

Fife Social Studies Progression Pathways



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ACKNOWLEDGEMENT

This programme is extensively based on the guidance and recommendations of the Curriculum for Excellence and Benchmarks set out by Education Scotland.

These progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently, whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards and expectations within Schools, Clusters and Local Improvement Forums across Fife will ensure that all learners have an equitable experience to develop skills for their learning, life, and work.

We would like to acknowledge the efforts of Fife practitioners in supporting the development of the Fife Social Studies Progression through engaging with working groups, consultations and providing feedback on the programme. This has been crucial in ensuring that the programme is cohesive, progressive and practical.

This resource supports planning for social studies around the experiences and outcomes from early to fourth level. These thematic groupings and approaches should be viewed as useful starting points and suggestions, and they are in no way prescriptive.

GUIDANCE

The Social Studies curriculum has been split into three curricular organisers at each level:

- People, past events and society
- People, place and environment
- People in society, economy and business

This progression pathway is intended to provide a framework for practitioners as they plan and deliver the Social Studies curriculum organisers to ensure all learners have the knowledge, skills and experiences required to understand, navigate and contribute to the modern society in which they live.



Within the Progression Pathways, developmental stages of learning are clearly outlined. These amalgamate both Experiences and Outcomes with the national Benchmarks. These are not prescribed in a hierarchical way but rather enable practitioners to be responsive and flexible in their planning of learning pathways as appropriate to the needs of their learners. Though knowledge and skills at the base of a page are often required for further learning to be built upon, these are not aligned to any particular year group nor always the starting point for all. Learners will progress through their learning pathways within each curricular organiser as appropriate to their developmental needs.

The national Benchmarks, which support practitioners' professional judgement of achievement of a level, are embedded within each of the Progression Pathways. These are **emboldened** for ease of identification.

Across the three curricular organisers within Social Studies, there are common skills and experiences. To highlight these skills and reduce repetition across this document, these are presented separately at the start of each level. There are four sections of progressive tiles at each level, one for the common skills and one for each of the curricular organisers. When planning practitioners should always refer to the common skills alongside the relevant curricular organisers for the context being studied. For those who require it, more detailed versions of the curricular organiser slides organized then follow. These slides bundle the Experiences and Outcomes and Benchmarks into thematic groups within, and in one instance across, the Curricular Organisers and provide more detailed steps toward achieving the Benchmarks within each bundle. The following page explains these bundles in more depth.

Effective use of the documentation is best supported by engaging with the whole school culture to identify how it can be used consistently for planning and assessment purposes. Ongoing professional learning will be a core element for all practitioners to meet the ever-evolving requirements.

Suggested Social Studies Bundles

Where the curricular organisers are large, the Es and Os and Benchmarks have been bundled in to suggested thematic groups. Some of these* represent learning that will be re-visited and extended every time the children and young people engage with learning in this curricular organiser. Others may only be explored once in the children and young people's journey through a level. More information about how these could be used follows. These groupings are a **suggestion** only. Schools will need to decide

- Which contexts they wish to use to achieve the Es and Os and Benchmarks.
- If they wish to use these bundles **or** group the Es&Os and benchmarks in different ways based on the contexts they choose for LTA.
- Which bundles (these or their own) are explored at which age and stage.
- A system for planning, tracking and monitoring to ensure children and young people have a progressive, coherent experience with appropriate breadth and depth as they progress through each level. Please refer to [Fife's Primary Planning Guidance](#) and our [Planning for LTA in Fife](#) PL module for further support with this area.

Level	People, past events and society	People, place and environment	People in society, economy and business
Early		• The Local Area & Map Skills • Caring for the Environment • Weather	• People who help us • Working together
First		• Map Skills* • The Local Area • Using and Caring for the Environment • Food and Farming (Links to Health and Wellbeing) • Weather and Climate (Links to Science)	• The Local Community • Social Enterprise and Business
Second	(Curricular organisers is spread over two pages which should be used together)	• Map Skills* (two pages, to be used together) • Exploring Landscapes • Travel and Tourism • Weather, Climate and Natural Disasters	• Society and Multiculturalism • Government and Democracy • Business and Fair Trade • Social Enterprise
Third	At Third and Fourth level there are no thematic groups and related additional detail slides. Schools/Faculties/Departments will have chosen and planned for their own contexts for learning.		
Fourth			

PLANNING FOR LEARNING

At each level care should be taken to ensure learners experience a balanced, coherent curriculum. The suggested bundles may be combined together in different ways depending on the contexts chosen, and the needs and interests of the children and young people. For example, in People, place and environment at First level, the Food and Farming bundle could be combined with either The Local Area bundle (particularly in a rural farming community) or with Using and Caring for the Environment. It could also be explored, in those combinations or alone, alongside the HWB and Technology Es and Os relating to healthy eating and food. Similar approaches can be used at the other levels.

Level	Social Studies Learning Contexts
Early	At Early level learning contexts will come from a combination of the children's and the teacher's interests and will likely be explored (in part or in whole) through play (See Fife's Play Pedagogy Toolkit). The themes listed here could be grouped in different ways depending on the direction the learning takes as the teacher makes connections between the learners' interests, skills, knowledge and understanding and the Experiences and Outcomes. For example; Weather may be explored through a class display of the daily weather as part of the daily routine. People who help us and The Local Area & Map Skills could be combined when learning about people who help us in school and in our local area. The Working Together elements are likely to be addressed as part of day-to-day life in the classroom.
First	1 x Past events and society context per year (Plus, at some point in the level the study of at least 1 Significant Individual in History which can be linked to a Historical, Science, or Technology context or as a standalone context) 1 x Place and Environment context per year (Plus, Map Skills should be re-visited every year, threaded through each context as appropriate) 1 x People in society, economy and business context per year. (Plus, taking part in at least 1 Social Enterprise within the three-year cycle. Contexts may be linked to other themes and aspects of the Ethos and Life of the School as a community. For example: The Local Community may combine well with The Local Area (Place and Environment) or an environmental Social Enterprise and Business context may be identified as a result of learning about Using and Caring for the Environment.
Second	1 x Past events and society context per year (Plus, at some point in the level the study of at least 1 Significant Individual in History which can be linked to a Historical, Science, Technology or standalone context) 1 x Place and Environment context per year – a) Society and Multi-culturalism, b) Travel and Tourism, c) Weather, Climate and Natural Disasters. (Plus Map Skills should be re-visited every year threaded through each context as appropriate) 1 x People in society, economy and business context per year – a) Society and Multiculturalism, b) Government and Democracy, c) Business and Fair Trade. Children and Young People should also experience taking part in at least 1 Social Enterprise within the three-year cycle, arising from either the Ethos and Life of the School Community, one of the Social Studies contexts or from another curricular area's context.
Third	Throughout S1 – S3 children and young people should continue to have a range of
Fourth	learning experiences across the three social studies curricular organisers.

IMPLEMENTATION

Learning in Social Studies should be delivered through an appropriate blend of well-planned discrete and interdisciplinary learning. Schools and teachers will plan to offer different combinations of the Experiences and Outcomes across the Social Studies organisers to provide programmes that meet the needs of children and young people.

See [Education Scotland's Social Studies Principles and Practice](#) document for further information on what learning in Social Studies offers.



Schools may choose to specifically allocate time for Social Studies or embed within the curriculum, linking with other curricular areas, such as Sciences, Technologies, Numeracy, Literacy, Modern Languages, Health and Wellbeing. Schools may also link Social Studies with learning in the real world, by using Learning for Sustainability, Global Citizenship, Creativity, STEM, the Sustainable Development Goals, and Developing the Young Workforce as lenses to explore Social Studies.

Interdisciplinary and Multi-Disciplinary Learning

The definitions below are from [Education Scotland's Interdisciplinary Learning: ambitious learning for an increasingly complex world](#). Please see that document to explore these concepts further.

“Interdisciplinary Learning (IDL)” is a planned experience that brings disciplines together in one coherent programme or project. The different disciplines plan and execute as one. These disciplines might fall within one curricular area (e.g. languages, the sciences) or between several curricular areas.

[In contrast] the learning which takes place when several disciplines or subjects are linked up through a common theme or topic, but the student's experience and educator planning is discreet, or separate in each discipline or subject. This can be referred to as **multi-disciplinary learning**.”

Learning for Sustainability



As our children and young people grow and develop they will enjoy a wide variety of inspirational learning experiences through Learning for Sustainability. These experiences will help them to flourish and thrive in the 21st century and will empower them to lead positive change in their communities, society and the wider world.

Target 2030
Let's build a movement for change to ensure all learners receive their entitlement to Learning for Sustainability and to help every school and setting become sustainable by 2030.



EDUCATION SCOTLAND supports the Sustainable Development Goals

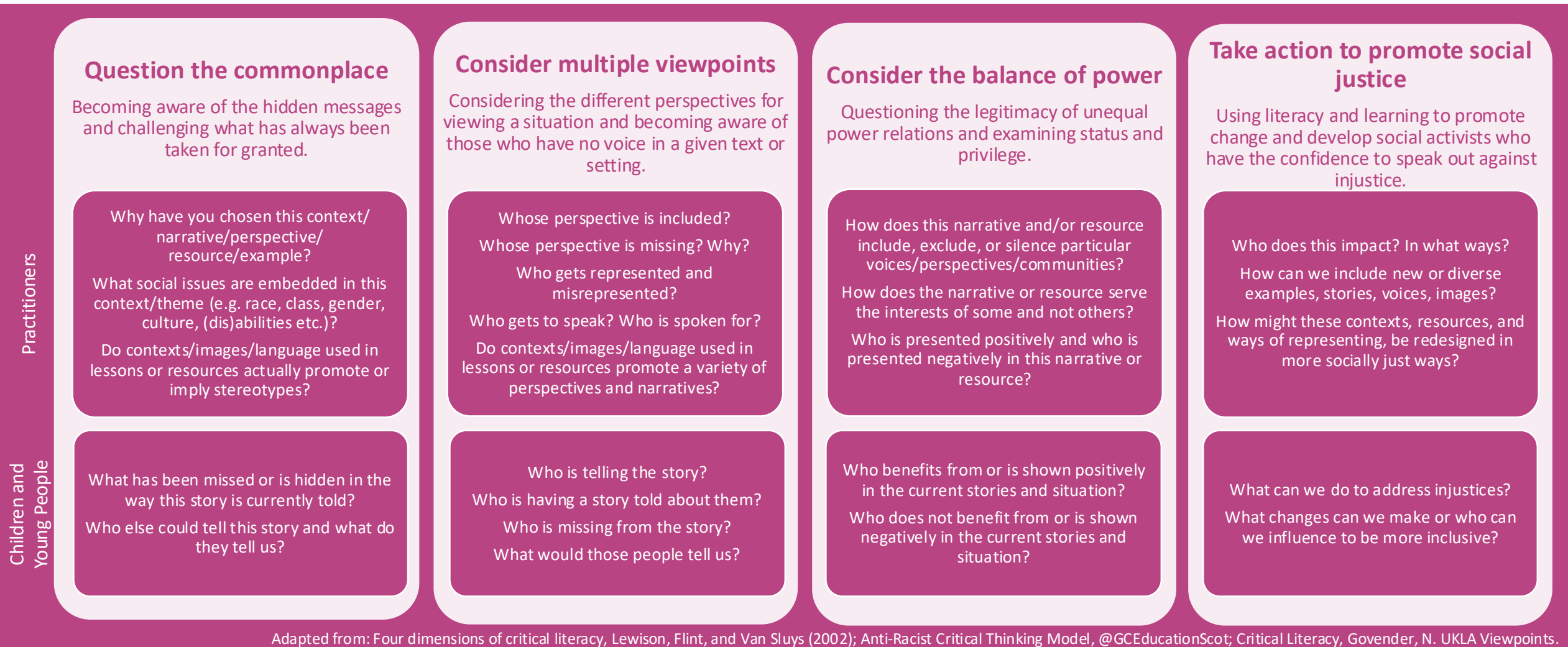


The Scottish Government has set a target that every school or setting will be sustainable by 2030.

