



# 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.”

## Significant aspects of learning in Social Studies

1. understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world;
2. developing an understanding of the world by learning about how people live today and in the past;
3. understanding economic, social and environmental issues;
4. becoming aware of cause and effect, change, sequence and chronology;
5. understanding the principles of representative democracy, participation, citizenship by practising democracy through electoral participation and active citizenship in the school and local community;
6. using and applying skills in creating and using models, maps and graphical representation of information;
7. locating, exploring and linking periods, people, events and features in time and place;
8. gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance;
9. developing useful skills for learning, life and work.

Using the Significant Aspects of Learning, the Progression Framework and the skills listed in the Principles and Practice paper, the following framework has been drawn up to show the development of skills from Early to Second Level.

By looking at the development of skills and the Experiences and Outcomes for Social Studies, a programme has been drawn up to ensure coverage of all areas across Early, First and Second Level. A list of suggested topics has also been given, which may be adapted to suit the needs and interests of a class. The suggested topics may be used as a guide to ensure that all Experiences and Outcomes are covered over the course of a level.

### How to use this programme:

In order to ensure pupils achieve the significant aspects of learning 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 – either of their own choice or the suggested topics given in the programme, which may be adapted to suit the needs and interests of a 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.

	<b>Early Level (Nursery-P1)</b>	<b>First Level (P2-P4)</b>	<b>Second Level (P5-P7)</b>
<b>Development of Skills</b>	<p>Compare their lives with that of the life of someone from the past.</p> <p>Explore their local environment to develop an awareness of the world around them.</p> <p>Identify ways that they can care for the environment.</p> <p>Experiment with ways to represent the world around them.</p> <p>Describe and record the weather and how this relates to the seasons.</p> <p>Use different types of evidence.</p> <p>Identify the roles people play in our community.</p> <p>Make decisions and take responsibility, showing consideration for others.</p>	<p>Compare their lives with that of the life of someone from the past, using historical evidence.</p> <p>Discuss the influence of the actions of an individual from the past.</p> <p>Describe and recreate the characteristics of the local environment.</p> <p>Examine ways of looking after their environment.</p> <p>Describe different types of agriculture used in Scotland's food production.</p> <p>Identify and consider different types of housing.</p> <p>Measure and record the weather.</p> <p>Explain how the weather affects their lives.</p> <p>Compare and describe how climate affects living things in different zones around the world.</p> <p>Describe the various ways in which land has been used in the local area.</p> <p>Examine how the physical features of an environment can influence the variety of living things.</p> <p>Create and use maps of the local area.</p> <p>Select different types of evidence to learn about current issues.</p> <p>Compare their own needs and wants with those of others.</p> <p>Evaluate the meaning of rules, rights and responsibilities.</p> <p>Employ decisions making strategies.</p> <p>Assess the amounts of money needed to buy items.</p> <p>Define the different jobs needed in running a business enterprise.</p>	<p>Select and use primary and secondary resources to research events from the past and current issues.</p> <p>Interpret historical evidence to develop a sense of chronology and Scotland's heritage.</p> <p>Investigate a Scottish historical theme.</p> <p>Compare and contrast a society from the past with their own.</p> <p>Justify why people and events from a particular time were important.</p> <p>Describe and explain the major characteristics of Scotland's landscape.</p> <p>Define the physical processes and impact of a natural disaster.</p> <p>Assess the environmental impact of human activity.</p> <p>Judge the advantages and disadvantages of a proposed land use development and its impact.</p> <p>Appraise different forms of transport and their advantages and disadvantages.</p> <p>Describe different places to live, work, relax and visit in the local area.</p> <p>Compare weather and climate in Britain and a contrasting area to show the impact on living things.</p> <p>Explain how the physical environment influences the ways in which people use land.</p> <p>Interpret information from different types of maps.</p> <p>Locate key features within Scotland, the UK, Europe or the wider world.</p> <p>Explain how the needs in the local community are supported.</p> <p>Identify forms of discrimination and their impact on people's lives.</p> <p>Discuss issues of the diversity of cultures, values and customs in society.</p> <p>Describe the main features of an election.</p> <p>List the rights and responsibilities of citizens in Scotland.</p> <p>Explain the features of an election and how democracy works.</p> <p>Compare and contrast the lifestyle and culture of citizens in another country with those of Scotland.</p> <p>Conclude how people's basic needs are the same around the world.</p> <p>Examine why some societies are more able to meet their needs than others.</p> <p>Identify different goods and services.</p> <p>Calculate the benefits and risks of different payment methods.</p> <p>Set up and run a business, making choices relating to the different roles and responsibilities.</p> <p>Evaluate the success of a business.</p>



