18a</p>	<ul style="list-style-type: none"> • Describes the main features of a democracy. • Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative. 	<ul style="list-style-type: none"> • I can discuss why we have laws • I can recognise their own rights, responsibilities and contributions when participating in decision making (school level – i.e. voting for eco-committee/pupil council members, house team captains etc) • I can understand what the term ‘Democracy’ means • I can understand the term ‘Election’ • I can examine the role of our local Councillor • I can create their own manifesto relating to the local community issues 	<ul style="list-style-type: none"> • I can use evidence selectively to research current political issues • I can research the different parties involved in a General Election • I can compare parties discussing similarities and differences • I can research current Party and its manifesto 	<ul style="list-style-type: none"> • I can discuss world politics and the role of the European Parliament • I can participate in a class debate on a current global issue 	<ul style="list-style-type: none"> • Democracy & Elections
	<p><u>BUNDLE S9</u> Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a</p>	<ul style="list-style-type: none"> • Describes the basic needs of human beings. • Draws valid conclusions as to why some countries can meet these needs better than others. • Describes and pros and cons of using Fairtrade products and community service providers such as credit unions. 		<ul style="list-style-type: none"> • I can investigate Fair Trade in relation to how it meets the basic needs of people from differing cultures and communities. 	<ul style="list-style-type: none"> • I can research and feedback on why some societies are more able to meet the needs of others. 	<ul style="list-style-type: none"> • Fair Trade • Global Trade

	<p>BUNDLE S10 I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.</p> <p style="text-align: right;">SOC 2-21a</p> <p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.</p> <p>SOC 2-22a</p>	<ul style="list-style-type: none"> • Identifies which goods and services would be essential in society. • Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method. • Identifies the main business functions such as production, sales, marketing, and administration. • Takes a role in setting up or running a small enterprise. • Evaluates the success of the enterprise. • Identifies profit and non-profitmaking organisations/enterprises including those who services are free at the point of delivery, for example health and education. 	<ul style="list-style-type: none"> • I can identify essential goods and services • I can use a simple budget • I can identify different methods of payment • I can collaborate with others to set up and run a business • I can evaluate the success of the business against given criteria 	<ul style="list-style-type: none"> • I can discuss different methods of payment and the benefits of each • I can develop an understanding of essential goods and services 	<ul style="list-style-type: none"> • I can consider the risks involved when using different methods of payment 	<ul style="list-style-type: none"> • Enterprise Project
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