Using Learning for Sustainability as a lens through which we explore the Social Studies curriculum, is a great way of working towards this target.

SOCIAL STUDIES REFLECTIVE FRAMEWORK

Fife Education Service continues to strive to ensure our Social Studies curriculum is inclusive of the diverse population in Scotland and beyond today. Practitioners are encouraged to reflect as they plan, select, or create contexts and resources to ensure that the stories and experiences of our diverse communities are reflected in their Social Studies curriculum. The model below is one framework practitioners can use to support their reflections. Practitioners are also encouraged to use this (or a similar) framework as a structure for the learning and activities they plan for the children and young people in their care. This approach will support practitioners in developing [the Four Capacities](#) through their Social Studies curriculum. Further information on [Critical Literacy and Critical Pedagogy](#) can be found in the [Fife Equalities Toolkit](#). This [video](#) provides an introduction to what we mean by ‘stories’ and ‘narratives’ in the image below.



Fife have [a template](#) and [completed example](#) to support practitioners in using this framework . Scotdec have examples using a Global Citizenship perspective. For Primary these [Topic Planners](#) are a good starting point. For Secondary there are a range of resources [here](#). They are linked here as examples to support practitioners in reflecting on and reviewing their own planning.

Social Studies Early Level



Social Studies Early Level

See the HWB (Choice and Change, RSHP); Numeracy & Maths (Measurement, Shape & Patterns, Information Handling); Literacy & English Pathways and HWB (MESP wellbeing) Es&Os.

Social Studies Common Skills – Early Level

Cross reference with curricular organiser slides*

Gathers information	Collects information from a source at home or in the learning area.	Uses an instrument or tool to find out some information .		
Research Skills	Asks questions to find out information about the past, other places, or events.	Asks questions about an artefact or phenomena they have experienced.		
Describes	Provides a simple description of something familiar.	Identifies the different types of places people live in or have lived in, in their community.	Describes the roles that different people play in their life and the lives of others.	Identifies the different building types in their community, what they are and have been used for.
Explains	Offers a simple explanation of an event in their own life/experience.			
Compares and contrasts	Uses photos/a visit/visitors to identify differences or similarities .	Makes simple compare/contrast statements between pupils' lives here today and another time or place e.g. old/new, big/small hill.		
Draws conclusions and gives reasoned opinions	Makes choices about familiar topics.	Begins to draw a conclusion or offer an opinion based on their own experiences.	Gives reasons for their opinions and conclusions .	
Makes informed contributions to discussion	Talks about how their family live now and/or how the previous generations lived (e.g. grandparents).	Contributes to a discussion .	Contributes to a discussion about an unfamiliar topic.	Shares thoughts and opinions about artefacts or events from now or in the past with their peers.

People, past events and society Early Level

Experiences and Outcomes	Benchmarks
I am aware that different types of evidence can help me to find out about the past. SOC 0-01a 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 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	• 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.

People, past events and society Early Level

See the Numeracy & Maths (Time); Expressive Arts (Art & Design, Drama, Music); Technologies (Technological Developments) Literacy & English Pathways.

SOC 0-01a SOC 0-02a SOC 0-04a

Cross reference with Early Level Skills slide*

Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts.

Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.

Recognises that people in the past lived differently.

Identifies a specific member of their school/local community from the past and can talk about why they are significant/important.

Names some jobs that people do today and can compare them to jobs in the past.

Identifies at least two types of sources or evidence which can help them find out about the world around them.

Gives information about how their family, or those with whom they live, would have lived in the past.

Identifies places where information can be found.

Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party.

Describes what evidence is.

Draws a simple timeline of their own life so far; date of birth, first visit to nursery, birthdays, significant cultural celebrations e.g. Christmas etc.

Explains the difference between the past and the present.

People, past events and society Early Level Additional Detail

The following slide(s)  provide more detail:

Theme	Es & Os
People, Past events and society	SOC 0-01a SOC 0-02a SOC 0-04a

At Early level learning contexts will come from a combination of the children's and the teacher's interests and will likely be explored (in part or in whole) through play (See [Fife's Play Pedagogy Toolkit](#)). The themes listed here could be grouped in different ways depending on the direction the learning takes as the teacher makes connections between the learners' interests, skills, knowledge and understanding and the Experiences and Outcomes. For example; **Weather** may be explored through a class display of the daily weather as part of the daily routine. **People who help us** and **The Local Area & Map Skills** could be combined when learning about **people who help us** in school and in our local area. The **Working Together** elements are likely to be addressed as part of day-to-day life in the classroom.



People, past events and society Early Level

See the Numeracy & Maths (Time); Expressive Arts (Art & Design, Drama, Music); Technologies (Technological Developments) Literacy & English Pathways.

SOC 0-01a SOC 0-02a SOC 0-04a

Cross reference with Early Level Skills slide*

Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.

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.

Names some jobs that people do today and can compare them to jobs in the past.

Identifies sources or places where information can be found.

Draws a simple timeline of their own life so far; date of birth, first visit to nursery, birthdays, significant cultural celebrations e.g. Christmas etc.

Gives information about how their family, or those with whom they live, would have lived in the past.

Identifies a specific member of their school/local community from the past and can talk about why they are significant/important.

Illustrates the difference between life then and now.

Describes what evidence is.

Offers suggestions/ideas to help create a relevant role play area in the classroom. Explains with reasons what it should look like, what should be in it, which characters should be there.

Sorts artefacts into then and now (chronological order).

Finds out about their past by looking at different types of evidence (e.g. objects, photographs, audio and visual clips).

Explains the difference between the past and the present.

Describes how people in the past lived.

Contributes to a display about life in the past.

Looks at different items and decides if they are from then or now (from past or present).

Explores items relating to their past.

Makes links between items and themselves/important people and/or special events in their past.

Uses common words and phrases relating to the passing of time e.g. before, after, a long time ago.

Looking at interesting items (e.g. objects, photographs, audio and visual clips, books), shows some awareness that things in the past were different from now.

Reflects on past events in their life.

Talks about important people in their life.

Shows some awareness of how things have changed over time.

Reflects on the recent past (e.g. - yesterday).

Creating rich play environments in your setting to support learners in **exploring and investigating daily life in the past, eg. role play, re-enactment, using replicas, etc.**

People, place and environment Early Level

Experiences and Outcomes	Benchmarks
I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a 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 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	• 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. • 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.

People, place and environment Early Level

See the Literacy & English; HWB (Choices & Change); Numeracy & Maths (Shape, Position & Movement, Time, Measurement); Science (Planet Earth, Biological Systems); Expressive Arts (Art & Design); Technologies (Digital Literacy, Computing Science, Technological Developments) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-07a SOC 0-08a SOC 0-09a SOC 0-12a

Cross reference with Early Level Skills slide*

Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used.

Produces a simple map or diagram.

Draws or produces simple models of aspects of the local area, for example roads or buildings.

Identifies different buildings types exist in their community.

Identifies differences in the use of land in their community.

Identifies simple features of the local environment, for example, hill, river, road, railway.

Expresses thoughts about which ways of travelling impact the environment both positively and negatively.

Identifies different methods of taking journeys.

Talks about something they have done to care for the environment.

Describes basic strategies to care for the environment.

Describes which weather is likely to be related to which season.

Describes how weather affects the activities they can undertake.

Talks about how they feel about different kinds of weather.

Draws pictures to record the weather for three days.

Names and talks about at least two different kinds of weather.

Creating rich play environments in your setting to support learners in exploring and mapping the world around them.

Creating rich play environments in your setting to support learners to explore and investigate how people interact with their environment, eg. role play, tough trays, construction areas.

People, place and environment Early Level Additional Detail

The following slide(s) ★ provide more detail organised into these themes:

Theme	Es & Os
The Local Area and Map Skills	SOC 0-07a SOC 0-09a
Caring for the Environment	SOC 0-08a
Weather	SOC 0-07a SOC 0-08a SOC 0-09a SOC 0-12a

At Early level learning contexts will come from a combination of the children's and the teacher's interests and will likely be explored (in part or in whole) through play (See [Fife's Play Pedagogy Toolkit](#)). The themes listed here could be grouped in different ways depending on the direction the learning takes as the teacher makes connections between the learners' interests, skills, knowledge and understanding and the Experiences and Outcomes. For example; **Weather** may be explored through a class display of the daily weather as part of the daily routine. **People who help us** and **The Local Area & Map Skills** could be combined when learning about **people who help us** in school and in our local area. The **Working Together** elements are likely to be addressed as part of day-to-day life in the classroom.



People, place and environment Early Level

See the Literacy & English; Numeracy & Maths (Shape, Position & Movement); Science (Planet Earth, Biological Systems); Expressive Arts (Art & Design); Technologies (Digital Literacy, Computing Science) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-07a SOC 0-09a (The local area and map skills)

Cross reference with Early Level Skills slide and slide (next)*

Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used.

Expresses thoughts about which ways of travelling impact the environment both positively and negatively.

Draws or produces simple models of aspects of the local area, for example roads or buildings.

Identifies differences in the use of land in their community.

Identifies simple features of the local environment, for example, hill, river, road, railway.

Discusses features they see as they explore their local area and record the main features e.g. church, school etc.

Explores and identifies the main features in their immediate surroundings.

Explores their local area.

Draws a representation of their classroom/playground /school.

Uses materials to create a play size model of their school, village, garden e.g. Lego, bricks, junk, playdough, natural materials etc.

Identifies different buildings types which exist in their community.

Explores the natural environment within the school grounds and uses the natural materials to create art work.

Makes a simple map of their own setting/classroom/ local area.

Uses a map to find their way around the school/playground.

Uses a map to locate key features within the immediate surroundings e.g. steps in the playground, trees on the field etc.

Looking at various documents, identifies which is a map, giving a justified reason.

Understands a map is from a view above.

Gives oral instructions for direction to different areas in the classroom/playground.

Creates and maps journeys for Beebot/Roamer to move around grid reference maps.

Uses Beebot/Roamer or similar to make journeys.

Listens to and follows oral instructions for direction to different areas in the classroom/playground.

Understands a map helps people find their way.

Conducts a travel survey and present the findings in a pictograph.

Identifies different methods of taking journeys.

Produces a simple diagram.

Finds out how their peers travel to school and uses this information to create a bar graph/pictograph.

Contributes to the creation of a class pictograph of how the class travel to school.

Creating rich play environments in your setting to support learners in **exploring and mapping the world around them.**



People, place and environment Early Level

See the Literacy & English; HWB (Choices & Change); Technologies (Technological Developments) Science (Planet Earth) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-08a (Caring for the Environment)

Cross reference with Early Level Skills slide and slide (previous)*

Talks about something they have done to care for the environment.

Expresses thoughts about which ways of travelling impact the environment both positively and negatively. (also on previous slide)

Describes basic strategies to care for the environment.

Shows awareness of how they and others care for the local environment.

Participates in role play demonstrating their knowledge and understanding of the different roles people play in our local environment e.g. pet shop, park attendant, gardener.