**Sgoil nan Loch Programme for Social Studies – Curriculum for Excellence**  
**Suggested Topics**



	<b>Early Level (Nursery-P1)</b>	<b>First Level (P2-P4)</b>	<b>Second Level (P5-P7)</b>
<b>People, Past Events &amp; Societies</b>	<p>Myself</p> <p>Granny's Attic</p>	<p>Vikings</p> <p>Local History – Lews Castle</p> <p>The Jacobites</p> <p>Famous People</p> <p>Egyptians</p> <p>The Romans</p> <p>The Victorians</p>	<p>Mary Queen of Scots</p> <p>Wallace and Bruce</p> <p>Local History - The Highland Clearances</p> <p>Scotland's Inventors and Inventions</p> <p>The Celts</p> <p>Ancient Greece</p> <p>World War II</p>
<b>People, Place &amp; Environment</b>	<p>Around my nursery</p> <p>The School</p> <p>The Seasons</p>	<p>My Village</p> <p>The Western Isles</p> <p>Food Production</p> <p>Farming</p> <p>Local Housing</p> <p>Weather</p> <p>Polar Regions</p> <p>The Rainforest/Jungle</p> <p>Africa</p> <p>Japan</p>	<p>Scotland</p> <p>Europe</p> <p>Australia</p> <p>South America</p> <p>Natural Disasters</p> <p>Climate Change</p> <p>Renewable Energy</p> <p>Transport</p> <p>Local Area Study</p> <p>↓</p>
<b>People in Society, Economy &amp; Business</b>	<p>People who help us</p> <p>Houses and Homes</p> <p>Everyday Play</p>	<p>Services – Our Town</p> <p>Ethical Trading</p> <p>Rights, Rules &amp; Responsibilities</p> <p>Shops – Our Town</p> <p>Enterprise Project</p>	<p>Discrimination and Equality</p> <p>Democracy and Elections</p> <p>Fair Trade</p> <p>Enterprise Project</p>
<b>Incidentals</b>	<p>Burns' Day</p> <p>St Andrew's Day</p> <p>Chinese New Year</p> <p>Enterprise Activities</p> <p>Transition Topics</p>		

<b>Suggested Topics</b>	<b>Outcomes Covered</b>
<b>Early Level</b>	
Myself  Granny's Attic	<p><b>BUNDLE E1</b>            I am aware that different types of evidence can help me to find out about the past. <b>SOC 0-01a</b></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. <b>SOC 0-02a</b></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 the people around me. <b>SOC 0-04a</b></p>
Around my nursery  The School	<p><b>BUNDLE E2</b>            I explore and discover the interesting features of my local environment to develop an awareness of the world around me. <b>SOC 0-07a</b></p> <p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. <b>SOC 0-08a</b></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. <b>SOC 0-09a</b></p>
The Seasons	<p><b>BUNDLE E3</b>            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. <b>SOC 0-12a</b></p>
People who help us  Everyday play	<p><b>BUNDLE E4</b>            I am aware that different types of evidence can help me to find out about the world around me. <b>SOC 0-15a</b></p> <p>I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. <b>SOC 0-17a</b></p> <p>Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. <b>SOC 0-18a</b></p>
Houses and Homes	<p><b>BUNDLE E5</b>            In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. <b>SOC 0-20a</b></p>