Records in different ways how plants and animals grow/change e.g. butterflies life cycle, sunflower growth chart, photograph/illustration log book.

Cares for our environment by participating in (e.g.) Eco School recycling.

Listens to and asks questions of visitors who specialise in looking after our local area or animals e.g. rangers, janitor, zoo lab etc.

Understands that plants/animals live in different environments

Understands that plants'/animals' environments affect them

Helps maintain the school grounds/garden areas

Encourages wildlife in our garden areas e.g. bird feeders.

Creating rich play environments in your setting to support learners to **explore and investigate how living things interact with their environment, eg. role play, tough trays, construction areas.**



People, place and environment Early Level

See the Literacy & English; Numeracy & Maths (Time, Measurement); Technologies (Technological Developments); Science (Planet Earth) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-07a SOC 0-08a SOC 0-09a SOC 0-12a (Weather)

Cross reference with Early Level Skills slide*

Describes how weather affects the activities they can undertake.

Describes which weather is likely to be related to which season.

Watches/listens to weather forecasts and begin to develop an understanding of the symbols and the information given.

Uses a variety of information to track the weather e.g. newspapers/internet and uses the information to discuss if it is accurate and also use it to plan activities for the days ahead.

Investigates the height of the sun during the different seasons and explore the affect it has on their shadow.

Identifies what impact the seasons have on them e.g. activities, clothing etc.

Talks about how they feel about different kinds of weather.

Names and talks about at least two different kinds of weather.

Describes how the weather changes during the seasons.

Observes the local weather and discusses how this affects them e.g. what clothing to wear today.

Uses their pictorial chart to talk about the changes they have seen.

Draws pictures to record the weather for three days.

Observes the weather and uses this knowledge to change the class pictorial weather chart.

Records the weather over a given time in a pictorial chart.

People in society, economy and business Early Level

Experiences and Outcomes	Benchmarks
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.

People in society, economy and business Early Level

See the Literacy & English; HWB (Choices & Change); Numeracy & Maths (Money); Technologies (Technological Developments) Expressive Arts (Drama) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-15a SOC 0-16a SOC 0-17a SOC 0-18a SOC 0-20a

Cross reference with thematic slide*

Evaluates the impact within their daily lives of the actions of themselves, their peers, and others they interact with directly.

Shows awareness of evidence by exploring local community or local topics/issues.

Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television.

Describes what evidence is.

Identifies sources or places where information can be found.

Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.

Uses some money and change within 20p.

Explains how shops and other services meet our needs.

Talks about ways that each of those people help.

Identifies at least two people who provide help in the community.

Takes on appropriate roles during imaginative play.

Within a role play situation, knows their job and one thing that they do in that job.

Makes decisions when playing.

Shows consideration to others in their play.

Creating rich play environments in your setting will support learners to explore, investigate how people, businesses and other organisations help us e.g. through role play.

People, place and environment Early Level Additional Detail

The following slide(s) ★ provide more detail organised into these themes:

Theme	Es & Os
People who help us	SOC 0-16a SOC 0-20a
Working Together	SOC 0-15a SOC 0-17a SPC 0-18a

At Early level learning contexts will come from a combination of the children's and the teacher's interests and will likely be explored (in part or in whole) through play (See [Fife's Play Pedagogy Toolkit](#)). The themes listed here could be grouped in different ways depending on the direction the learning takes as the teacher makes connections between the learners' interests, skills, knowledge and understanding and the Experiences and Outcomes. For example; **Weather** may be explored through a class display of the daily weather as part of the daily routine. **People who help us** and **The Local Area & Map Skills** could be combined when learning about **people who help us** in school and in our local area. The **Working Together** elements are likely to be addressed as part of day-to-day life in the classroom.



People in society, economy and business Early Level

See the Literacy & English; HWB (Choices & Change); Numeracy & Maths (Money); Technologies (Technological Developments); Expressive Arts (Drama); Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-16a SOC 0-20a (People who help us)

Cross reference with Early Level Skills slide*

Evaluates the impact within their daily lives of the actions of themselves, their peers, and others they interact with directly.

Shows awareness of evidence by exploring local community or local topics/issues.

Talks about ways that each of those people help.

Explains how people contribute to our community in different ways.

Presents my knowledge and understanding in a variety of forms – pictorially, verbally.

Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.

Evaluates different sources to develop knowledge about services and the roles of workers in my community

Understands that people get paid for doing jobs.

Identifies at least two people who provide help in the community.

Explains how shops and other services meet our needs.

Formulates and asks relevant questions for class visitors e.g. lollipop person, community police, school doctor

Illustrates their understanding of the jobs people do in their community.

Explains which services are important to their daily needs.

Uses some money and change within 20p.

Explores the role of local shops and services through role play.

Identifies local services that the local community provides – post office, bank, shop, church, chemist, etc.

Explains what different people do in their community e.g. post-person, police, minister etc.

Through role play investigates the roles people play in their life and in the community.

Identifies people in their life who help them or their community.

Understands that money can be used to buy items.

Creating rich play environments in your setting will support learners to explore, investigate how people, businesses and other organisations help us e.g. through role play.



People in society, economy and business Early Level

See the Literacy & English; HWB (Choices & Change) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 0-15a SOC 0-17a SPC 0-18a (Working together)

Cross reference with Early Level Skills slide*

Evaluates the impact within their daily lives of the actions of themselves, their peers, and others they interact with directly.

Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television.

Shows what they have learned about a piece of evidence through illustrations/writing.

Shares their thoughts and opinions about a piece of evidence and explain what it tells them about the world around them.

Shows awareness of and uses different types of evidence in their investigations and explorations of the surrounding world e.g. newspapers, internet sites, TV programmes, artefacts, globes, maps, trips, people.

Describes what evidence is.

Identifies sources or places where information can be found.

Takes on appropriate roles during imaginative play.

Within a role play situation, knows their job and one thing that they do in that job.

Participates in self and peer assessment tasks and explains their thoughts/opinions.

Collaboratively plans their next steps in learning.

Contributes their ideas, opinions and suggestions to class KWL grids.

Makes informed choices about who to work with.

Makes choices to assist in the planning and setting up of learning contexts

Makes informed choices about how to work.

Shares resources/materials with my peers.

Takes responsibility for setting/classroom jobs – cloakroom monitor, milk monitor, tidy group tables, tidy shared areas.

Makes decisions when playing.

Makes informed choices about which resources to use during learning activities.

Follows class and school rules.

Makes informed choices about where to work.

Works cooperatively with others.

Shows consideration to others in their play.

Participates in making up rules for their class, school, playground, garden.

Creating rich play environments in your setting will support learners **to develop independence in their learning.**

Social Studies First Level



Social Studies First Level

See the HWB (Choices and Change); Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy & English Pathways.

Social Studies Common Skills – First Level

Cross reference with curricular organiser slides*

Gathers information	Collects information from a source in the school or local community using one or more methods as appropriate.	Uses at least two instruments/ techniques to collect information .	Asks a visitor/expert relevant questions .	Identifies a figure or event from a specific context and uses sources to tell their story.
Research Skills	Asks questions about what is happening or has happened in the world.	Creates a research question and uses this to help find out about a phenomena, past event or a current issue in society.	Chooses a person to question who they think will be able to answer their questions.	
Describes	Provides at least two or three simple descriptions of something from the school, local community or local area.	Describes how they live and describes one or two things about the country, time or social setting they live in.	Describes the impact on people's daily lives of changes in the world that they are living in.	Describes how different types of housing and buildings meet different needs in a range of social, geographical and historical settings.
Explains	Provides a simple explanation of something within their own life/ experience.	Provides a simple explanation of something outside of their own life/experience.	Explains the impact on people's daily lives of changes in the world that they are living in.	
Compares and contrasts	Identifies their needs and wants and how they differ from other social, geographical or historical settings	Identifies a similarity or a difference OR Provides an advantage or a disadvantage .	Draws at least two comparisons between their lives today and another context or time period.	
Draws conclusions and gives reasoned opinions	Identifies the difference between fact and opinion .	Identifies differences between people's opinions	Forms at least one opinion or conclusion and makes decisions about topics from outside of their own experience.	Draws at least two conclusions or offers at least one opinion with simple reasoning.
Makes informed contributions to discussion	Contributes one or more points to a discussion .			Presents an informed opinion or reasoned conclusion in a discussion

People, past events and society First Level

Experiences and Outcomes	Benchmarks
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 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 I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a 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 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	• 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.

People, Past events and society First Level

Cross reference with SS Common Skills*

SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a SOC 1-06a

See SOC 1-07a SOC 1-15a and the HWB (Choices & Change); Numeracy & Maths (Time); Literacy & English Pathways.

Uses information learned from sources to relate the story of a local place or individual of historic interest though media such as drawings models or writing.

Draws a short timeline and can locate two or more events on the line in the correct order.

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.

Identifies the difference between a more and less trustworthy source.

Demonstrates understanding that history consists of different time periods.

Describes ways the day-to-day life of a time in the past differs from the present day.

Describes a significant individual, event or period of time from the past and its/their influence, then and since.
This could include stories of different figures from history who are important to diverse communities in Scotland.

Knows that some **evidence** is more trustworthy than others.

Adds events outside of own experience to a simple timeline.

Tells the story of a local individual or place of historical interest.

Creating rich play environments in your setting to support learners in **exploring and investigating daily life in different historical settings, eg. role play, re-enactment, using replicas, etc.**

People, past events and society First Level Additional Detail

The following slide(s) ★ provide more detail:

Theme	Es & Os
People, Past events and society	SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a SOC 1-06a

At First level children and young people should experience **1 x Past events and society context per year** (Plus, at some point in the level the **study of at least 1 Significant Individual in History** which can be linked to a Historical, Science, or Technology context or as a standalone context).



People, Past events and society First Level

See SOC 1-07a SOC 1-15a and the HWB (Choices & Change); Numeracy & Maths (Time); Literacy & English Pathways.

SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a SOC 1-06a

Cross reference with First level Skills slide*

Identifies the difference between a more and less trustworthy source.

Uses information learned from sources to relate the story of a local place or individual of historic interest though media such as drawings models or writing.

Names a figure from the past and comments on their role in events.

Draws comparisons between modern life and life from a time in the past.

Knows that some evidence is more trustworthy than others.

Tells the story of a local individual or place of historical interest.

Applies what they have learned about a place or individual of local historical interest to recreate the story.

Describes a significant individual, event or period of time from the past and explains its/their influence, then and since.

Describes ways the day-to-day life of a time in the past differs from the present day.

Chooses appropriate artefacts from a variety of sources to include in an historical setting to make it realistic.

Draws a short timeline and can locate two or more events on the line in the correct order.

Uses knowledge of artefacts and evidence when explaining the impact people in the past have had on the lives of Scottish people.

Contributes to the creation of an historical setting.

Compares how different groups of people from the past have changed the lives of people in Scotland today.

Discusses how a group of people in the past have changed the way we live our lives (e.g. Romans – road networks, plumbing).

Examines evidence to help build up a picture of a place or individual of local historical interest.

Demonstrates understanding that history consists of different time periods.

Adds events outside of own experience to a simple timeline.

Makes a simple timeline.

Sequences a series of artefacts from distinctly different time periods.

Explains when in the past they think an artefact is from.

Records information about an artefact.

Examines and describes an artefact.

Discusses how an object or place has changed over time.

Evaluates the importance of a significant individual's actions on life then and since.

Explains how the actions of a significant individual from the past influenced life then and since.

Describes how the actions of a significant individual from the past are remembered today. (e.g. Burns/St Andrew)

Explains how daily life now is similar and different from life in the past.

Finds out about daily life in another time.

Identifies places that help people to remember and preserve Scottish history. (e.g. museums, monuments, libraries).

Creating rich play environments in your setting to support learners in **exploring and investigating daily life in different historical settings, eg. role play, re-enactment, using replicas, etc.**

People, place and environment First Level

Experiences and Outcomes	Benchmarks
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 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 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 By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b Having explored the landscape of my local area, I can describe the various ways in which the land has been used. SOC 1-13a 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 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. • Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral. • Identifies at least two different types of housing and the kinds of households who may inhabit them. • 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. • Draws two conclusions about how living things adapt to the climate in any chosen area. • Describes at least three different ways in which land is used in the local area, for example shops, houses, farming. • Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest. • Produces a basic map for a familiar journey.

People, place and environment First Level

See SOC 1-01a SOC 1-03a SOC 1-13a SOC 1-13b SOC 1-16a SOC 1-17a and the Maths & Numeracy (Shape Position & Movement, Information Handling); Literacy & English; Technology (Digital Literacy, Food & Textiles, Computing Science, Technological Developments); HWB (Food & Health, Choices & Change); Science (Planet Earth); Expressive Arts (Art & Design) Pathways and the HWB (MESP wellbeing) Es&Os.

**SOC 1-07a SOC 1-08a SOC 1-09a SOC 1-11a SOC 1-12a
SOC 1-12b SOC 1-13a SOC 1-13b SOC 1-14a**

**Cross reference with
First level Skills slide***

**Describes at least three different ways
in which land is used in the local area,
for example shops, houses, farming.**

**Draws two conclusions about how living things
adapt to the climate in any chosen area.**

Produces a basic map for a familiar journey.

Identifies factors which influence how
people choose to make journeys.

**Draws at least two conclusions as to the
effects the landscape has had on how people
can use it, for example desert, rainforest.**

**Contributes to a discussion giving reasoned
opinions on how the weather affects life.**

Produces a basic diagram,
or graph.

**Identifies at least two different
types of housing and the kinds of
households who may inhabit them.**

**Identifies at least two forms of agriculture
in Scotland and foods associated with these,
for example, arable, dairy or pastoral.**

**Uses instruments to measure and record at least
two different weather elements, for example,
temperature, rainfall, wind direction.**

**Draws or makes a model of
features in their local landscape,
for example, hill, river, building.**

Explains what different types of buildings
are used for in the local community.

Identifies what types of farming exists in
Scotland and what foods they produce.

Describes how different landscapes influence living things.

**Identifies a way in which the school
looks after its environment.**

Identifies at least one geographical
feature from a simple map or extracts a
piece of information from a simple graph.

Identifies strategies for looking
after school and community.

Identifies different land uses.

Explains how different weather
phenomena develop.

Identifies the characteristics of the local environment and landscape.

Identifies different weather phenomena.

Creating rich play environments in your setting to support learners in **exploring, investigating using different materials to model and map different environments.**

Creating rich play environments in your setting to support learners to **explore and investigate how people interact with their environment, e.g. role play, tough trays, construction areas.**

People, place and environment First Level Additional Detail

The following slide(s) ★ provide more detail organised into these themes:

Theme	Es & Os
Map Skills	SOC 1-07a SOC 1-14a
Using and Caring for the Environment	SOC 1-13a SOC 1-13b
The Local Area	SOC 1-08a SOC 1-11a
Food and Farming	SOC 1-09a
Weather and Climate	SOC 1-12a SOC 1-12b

At First level children and young people should experience at least **1 x Place and Environment context per year** (Plus, **Map Skills** should be re-visited every year, threaded through each context as appropriate). Contexts may be linked to other themes and aspects of the Ethos and Life of the School as a community. For example: **The Local Community** (Society, economy and business) may combine well with **The Local Area** or an environmental **Social Enterprise and Business** (Society, economy and business) context may be identified as a result of learning about **Using and Caring for the Environment**.



People, place and environment First Level

See the Literacy & English; Maths & Numeracy (Shape Position and Movement); Technologies (Digital Literacy, Computing Science); Expressive Arts (Art & Design) Pathways.

SOC 1-07a SOC 1-14a (Map Skills)

Cross reference with First Level Skills slide*

Draws or makes a model of features in their local landscape, for example, hill, river, building.

Identifies at least one geographical feature from a simple map or extracts a piece of information from a simple graph.

Describes and locates on a map places that I have seen/visited in the wider area (local region/Scotland)

Locates key features of the local environment on a map of the area.

Identifies different features of the local landscape e.g. woodland, rivers, hills etc.

Locates local places that I have seen/visited on a map.

Records the main features of my local environment – sketch, photograph, modelling with a variety of media.

Explores the environment around the school (looking out of the window, outdoor learning and community walks).

Describes local places that I have seen/ visited.

Makes a more complex map of my classroom or school.

Recognises features in local area shown in photographs (including aerial photos), makes connections to real life and finds these features on a map of the same area.

Compares different features in places and environments they have visited or know.

Finds information from an aerial photograph.

Describes and identifies features in the local environment and in other environments I know.

Uses photographs to describe landscapes, townscapes and people.

Identifies local features on aerial photographs and makes connections to real life.

Uses large scale map outside.

Follows a route on prepared maps and finds information.

Produces a basic map for a familiar journey.

Uses alphanumeric co-ordinates with a plan or large-scale maps.

Makes maps of a small area with features in the correct places.

Uses own or group agreed symbols on maps.

Draws freehand maps of a variety of real and imaginary places.

Makes or uses a model to navigate a person/vehicle around, discuss directions faced and turned.

Describes routes and gives instructions using appropriate directional language.

Describes relative locations of themselves and features they can see using appropriate positional language.

Uses a directional compass in a familiar area to find the 4 compass points

Follows directions using North, South, East and West.

Uses simple grids.

Describes position in terms of North, South, East and West.

Creating rich play environments in your setting to support learners in **exploring, investigating using different materials to model and map different environments.**



People, place and environment First Level

See SOC 1-07a SOC 1-16a SOC 1-17a and the Literacy & English; HWB (Choices & Change); Technologies (Technological Developments, Digital Literacy); Science (Planet Earth) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 1-08a SOC 1-11a (The Local Area)

Cross reference with First level Skills slide*

Identifies a way in which the school looks after its environment.

Identifies strategies for looking after the school and community.

Encourages others to use resources responsibly and to care for the environment.

Implements the “reduce, reuse, recycle” process in their classroom.

Explains why it is important to use resources responsibly.

Identifies which resources we need to use more responsibly – water, electricity, paper.

Explains how pupil activity has an impact on the local environment (or school grounds).

Identifies the dangers of littering to animals in our local environment.

Looks after the local environment by following simple rules.

Identifies at least two different types of housing and the kinds of households who may inhabit them.

Describes what different types of buildings are used for in the local community.

Conducts a housing survey.

Accesses records to gain information about housing.

Matches the needs of a family to appropriate accommodation.

Investigates ways in which a house has been or can be changed to support people in need – wheelchair users, deaf, blind, elderly.

Researches local organisations who help people who need a place to live – e.g. [Trust in Fife](#) [Frontline Fife Housing First](#)

Describes the types of housing available in the local area (flat, house, sheltered housing/nursing homes) from my experiences of community walks.

Describes the type of house they live in.

Creating rich play environments in your setting to support learners to **explore and investigate how people interact with their environment, e.g. role play, tough trays, construction areas.**



People, place and environment First Level

See SOC 1-07a SOC 1-14a and the Literacy & English; Science (Planet Earth) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 1-13a SOC 1-13b (Using and Caring for the environment)

Cross reference with First Level Skills slide*

Describes at least three different ways in which land is used in the local area, for example shops, houses, farming.

Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest.

Draws two conclusions about how living things adapt to the climate in any chosen area.

**also on Weather and Climate slide*

Identifies the characteristics of the local environment and landscape.

Explains why the local village/town/city was built with reference to land use.

Identifies factors which influence how people choose to make journeys.

Describes how different landscapes influence living things.

Gives examples of each type of land use from the local environment.

Discusses why these places are a good location for farming/industry.

Explains why different living things inhabit different habitats.

Describes the different ways that land can be used – transport, housing, farming, leisure, industry, natural.

Uses a simple map to show examples of farming and industry.

Compares the living things in different environments.

Investigates how people use the land in the local environment – transport, housing and natural focus.

Investigates how land in the local environment is used – farming and industry focus.

Explains why a living thing lives in a certain habitat.

Identifies different land uses.

Gathers information about a natural environment that is different from my own – river, island, seashore.

Creating rich play environments in your setting to support learners to **explore and investigate how people and other living things interact with their environment, e.g. role play, tough trays, construction areas.**



People, place and environment First Level

SOC 1-09a (Food and Farming)

Cross reference with
First level Skills slide*

See SOC 1-13a, SOC 1-13b; and Literacy & English;
Technologies (Food & Textiles, Technological
Developments); HWB (Food & Health) Pathways.

**Identifies at least two forms of agriculture
in Scotland and foods associated with these,
for example, arable, dairy or pastoral.**

Identifies the different types of farming which
exist in Scotland and what foods they produce
– arable, livestock, dairy, fish, fruit etc.

Finds out about how the land is used for farming
in the local area – maps, community walks etc.

Describes how food changes from farm to fork.

Describes the nutritional needs of the community
and explains how these are met locally.

Sorts foods depending on their origin and seasonality.

Gives examples of foods that are grown or
are available in Scotland in different
seasons. e.g. strawberries in summer.

Explains that all food comes
from either a plant or an animal.

Creating rich play environments in your setting to support learners in
exploring, investigating using different materials to map and model
different environments.

Creating rich play environments in your setting to support learners to
explore and investigate how people interact with their environment,
e.g. role play, tough trays, construction areas.



People, place and environment First Level

See SOC 1-13a SOC 1-13b and the Literacy & English; Maths & Numeracy (Measurement, Information Handling); Science (Planet Earth); Technologies (Technological Developments) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 1-12a SOC 1-12b (Weather and Climate)

Cross reference with First level Skills slide*

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.

Draws two conclusions about how living things adapt to the climate in any chosen area.

**also on Using and Caring for the environment slide*

Finds out how technology can help us to predict and measure the weather – satellite imaging, weather stations.

Explains how different weather phenomena develop.

Discusses the advantages and disadvantages of living in a certain climate zone.

Makes and uses a variety of weather measuring equipment to measure the weather – weather vane (wind direction), rainfall gauge (level of rainfall), and thermometer (temperature anemometer (wind speed) barometer (pressure)). [Weather Instruments](#)

Compares climate zones.

Describes the effects of the weather on the world they live in.

Describes the effects of the weather in the wider world.

Describes the climate zones and gives examples of places in the world that have these climates.

Identifies different weather phenomena.

Finds out about the differences between the some of the major climate zones.

Observes the weather and record my findings using simple tables and graphs.

Chooses appropriate clothing depending on the weather.

Explains why an animal is found in a certain climate zone.

Finds out what each type of weather is like using my senses.

Describes what the weather is like.

Matches animals with their environment.

Describes some of the major climate zones – e.g. Tropical, Temperate, Polar.