Suggested Topics	Outcomes Covered
<b>First Level</b>	
<p>Vikings</p> <p>Local History – Lews Castle</p> <p>Wallace and Bruce</p>	<p><b>BUNDLE F1</b></p> <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. <b>SOC 1-01a</b></p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. <b>SOC 1-02a</b></p> <p>I can use evidence to recreate the story of a place or individual of local historical interest. <b>SOC 1-03a</b></p>
<p>Famous People</p> <p>Egyptians</p> <p>The Romans</p> <p>The Victorians</p>	<p><b>BUNDLE F2</b></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. <b>SOC 1-04a</b></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. <b>SOC 1-06a</b></p>
<p>My Village</p> <p>The Western Isles</p>	<p><b>BUNDLE F3</b></p> <p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. <b>SOC 1-07a</b></p> <p>I can consider ways of looking after my school or community and can encourage others to care for their environment. <b>SOC 1-08a</b></p> <p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. <b>SOC 1-13a</b></p> <p>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. <b>SOC 1-14a</b></p>
<p>Food Production</p> <p>Farming</p>	<p><b>BUNDLE F4</b></p> <p>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. <b>SOC 1-09a</b></p>
<p>Local Housing</p>	<p><b>BUNDLE F5</b></p> <p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. <b>SOC 1-11a</b></p>
<p>Weather</p>	<p><b>BUNDLE F6</b></p> <p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. <b>SOC 1-12a</b></p>
<p>Polar Regions</p> <p>The Rainforest/Jungle</p> <p>Africa</p> <p>Japan</p>	<p><b>BUNDLE F7</b></p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things. <b>SOC 1-12b</b></p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. <b>SOC 1-13b</b></p>
<p>Services – Our Town</p> <p>Ethical Trading</p>	<p><b>BUNDLE F8</b></p> <p>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. <b>SOC 1-15a</b></p> <p>I can contribute to a discussion of the difference between my needs and wants and those of others around me. <b>SOC 1-16a</b></p> <p>I have developed an understanding of the importance of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b></p>
<p>Rights, Rules &amp; Responsibilities</p>	<p><b>BUNDLE F9</b></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. <b>SOC 1-17a</b></p> <p>I have participated in decision making and have considered the different options available in order to make decisions. <b>SOC 1-18a</b></p>
<p>Shops – Our Town</p> <p>Enterprise Project</p>	<p><b>BUNDLE F10</b></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. <b>SOC 1-21a</b></p> <p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. <b>SOC 1-22a</b></p>

Suggested Topics	Outcomes Covered
<p><b>Second Level</b></p> <p>Mary Queen of Scots</p> <p>The Jacobites</p> <p>Local History - The Highland Clearances</p> <p>Scotland's Inventors and Inventions</p>	<p><b>BUNDLE S1</b> I can use primary and secondary sources selectively to research events in the past. <b>SOC 2-01a</b></p> <p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. <b>SOC 2-02a</b></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. <b>SOC 2-03a</b></p>
<p>The Celts</p> <p>Ancient Greece</p> <p>World War II</p>	<p><b>BUNDLE S2</b> I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. <b>SOC 2-04a</b></p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. <b>SOC 2-06a</b></p>
<p>Scotland</p>	<p><b>BUNDLE S3</b> I can describe the major characteristic features of Scotland's landscape and explain how these were formed. <b>SOC 2-07a</b></p>
<p>Europe</p> <p>Australia</p> <p>South America</p>	<p><b>BUNDLE S4</b> 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. <b>SOC 2-14a</b></p> <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. <b>SOC 2-19a</b></p> <p>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. <b>SOC 2-12a</b></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. <b>SOC 2-13a</b></p>
<p>Natural Disasters</p>	<p><b>BUNDLE S5</b> I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. <b>SOC 2-07b</b></p>
<p>Climate Change</p> <p>Renewable Energy</p> <p>Transport</p>	<p><b>BUNDLE S6</b> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. <b>SOC 2-08a</b></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. <b>SOC 2-08b</b></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. <b>SOC 2-09a</b></p>
<p>Local Area Study</p>	<p><b>BUNDLE S7</b> Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. <b>SOC 2-10a</b></p> <p>I can use evidence selectively to research current social, political or economic issues. <b>SOC 2-15a</b></p> <p>I can explain how the needs of a group in my local community are supported. <b>SOC 2-16a</b></p>
<p>Discrimination and Equality</p>	<p><b>BUNDLE S8</b> I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. <b>SOC 2-16b</b></p> <p>I can discuss issues of the diversity of cultures, values and customs in our society. <b>SOC 2-16c</b></p>
<p>Democracy &amp; Elections</p>	<p><b>BUNDLE S9</b> I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. <b>SOC 2-17a</b></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. <b>SOC 2-18a</b></p>
<p>Fair Trade</p>	<p><b>BUNDLE S10</b> 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. <b>SOC 2-20a</b></p>
<p>Enterprise Project</p>	<p><b>BUNDLE S11</b> I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. <b>SOC 2-21a</b></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. <b>SOC 2-22a</b></p>