Creating rich play environments in your setting to support learners to **explore and investigate how weather and climate influence the environment, e.g. role play, tough trays, construction areas.**

People in society, economy and business First Level

Experiences and Outcomes	Benchmarks
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 I can contribute to a discussion of the difference between my needs and wants of those of others around me. SOC 1-16a 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 I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a I have developed an understanding of the importance of local organisations in providing for the needs of my community. SOC 1-20a 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. SOC 1-21a I have experienced the different jobs involved in running a business enterprise and understand the role each ones plays in its success. SOC 1-22a	• Identifies a reliable and an unreliable source of evidence. • 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. • 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.

People in society, economy and business First Level

See SOC 1-20a and the Literacy & English; HWB (Choices & Change); Numeracy & Maths (Money) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 1-16a SOC 1-17a SOC 1-18a SOC 1-20a SOC 1-21a SOC 1-22a

Cross reference with First level Skills slide*

Makes informed decisions on an issue having listened to others.

Identifies a reliable and an unreliable source of evidence.

Evaluates the impact of the actions of themselves and others within their local community (school, local area, etc). E.g. charity work they undertake or are impacted by. (Assess impact/analyse)

Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.

Presents an informed opinion on rights and responsibilities using their own experience.

Names two local organisations who provide for needs in the local community and describes what they do.

Identifies the range of roles which are involved in running a business, and what roles they play in its success.

Identifies needs and wants using examples from their own experience.

Demonstrates relevant numeracy skills to do a simple budget.

Explains the difference between rights and responsibilities and how they apply to me.
This could include my rights under the UNCRC.

Calculates how much money they need to buy items.

Considers a variety of options in order to make a fair decision.

Creating rich play environments in your setting will support learners to **develop collaborative and decision making skills, eg. role play.**

People, place and environment First Level Additional Detail

The following slide(s) ★ provide more detail organised into these themes:

Theme	Es & Os
The Local Community	SOC 1-16a SOC 1-17a SOC 1-18a SOC 1-20a
Social Enterprise & Business	SOC 1-21a SOC 1-22a

At First level children and young people should experience **1 x People in society, economy and business context per year**. (Plus, taking part in **at least 1 Social Enterprise** within the three-year cycle.

Contexts may be linked to other themes and aspects of the Ethos and Life of the School as a community. For example: **The Local Community** may combine well with **The Local Area** (Place and Environment) or an environmental **Social Enterprise and Business** context may be identified as a result of learning about **Using and Caring for the Environment** (Place and Environment).



People in society, economy and business First Level

See the Literacy & English; HWB (Choices & Change) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 1-16a SOC 1-17a SOC 1-18a SOC 1-20a (The Local Community)

Cross reference with First level Skills slide*

Names two local organisations who provide for needs in the local community and describe what they do.

Evaluates the impact of the actions of themselves and others within their local community (school, local area, etc.). E.g., charity work they undertake or are impacted by.

Finds out about how groups of people are supported by local organisations – disabled, elderly, young children.

Links the needs of my local community to the rights of the child.

Explains in simple terms how local businesses meet our needs.

Asks questions to find out information about the organisation or business.

Finds out about a local organisation or service that helps the local community.

Identifies needs and wants using examples from their own experience.

Explains the difference between rights and responsibilities and how they apply to themselves. This could include their rights under the UNCRC.

Analyses a person's needs and suggest ways of meeting these needs.

Gives examples of different people's needs and wants.

Explains the difference between needs and wants.

Explains that they do not need everything they want.

Presents information about their needs and wants.

Finds out what they need to survive.

Presents an informed opinion on rights and responsibilities using their own experience.

Sorts rights into categories to help me understand which rights are relevant to me – survival, protection, development, participation.

Explains that rules help to keep us safe and make the world a better place.

Describes, with examples, what a familiar place would be like without rules.

Identifies rules within and beyond the school environment.

Contributes to the creation of classroom rules/charter.

Finds out about some of the rights of the child – education, safe environment.

Follows simple classroom rules.

Makes informed decisions on an issue having listened to others.

Describes how their participation in decision making has impacted on the people and environment around them.

Explains that they have the right to say what they think should happen when adults are making decisions which involve them.

Considers the consequences of their decisions.

Considers a variety of options in order to make a fair decision.

Gives their point of view when decisions are being made that affect them.

Asks questions to find out who makes rules and decisions about them.

Makes decisions about their learning.

Makes decisions about the way they behave.

Creating rich play environments in your setting will support learners to **develop collaborative and decision making skills, eg. role play.**



People in society, economy and business First Level

See SOC 1-20a and the Literacy & English; Maths & Numeracy (Money); HWB (Choices & Change) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 1-21a SOC 1-22a (Social Enterprise & Business)

Cross reference with First level Skills slide*

Demonstrates relevant numeracy skills to do a simple budget.

Explains why they cannot afford certain items.

Sticks to a budget.

Calculates how much money is needed to buy items.

Analyses a price list and decides what they wish to buy.

Purchases items from a school business – tuck shop, pencil trolley etc.

Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.

Identifies the range of roles which are involved in running a business, and what roles they play in its success.

Suggests what might happen if one role in the business was to be removed.

Matches a job title to a job description.

Finds out about roles different people play in running an organisation or business – e.g. school, supermarket, farm, shop, food production etc.

Identifies the connections between businesses in the local area.

Fulfils the role they have chosen/been assigned.

Takes on a role in a business enterprise task.

Works as part of a team.

Takes on a role in group work.

Creating rich play environments in your setting will support learners to **develop collaborative and decision making skills, eg. role play.**

Social Studies Second Level



Social Studies Second Level

See the HWB; Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy Pathways

Social Studies Common Skills – Second Level

Cross reference with curricular organiser slides

Gathers information	Collects information from both primary and secondary sources in wider society.	Uses at least two instruments/techniques to collect information and draw a simple conclusion.	Creates and carries out a survey to gather information .	Selects and records relevant sections of information from several sources within and outwith the learning environment and uses this evidence to find out about different contexts.
Research Skills	Uses a KWL grid and/or other graphic organiser to find out prior knowledge and plan research questions to be answered.	Creates a series of research questions and use these to help find out about a phenomena, past event, or current issue in society.	Interviews key people about a chosen subject.	Takes notes from a variety of sources (library, internet, technology, other media) recording their observations/findings in a variety of ways. Presents their conclusions in a PowerPoint or using other multi-media formats.
Describes	Provides two or more detailed descriptions of information from a source in wider society.	Describes the diverse cultures, values and customs in our society and in other societies both now and in the past.	Describes how different people live or have lived and acknowledges the value in that diversity.	Describes basic human needs in addition to housing and how these needs are/were met in their community.
Explains	Provides an explanation , giving at least 2 points, of an event, person's actions or concept in wider society.	Explains in simple terms different forms of discrimination which people or groups may suffer.	Explains how some countries and societies are/were more able to meet basic human needs than others.	Explains how different land uses meet different needs in a range of social, geographical and historical settings.
Compares and contrasts	Compares and contrasts different opinions.	Identifies the similarities and differences between the lifestyle and culture of their own and another country.	Compares and contrasts from sources providing two or more similarities and differences or advantages or disadvantages.	Compares accounts of events from different sources – fact or fiction.
Draws conclusions and gives reasoned opinions	Selects evidence and uses it to research and form at least one valid opinion or conclusion with reasoning.	Evaluates the impact of an event/action/issue using evidence .	Draws conclusions on how and why evidence may be persuasive and influence research on current or past issues.	Considers ways of checking the accuracy of interpretations – fact or fiction and opinion. Explains and gives examples of the difference between fact and opinion .
Makes informed contributions to discussion	Contributes two or more points to a discussion .	Uses current or historical multi-media sources (e.g. news reports, newspaper articles, photos, adverts, internet postings etc) to raise topics for discussion and can identify both positive and negative discussion points .	Works in a group to discuss/debate issues.	Takes part in many discussions on topics arising – giving reasoned arguments/opinions .

People, Past events and society Second Level

Experiences and Outcomes	Benchmarks
I can use primary and secondary sources selectively to research events in the past. SOC 2-01a 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 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 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 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	• 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.

People, Past events and society Second Level

See See SOC 2-15a and the Numeracy & Maths (Time); Technologies (Technological Developments); Literacy & English Pathways.

SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a

Cross reference with Second Level Skills slide*

Uses both primary and secondary sources of evidence in an investigation about the past.

Uses at least one primary and at least one secondary source.

Identifies primary and secondary sources.

Uses evidence to research the world around them.

Identifies where information can be found in wider society.

Adds more detailed events and people onto a timeline.

Places an event appropriately within a historical timeline.

Demonstrates understanding of what a historical chronology is.

**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.**

Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.
(This should include knowledge of discrimination experienced by people in the past such as sexism, homophobia and racism.)

Describes and discusses at least three similarities and differences between their own life and life in a past society.

People, past events and society Second Level Additional Detail

The following slide(s) ★ provide more detail:

Theme	Es & Os
People, Past events and society	SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a (over two pages, use together)

At Second level children and young people should experience **1 x Past events and society context per year** (Plus, at some point in the level the study of **at least 1 Significant Individual in History** which can be linked to a Historical, Science, Technology or standalone context)



People, Past events and society Second Level

See See SOC 2-15a and the Numeracy & Maths (Time); Technologies (Technological Developments); Literacy & English Pathways.

SOC 2-01a SOC 2-02a (1 of 2)

Cross reference with Second Level Skills slide*

Uses both primary and secondary sources of evidence in an investigation about the past.

Identifies and discusses the reasons for differences between primary and secondary sources.

Uses at least one primary and at least one secondary source.

Identifies primary and secondary sources.

Considers historical evidence and decides what type it is.

Considers historical evidence and decides how reliable it is and what value it has.

Chooses relevant material from given sources to present a picture of one aspect of life in time past.

Uses evidence to research the world around them.

Identifies where information can be found in wider society.

Reads more complex information texts.

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.

(*on both slides)

Demonstrates understanding of what a historical chronology is.

Identifies the date of significant events in the past that they have studied and place them on the right place on a timeline

Produces timelines and time segments to help explain chronology and cause/effect.

Places an event appropriately within a historical timeline.

Places current study of Scottish history on a timeline in relation to other studies.

Uses terms related to the time period and begins to date events.

Places events from a specific period of Scottish history studied on a timeline.

Identifies and sequences key events of the time studied.

Adds more detailed events and people onto a timeline.

Describes characteristic features of periods in Scottish history and society at times they have studied, including beliefs, attitudes and experiences.

Describes characteristic features of Scottish history and society at different times.

Describes characteristic features of a specific time in Scottish history.

Recognises the impact of significant individuals on events/attitudes and how the history of Scotland and the wider world has/was changed as a result.

Associates events that have happened at different times in the same place that are related.

Associates events that happened at the same time in different locations that are related.



People, Past events and society Second Level

See See SOC 2-15a and the Numeracy & Maths (Time); Technologies (Technological Developments); Literacy & English Pathways.

SOC 2-03a SOC 2-04a (2 of 2)

Cross reference with Second Level Skills slide*

Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society.

(This should include knowledge of discrimination experienced by people in the past such as sexism, homophobia and racism.)

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. (*on both slides)

Describes and discusses at least three similarities and differences between their own life and life in a past society.

Confidently discusses the significance of major historical figures and events in Scottish history and creates a timeline in the correct historical sequence.

Confidently uses relevant sources of information to research a variety of issues and explores and gives reasons for the differences in the past.

Investigates people, groups and events within the context of Scottish historical themes.

Applies what they have learned to explain how past people, groups and events, within the context of Scottish historical themes, have shaped Scottish society.

Makes informed comments on why some historical figures and events are significant.

Makes informed comments about life in a past society and life today.

Constructs a timeline to show when the event(s) took place or when the group of individuals lived and any subsequent consequences or effects of the event or their actions.

Considers the cause of the event/action and compare to today's society – have there been similar issues? What if the same event happened in today's society? How would people respond? Would it have the same result/effect?

Investigates the relationships between significant historical figures and events that they have knowledge of and place them correctly on a timeline.

Uses relevant sources of information to research given issues and explores reasons for the differences in the past e.g. lack of technology, government, sanitation facilities, limited materials or skills etc.

Works co-operatively to investigate the Who? Where? What? When? Why?

Plots key places involved on a map of Scotland (or wider if appropriate).

Applies what they have learned about significant historical figures and events to sequence them accurately.

Finds out about the relationships between specific significant historical figures and events and places them correctly on a timeline.

Identifies similarities and differences between life in a past society and life today.

Investigates specific people, groups and events within the context of a given Scottish historical theme.

Creates a display which shows information about the main themes.

Learns about specific significant historical figures and events.

Uses relevant sources of information e.g. information books, websites, films to research a specific issue.

People, place and environment Second Level

Experiences and Outcomes	Benchmarks
I can describe the major characteristic features of Scotland's landscape and explain how these are formed. SOC 2-07a I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b 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. SOC 2-09a 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 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 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 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	• 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. • 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. • 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. • 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.

People, place and environment Second Level

See the additional detail pathways slides for cross-curricular links.

SOC 2-07a SOC 2-07b SOC 2-08a SOC 2-08b SOC 2-09a SOC 2-10a SOC 2-12a
SOC 2-13a SOC 2-14a *SOC 2-19a (from People in society, business and economy)

Cross reference with Second Level Skills slide

Extracts information from more than one kind of map.

Identifies at least two geographical features from a more complex map or extracts two pieces of information from a graphical source to support a conclusion.

Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield.

Produces a map, annotated diagram, or graph, each with at least two annotations - e.g. a bar graph.

Demonstrates understanding of a variety of maps types, and identifies some features 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.**

Explains how the Scottish landscape influences the type of farming.

**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.**

Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting areas.

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.

Describes the different facilities available in my local area for leisure, including places of interest.

Suggests at least three ways in which people can live in a more environmentally responsible way.

Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing.

Describes at least one advantage and disadvantage for each form of transport.

Identifies at least four ways in which journeys can be made.

Identifies at least three impacts of human activity on the environment.

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.

Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event.

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.

Identifies at least three features of Scotland's landscape and can provide a basic explanation of how these are formed.

Provides at least two simple explanations of geographical issues, features or concepts.

People, place and environment Second Level Additional Detail

The following slide(s) ★ provide more detail organised into these themes:

Theme	Es & Os
Map Skills	SOC 2-14a (over two pages, use together)
Exploring Landscapes	SOC 2-07a SOC 2-08a SOC 2-08b SOC 2-13a
Travel and Tourism	SOC 2-09a SOC 2-10a *SOC 2-19a (*from People in society, business and economy)
Weather, Climate and Natural Disasters	SOC 2-07b SOC 2-12a

At First level children and young people should experience at least **1 x Place and Environment context per year** – a) **Society and Multi-culturalism**, b) **Travel and Tourism**, c) **Weather, Climate and Natural Disasters**.
(Plus, **Map Skills** should be re-visited every year threaded through each context as appropriate)



People, place and environment Second Level

See the Science (Planet Earth); Technologies (CDEg); Numeracy and Maths (Shape, Position & Movement); Expressive Arts (Art & Design); Modern Languages; Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-14a (Map Skills 1 of 2)

Cross reference with Second Level Skills slide

Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield.

Extracts information from more than one kind of map.

Identifies at least two geographical features from a more complex map or extracts two pieces of information from a graphical source to support a conclusion.

Demonstrates understanding of a variety of maps types, and identifies some features on maps of Scotland, the UK, Europe and areas further afield.

Produces a basic map, annotated diagram, or basic graph, each with at least two annotations (e.g. a bar graph).

Follows routes on smaller scale OS map.

Interprets and identifies relief features.

Uses latitude and longitude on maps.

Draws scale plans.

Selects and uses appropriate images to use as geographical evidence.

Follows a route on a map from the description of features, direction and distance.

Identifies different types of feature on atlas & maps e.g. city, country, sea.

Uses 4 figure grid references to locate features on maps.

Designs maps from descriptions.

Understands slope and height using contour lines on OS maps.

Relates maps to each other.

Relates position and features they see to their location on the map.

Creates scaled maps of familiar areas using measurements they have made.

Explores height and slope with maps, fieldwork and photographs.

Develops an awareness of the real distances represented within a local area.

Orientates a large-scale map of local area using landmarks and compass points.

Makes sketch maps of areas using symbols and key.

Uses models to introduce contours and slope.

Uses maps of other places to identify information and routes.

Identifies features on large scale maps and aerial photographs of my local area.

Uses points of compass to give directions on a map.

Makes a map of a short route with main features in correct order.

Makes a sketch map from a birds-eye view (real or imaginary).

Adds direction instructions up to 8 cardinal points.

Looks at smaller scale aerial views.

using, reading and interpreting

position, orientation & alignment

drawing

perspective (viewpoint)



People, place and environment Second Level

See the Science (Planet Earth); Technologies (CDEg); Numeracy and Maths (Shape, Position & Movement); Expressive Arts (Art & Design); Modern Languages; Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-14a (Map Skills 2 of 2)

Cross reference with Second Level Skills slide

Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield.

Extracts information from more than one kind of map.

Identifies at least two geographical features from a more complex map or extracts two pieces of information from a graphical source to support a conclusion.

Demonstrates understanding of a variety of maps types, and identifies some features on maps of Scotland, the UK, Europe and areas further afield.

Produces a basic map, annotated diagram, or basic graph, each with at least two annotations (e.g. a bar graph).

Understands symbols used on a variety of maps including atlas symbols.

Understands that symbols may vary on maps of different scales.

Discusses patterns that maps show e.g. distribution of towns and villages.

Selects appropriate maps for different purposes e.g. thematic, geological, historical.

Selects and uses appropriate symbols.

Understands that the same features can be shown by symbols on maps of different scales.

Understands that the layer tints and contour lines show landscape is not flat.

Understands the globe as a flat map.

Draws maps and plans using symbols with a key to show features.

Understands that symbols on small scale maps are disproportionate to the features they represent.

Understands the information provided with a map, including title, key, grid, scale bar, compass line or rose.

Extends their mental map to wider area to include the world.

Understands that maps only include key points.

Uses a scale bar to measure both straight lines and winding distances between points on variety of maps.

Realises purpose, scale, symbols and style are related.

Extends their mental map to a wider area to include Europe.

Uses map symbols to locate features in the key and on the map.

Compares and interprets map scales.

Uses OS 1:25000 maps.

Uses and compares globe with world map and discuss advantages/disadvantages of both.

Uses Ordnance Survey symbols.

Completes scale drawings /models of a familiar area.

Uses a scale bar to measure straight line distances on a variety of atlases and maps.

Uses larger scale OS maps 1:10000.

Gives maps a title to demonstrate purpose.

Extends their mental map to a wider area to include Britain.

scale and symbols

purpose & style



People, place and environment Second Level

See the Science (Planet Earth); Modern Languages; Technologies (Digital Literacy, Technological Development); Literacy & English Pathways.

Identifies at least three features of Scotland's landscape and can provide a basic explanation of how these are formed.

Explains how and why specific areas of Scotland's landscape have changed over the years, and continue to do so, due to weather and environmental changes e.g. farming land, forest areas, rocks etc

Provides at least two simple explanations of geographical issues, features or concepts.

Studies maps and pictures from throughout history of the same area and highlight differences in the landscape and discusses possible reasons for these changes.

Describes some major characteristic features of Scotland's landscape and explains how they were formed (forests, woodland, farming land, coastlines, mountains, rivers, lochs etc).

Explores their own physical surroundings – take photos, make sketches, record film of the kind of landscape surrounding my own area.

Uses a blank map of Scotland to note down the features of Scotland's landscape they know already.

**SOC 2-07a SOC 2-08a SOC 2-08b SOC 2-13a
(Exploring Landscapes)**

Cross reference with Second Level Skills slide

Suggests at least three ways in which people can live in a more environmentally responsible way.

Transfers what they have learned to raise awareness amongst others of the need to be global citizens.

Investigates and presents global environmental issues, including the causes and effects of global environmental issues.

Participates in activities that show they can appreciate that the future of the earth relies on human activity being more environmentally friendly.

Makes informed suggestions about how we can live in a more environmentally friendly way.

Discusses ways to help minimise or prevent environmental damage.

Identifies at least three impacts of human activity on the environment.

Examines how wider human activity can impact on the environment.

**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.**

Investigates the positive and negative impact that a proposed land use development may have on a community.

Identifies the advantages and disadvantages of a proposed development and relates them directly to who or what could be affected by them.

Explores a proposed land use development.

Uses methods to collect relevant people's opinions before gathering it to present in various ways (graphs, charts, lists, diagrams, reports etc.).

Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting areas.

Explains how the physical environment influences land use in a contrasting area.

Compares and contrasts land usage in more than one area and make informed comments on the ways people use land.

Explains how the landscape influences the type of farming.

Researches a contrasting area based on key questions or areas identified through class discussion.

Explains how the physical environment influences local land use.

Identifies why the studied land lends itself to its land use.



People, place and environment Second Level

See the Technologies (Technological Developments); Science (Planet Earth); Modern Languages; Numeracy and Maths (Time, Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-09a SOC 2-10a *SOC 2-19a (*from People in society, business and economy) **(Travel and Tourism)**

Cross reference with Second Level Skills slide

Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing.

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.

***Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country.**

Presents an informed view on the advantages and disadvantages of travel and its impact upon the environment.

Plans journeys around the wider world detailing the best methods of travelling for variables such as speed, comfort, sight-seeing, environmental impact.

Prepares an effective guide (written, printed, audio or visual) with information on housing, work, leisure and tourist facilities.

Discusses the similarities and differences of the lifestyle and culture of citizens of Scotland and another country

Describes at least one advantage and disadvantage for each form of transport.

Analyses the impact on the environment of different modes of transport both locally and beyond.

Presents information on tourism, housing and business in my local area based upon own research.

Co-operatively, gathers more in-depth information on a selected aspect of local area (housing, leisure, work, tourist spots).

Compares the similarities and differences between cultures.

Identifies specific countries and decides on categories or key questions to find out more about. (based on prior knowledge and experiences, items in the news, Internet articles etc.).

Compares and contrasts different modes of transport and the importance of travel locally and beyond.

Understands that physical environment influences the types of transport used in particular areas.

Examines the local business district and the services offered.

Discusses traditional Scotland compared with modern-day Scotland.

Identifies at least four ways in which journeys can be made.

Describes the different facilities available in my local area for leisure, including places of interest.

Finds out about the lifestyle and culture of other citizens of Scotland.

Studies the lifestyle and culture of citizens of another country.

Finds out about different modes of transport and the importance of travel locally.

Plans a journey around Scotland detailing the best methods of travelling for variables such as comfort and sight-seeing

Describes the facilities and amenities within the local area, including tourism.

Gathers information on different local facilities and amenities.

Visits a local facility to conduct a class review and create a wall display of photos, postcards, pupils' writing (reviews, personal writing).

Considers lifestyle and culture by looking at Scotland – thinks about their own life.



People, place and environment Second Level

See the Science (Planet Earth); Modern Languages; Numeracy and Maths (Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-07b SOC 2-12a (Weather, Climate and Natural Disasters)

Cross reference with Second Level Skills slide

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.

Uses books, internet, newspaper articles, clips of news reports to explore how weather affects the economy and way of life in different areas of the world (including positives issues).

Identifies the different challenges and benefits experienced by living things due to the weather and climate.

Makes informed judgments on the impact of weather and climate by comparing foreign and local areas.

Uses books, internet, newspaper articles, clips of news reports to explore how weather affects the economy and way of life in a chosen area outwith Britain (including positives issues).

Describes how weather can affect land use, food sources, living conditions, transport links and the environments of all living things.

Examines the weather and climate of a foreign land.

Collects weather statistics by appropriate means - e.g. weather reports, internet, newspapers.

Researches / discusses occasions where weather or climate in my own area has impacted on living things – e.g. flooding, winds, severe snow etc.

Identifies the main features of the local weather and climate.

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.

Investigates and reports on the supports and interventions required to aid recovery from natural disasters for people and for landscapes.

Analyses the impact of specific natural disasters on people and the landscape.

Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event.

Explains the physical features and causes of a specific natural disaster.

Finds out about different types of natural disasters that can occur throughout the world i.e. Flood, tsunami, hurricane, tornado, earthquake, volcano eruption, avalanche, drought, famine etc.

People in society, economy and business Second Level

Experiences and Outcomes	Benchmarks
I can use evidence selectively to research current social, political or economic issues. SOC 2-15a I can explain how the needs of a group in my local community can be supported. SOC 2-16a 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 I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a 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 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 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 I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a 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. SOC 2-22a	• Selects appropriate evidence and uses it to research a social, political or economic issue. • Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples. • 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. • 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. • Describes the main features of a democracy. • Identifies links between rights and responsibilities. • Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative. • Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. • Describes the basic needs of human beings. • Draws valid conclusions as to why some countries can meet these needs better than others. • 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. • Describes and pros and cons of using Fairtrade products and community service providers such as credit unions. • 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.

People in society, economy and business Second Level

See the additional detail pathways slides for cross-curricular links.

SOC 2-015a SOC 2-16a SOC 2-16b SOC 2-16c SOC 2-17a SOC 2-118a SOC 2-19a SOC 2-20a SOC 2-21a SOC 2-22a

Cross reference with Second Level Skills slide

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.

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.

Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country.*

Draws valid conclusions as to why some countries can meet these needs better than others.

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

Evaluates the impact of a policy.

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

Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative.

Demonstrates understanding of how the winner may be decided in an election.

Describes how a representative might speak and act on behalf of others.

Describes the main features of a democracy.

Identifies profit and non-profitmaking organisations/enterprises including those who services are free at the point of delivery, for example health and education.

Describes the pros and cons of using Fairtrade products and community service providers such as credit unions.

Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method.

Identifies which goods and services would be essential in society.

Describes the basic needs of human beings.

Identifies links between rights and responsibilities.

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

Explains how evidence varies in reliability, giving examples

Evaluates the success of the enterprise.

Demonstrates understanding of how to identify mistakes made and plan effective solutions.

Demonstrates understanding of how to work effectively with individuals or groups from outside their project team.

Identifies the main business functions such as production, sales, marketing, and administration.

Takes a role in setting up or running a small enterprise.

People, place and environment Second Level Additional Detail

The following slide(s) ★ provide more detail organised into these themes:

Theme	Es & Os
Society and Multiculturalism	SOC 2-015a (see skills slide) SOC 2-16a SOC 2-16b SOC 2-16c SOC 19a
Government and Democracy	SOC 2-015a (see skills slide) SOC 2-17a SOC 2-18a
Business and Fair Trade	SOC 2-015a (see skills slide) SOC 2-20a SOC 2-21a
Social Enterprise	SOC 2-015a (see skills slide) SOC 2-22a

At Second level children and young people should experience **1 x People in society, economy and business context per year** – a) **Society and Multiculturalism**, b) **Government and Democracy**, c) **Business and Fair Trade**.

Children and young people should also experience taking part in **at least 1 Social Enterprise** within the three-year cycle, arising from either the Ethos and Life of the School Community, one of the Social Studies contexts or from another curricular area's context.



People in society, economy and business Second Level

See the HWB (Choices & Change); Modern Languages; Numeracy & Maths (Money, Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-015a (see skills slide) **SOC 2-16a** **SOC 2-16b**
SOC 2-16c **SOC 19a** (Society and Multi-culturalism)

Cross reference with Second Level Skills slide

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

Draws valid conclusions as to why some countries can meet these needs better than others.

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.

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

Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country.*

Demonstrates how they can support their local community.

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.

Works with others to carry out a fundraising activity to help an organisation within their community.

Writes letters to local press / councillors informing them of my work and findings, particularly if there is room for improvement.

Discusses different groups in society, considering their vulnerability to discrimination – who would be responsible? What would it look like? What could be a solution?

Explores how different individuals and groups can be treated differently - discusses feelings, effects this would have in the long term, conflicts arising and the issues of respect and fairness.

Uses information gathered to compile a suggested improvement e.g. new building, extra provisions, fundraising etc.

Finds out about and report back about initiatives and policies that are in place to prevent discriminatory behaviour.

Thinking about society in Scotland's wider sense – What traditionally represents Scotland? Realises Scotland's history is not totally representative of today's climate.

Works in a group to gather specific information from the representatives.

Arranges a meeting or visit to speak with representatives from the group.

Explains how these needs are met and be able to describe the support networks in place.

Gathers newspaper articles, magazine clippings, news reports or report on their own knowledge to compile evidence of discrimination.

Explores the difficulties experienced by a minority within any society – racism, bullying, lack of facilities etc.

Learns to appreciate how the nature of our traditional society can cause challenges for some cultures.

Learns about the diversity of cultures, values and customs in our society, including multi-cultural contributions and considers different viewpoints.

Compiles a set of questions they would want answered about one of the groups (Are there meeting points? What are their needs? Is there enough provision? Are there improvements which could be made?), while considering how they could be answered– visits, phone calls, newspaper clippings.

Identifies and learns about different groups in my local community, including their needs to be successful.

Recognises discriminatory behaviour and understands how this impacts on people's lives.

Researches the wide variety of cultures living within modern Scotland.

Finds out about different forms of discrimination across a range of people and societies.

Identifies values held and encouraged at school or at home and discuss the need for respecting others' values.

Recognises what makes their society in a local sense – Who's in it? What happens within it? What facilities are there? Where is this society?

Describes the basic needs of human beings.

Identifies links between rights and responsibilities.



People in society, economy and business Second Level

See the HWB (Choices & Change); Modern Languages; Numeracy & Maths (Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-015a (see skills slide) SOC 2-17a SOC 2-18a (Government and Democracy)

Evaluates the impact of a policy.

Cross reference with Second Level Skills slide

Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative.

Discuss positives and any potential negatives of democratic processes.

Demonstrates understanding of how the winner may be decided in an election.

Describes how a representative might speak and act on behalf of others.

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

Takes part in mock election for a class 'prime minister' going through all the correct procedures candidates present their position and are questioned by others, election with ballot papers, confidential voting, ballot boxes, vote counting and announcements being made etc.

Describes the main features of a democracy.

Finds out about the work of elected representatives at local, national or European level.

Constructs relevant questions to ask my government representatives.

Contributes to a class display of all the responsibilities pupils have in and out of school and discuss how important it is to face responsibilities, be reliable, know what is expected etc.

Explores different voting methods e.g fptp, PR etc.

Identifies how the rights and responsibilities of others can have an impact on society.

Collects information from newspapers and other sources about current work going on in Parliament and highlights any changes involving children or education and discuss what these may mean to them.

Investigates issues which they feel strongly about at a national level. Presents discussions/ arguments for these issues to share with a local, national or European government representative.

Becomes actively involved in the decision making process for a current school issue – tuck shop, uniform, school grounds. (*Children to be consulted and allowed to vote – class teacher to be highlighting the democratic nature of the activity).

Understands that casting a vote contributes to the decision- making process.

Finds out who their local and National government representative is.

Identifies the main features of a democracy and describes them.

Understands the importance of making informed decisions.

Presents discussions/ arguments for these issues to share with a local representative.

Finds out about the history of the vote – timeline events.

Learns about the features of elections and why they take place.

Finds out who their local government representative is.

Learns about the rights and responsibilities of citizens in Scotland (including myself, and others) and discuss them.

Identifies issues which they feel strongly about at a local level.

Participates in a fictional scenario where a group of people will be affected by a decision and work through this as a group, makes decisions, votes on and justifies their opinions (Web link: [BBC - Around Scotland - Citizenship](#)).

Describes the basic needs of human beings.

Identifies links between rights and responsibilities.



People in society, economy and business Second Level

See the HWB (Choices & Change, Food & Health); Modern Languages; Numeracy & Maths (Money, Information Handling); Technologies (Technological Developments); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-015a (see skills slide) **SOC 2-20a** **SOC 2-21a**
(Business and Fair Trade)

Cross reference with Second Level Skills slide

Identifies profit and non-profitmaking organisations/enterprises including those who services are free at the point of delivery, for example health and education.

Identifies which goods and services would be essential in society.

Describes the pros and cons of using Fairtrade products and community service providers such as credit unions.

Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method.

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

Uses books, internet, newspaper articles, clips of news reports to explore how weather affects the economy and way of life in different areas of the world (including positives issues).

Works co-operatively to make multimedia presentation using still images and voiceover showing nonethical trading and also what can be done to improve the situation.

Researches various companies to explore their ethical policy – write letters, make phone calls, visit local and national companies – and evaluate the accessibility of information.

Researches and explains how consumers have the power to influence and support ethical trading.

Explores the consequences of unethical trading by examining and detailing physical and mental effects and use a variety of media to present the information.

Finds out what is meant by “ethical trading” and how companies can take responsibility for human rights and working conditions.

Plots countries on a map to show the areas where workers’ basic needs are not being met (following class discussion about the country’s history and economic status) and annotates the map with descriptions of conditions and reasons.

Explains why some societies are more able than others to meet these needs

Learns to appreciate and discusses the consequences of not having these rights met.

Identifies the basic needs of people in other countries and that everyone is entitled to have these met (including children).

Describes the basic needs of human beings.

Acts on advice to manage their money following a visit to a local bank or visit to school from bank personnel.

Considers scenarios on managing money, borrowing and lending to friends, saving etc. Discusses how to handle each and considers benefits and risks which may arise.

Audits everything they consume or use in an average day and writes a list to compare their needs and wants.

Discusses the effects of adverts, peer pressure etc. to have certain things in life and the effects they can have – debt, pressure on parents, unhappiness etc.

Explores what is meant by essential goods and services.

Identifies links between rights and responsibilities.

Makes a collection of leaflets and adverts for credit card companies, loans, savings banks, shops etc. to show the variety of payment methods available to consumers.

Works co-operatively to make up a class or group board game based on money decisions and choices, risks and benefits.

Investigates the benefits and risks of various methods of payment and the potential related outcomes.

Learns about the different ways in which people pay for goods and services.



People in society, economy and business Second Level

See the Numeracy and Maths (Money, Information Handling); Literacy & English; HWB (Choices & Change); Technologies (Technological Developments) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 2-015a (see skills slide) **SOC 2-22a (Social Enterprise)**

Cross reference with Second Level Skills slide

Evaluates the success of the enterprise.

Evaluates the success of a business based on agreed plans and related actions through quality discussions, personal/team reflection and review, analysis of profit/loss etc.

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

Demonstrates understanding of how to work effectively with individuals or groups from outside their project team.

Demonstrates understanding of how to identify mistakes made and plan effective solutions.

Identifies the main business functions such as production, sales, marketing, and administration.

Takes a role in setting up or running a small enterprise.

Collaborates and makes choices in deciding how to share different roles and responsibilities as part of a business team.

Takes responsibility for a given task/role and explains how this contributes to the success of a business.

Contacts a local business person, make links with a secondary teacher or a bank worker for expertise.

Identifies necessary roles/vacancies in the class business for which pupils can write job applications.

Visits shops or suppliers to cost core business materials for the project decided on.

Studies successful businesses locally or nationally to determine what influences and affects their success.

Works co-operatively to identify a potential business opportunity for the class – draws up a business plan – delivers a presentation (pitch) at a school assembly with invited guests – takes part in question and answer session with guest.

Works in a team to conduct market research by preparing interviews, carrying out questionnaires and collating information.

Learns about profit and loss and how to calculate them (use Business Studies teacher from secondary school, school secretary or local business partner).

Develops the skills to set up and run a business, ensuring key roles and processes are identified and in place.

Describes the basic needs of human beings.

Identifies links between rights and responsibilities.

Social Studies Third Level



Social Studies Third Level

See the HWB (Choices & Change); Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

Social Studies Common Skills – Third Level

Cross reference with curricular organiser slides

Gathers information	Collects information from sources (including primary and secondary sources) from home, school or wider society and gives a basic justification for its use.	Uses at least three instruments/techniques to collect information and draws at least two simple conclusions that link to the concept/context.	Creates and carries out more than one data gathering techniques e.g. surveys, ???	Identifies a range of appropriate sources and combines the evidence from them to explore contexts.
Research Skills	Uses an appropriate graphic organiser or other tool to establish prior knowledge and plan research questions .	Uses the library, internet, technology and other media for research, recording their findings in a range of appropriate ways –e.g. notes, annotation etc.	Identifies and interviews suitable people or groups about a chosen subject.	Selects an appropriate format to share their conclusions.
Describes	Provides at least two/ three detailed descriptions from across wider society or of features from across the world.	Describes the responses which are available to countries and organisations when there is an international crisis, and how effective each response might be.		Describes the ways in which the countries of the world, now or in the past, are interdependent and how the interdependence of countries affects their level of development and influences people's lives.
Explains	Provides at least two simple explanations with some supporting evidence.	Describes and explains the reasons why an identified group might experience or have experienced inequality. Identifies some strategies for reducing or making reparations for these inequalities. (This should include in relation to the protected characteristics.)	Explains the social and economic differences between more and less economically developed countries and identifies some strategies for reducing these inequalities.	Describes the factors contributing to a major social, political or economic change in the past, or present, and explains the impact on people's lives.
Compares and contrasts		Provides at least three similarities or differences/advantages or disadvantages and uses some evidence to analyse information.	Compares and contrasts from sources at least two/three similarities and differences and gives supporting evidence.	
Draws conclusions and gives reasoned opinions	Draws at least two conclusions with detailed reasons or offers at least two opinions with detailed reasoning and/or detailed supporting evidence			
Makes informed contributions to discussion	Discusses and debates issues arising, giving different points of view.	Uses media sources to raise topics for discussion taking into consideration the reliability and persuasive influence of those sources.	Contributes three or more, detailed points to a discussion giving reasons.	

People, past events and society Third Level

Experiences and Outcomes	Benchmarks
I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. SOC 3-02a I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. SOC 3-03a I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere. SOC 3-04a I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. SOC 3-06a Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. SOC 3-06b	• Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period. • Draws on previous work to provide a simple explanation of how people and events have contributed to the development of the Scottish nation. Providing at least two reasoned conclusions. • Provides at least two simple explanations as to why a group of people from beyond Scotland settled here. • Describes at least two impacts immigrants have had on life and culture of Scotland. • Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere. • Identifies at least three factors which contributed to a major social, economic or political change in the past. • Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past. • Provides at least two valid opinions about the possible motives of those involved in a significant turning point or event in history. • Provides a valid opinion of the impact of this significant historical event. • Identifies at least two possible causes of past conflict, using research methods. • Presents in any appropriate form at least two impacts on people at that time.

People, past events and society Third Level

See SOC 3-15a and the HWB (Choices & Change); Numeracy & Maths (Time); Technologies (Technological Developments); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 3-01a (see skills slide) **SOC 3-02a** **SOC 3-03a** **SOC 3-04a**
SOC 3-05a **SOC 3-05a** **SOC 3-06a** **SOC 3-06b**

Cross reference with Third Level Skills slide

Draws on previous work to provide a simple explanation of how people and events have contributed to the development of the Scottish nation.
Providing at least two reasoned conclusions.

Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere.

Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.

Provides a valid opinion of the impact of this significant historical event.

Provides at least two valid opinions about the possible motives of those involved in a significant turning point or event in history.

Presents in any appropriate form at least two impacts on people at that time.

Describes at least two impacts immigrants have had on life and culture of Scotland.

Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past.

Identifies at least two possible causes of past conflict, using research methods.

Provides at least two simple explanations as to why a group of people from beyond Scotland settled here.

Identifies at least three factors which contributed to a major social, economic or political change in the past.

Demonstrates sufficient knowledge of a historical period to interpret sources and present an informed view.

Identifies what contribution some people and events have made to Scotland's history.

Identifies the factors contributing to a major social, political or economic change in the past and the impact on people's lives.

Explains why a group of people from outside Scotland settled here and identifies some of the impacts they have made on Scottish culture.
(Impacts could include the emergence of rights movements in past societies and their own, including civil rights, LGBT rights, and women's rights.)

Identifies the similarities and differences between the lifestyles, values and attitudes of people in the past in Scotland and another society in the world.

Identifies the motives of those involved in a significant turning point in the past and the consequences it had then and since.

Places details in chronological order.

People, place and environment Third Level

Experiences and Outcomes	Benchmarks
Having investigated processes which form and shape landscapes. I can explain their impact on selected landscapes in Scotland, Europe and beyond. SOC 3-07a I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. SOC 3-10a I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. SOC 3-11a I can investigate the relationship between climate and weather and be able to understand the causes of weather patterns within a selected climate zone. SOC 3-12a By comparing settlement and economic activity in two contrasting landscapes. I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. SOC 3-13a I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a	• Identifies the processes which form landscapes across the world. • Provides a simple explanation of at least three processes involved in the development of any chosen landscape, for example, coasts, volcanic, rivers or glaciated. • Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they could be managed. • Describes a natural environment different to their own, in terms of climate, physical features and living things. • Provides a simple explanation of at least three links between climate, physical features and living things in that environment. • Identifies at least three social and economic differences between developed and developing countries, for example infant mortality rate, % adult literacy rate, Gross National Product per capita. • Suggests possible ways these differences would be reduced, and provide valid opinions as to their likely success. • Demonstrates a basic understanding of the relationship between weather and climate. • Provides a simple explanation for a weather pattern within a selected climate zone, for example, convection rainfall in the rainforest. • Provides at least two explanations as to how landscapes influence human activity, using two contrasting areas. • Reviews at least two simple graphical sources to interpret information and form a conclusion, for example, a map and a graph. • Uses relevant numeracy and digital technology skills to interpret at least two sources of data from maps and graphical information systems. • Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population

People, place and environment Third Level

See the Numeracy and Maths (Information Handling, Shape, Position & Movement); HWB (Choices & Change); Modern Languages; Technologies (Technological Developments); Science (Planet Earth); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

**SOC 3-07a SOC 3-08a SOC 3-10a SOC 3-11a
SOC 3-12a SOC 3-13a SOC 3-14a**

Cross reference with Third Level Skills slide

Provides a simple explanation of at least three links between climate, physical features and living things in that environment.

Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they could be managed.

Provides at least two explanations as to how landscapes influence human activity, using two contrasting areas.

Identifies a range of consequences of an environmental issue. Describes ways to mitigate these consequence.

Explains how the weather influences the type of farming.

Provides a simple explanation for a weather pattern within a selected climate zone, for example, convection rainfall in the rainforest.

Provides a simple explanation of at least three processes involved in the development of any chosen landscape, for example, coasts, volcanic, rivers or glaciated.

Identifies the differences between their own environment and a contrasting one in terms of climate and landscape.

Identifies the processes which form landscapes across the world.

Describes a natural environment different to their own, in terms of climate, physical features and living things.

Suggests possible ways these differences would be reduced, and provide valid opinions as to their likely success.

Demonstrates a basic understanding of the relationship between weather and climate.

Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population.

Identifies at least three social and economic differences between developed and developing countries, for example infant mortality rate, % adult literacy rate, Gross National Product per capita.

Identifies at least three geographical features e.g. increasingly complex features on maps of Scotland, UK, Europe and World.

Produces a map, annotated diagram, or more complex graph, each with at least three annotations (e.g. a graph with 2 data sets on).

Reviews at least two simple graphical sources to interpret information and form a conclusion, for example, a map and a graph.

Uses relevant numeracy and digital technology skills to interpret at least two sources of data from maps and graphical information systems.

People in society, economy and business Third Level

Experiences and Outcomes	Benchmarks
I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. SOC 3-15a I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. SOC 3-17a I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b I can understand the arrangements for political decision making at different levels and the factors which shape these arrangements. SOC 3-18a I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. SOC 3-19a Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. SOC 3-19b When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. SOC 3-20a I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. SOC 3-20b I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. SOC 3-21a	- Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion. - Presents using appropriate methods an informed view of a current affairs issue. - Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability. - Makes two or more reasoned suggestions of ways in which this inequality might be addressed. - Identifies their own rights and responsibilities as a Scottish citizen and makes a comparison with a contrasting society. - Gives at least two simple explanations for the differences between their own rights and responsibilities and those in a contrasting society. - Identifies at least three sources of information that influence the ways in which he/she is informed. - Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration. - Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level. - Describes the unequal nature of trading relationships and the consequences on people's socio-economic position, for example, Fairtrade, Arms Trade. - Draws valid conclusions about the effectiveness of the response, for example, NGOs, NATO, UN. - Identifies at least two ethical issues related to business practices, for example, Fairtrade, Credit Unions, food banks, zero hours contracts, recycling and packaging. - Describes how different businesses and not for profit organisations help to satisfy needs and wants. - Provides at least two simple explanations as to why budgeting is important to families and businesses. - Identifies methods (including digital ways) to manage and record financial transactions. - Outlines the costs and benefits of saving and investing money and the costs and benefits of borrowing money. - Describes and uses the practical skills (including digital skills) required to contribute to the success of an enterprise activity. - Identifies the advantages and disadvantages of international trade, and issues around free trade agreements.

People in society, economy and business Third Level (1 of 2)

See the HWB (Choices & Change); Literacy & English; Numeracy and Maths (Information Handling) Pathways and the HWB (MESP wellbeing) Es&Os.

**SOC 3-15a SOC 3-16a SOC 3-17a
SOC 3-17b SOC 3-18a**

Cross reference with Third Level Skills slide

Presents using appropriate methods an informed view of a current affairs issue.

Gives at least two simple explanations for the differences between their own rights and responsibilities and those in a contrasting society.

Identifies their own rights and responsibilities as a Scottish citizen and makes a comparison with a contrasting society.

Contrasts the rights of people in identified countries with the rights of people in Scotland.

Makes two or more reasoned suggestions of ways in which this inequality might be addressed.

Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability.

Identifies their rights under the Equality Act (2010) and how the law addresses discrimination in society and business.
Understands and explains with examples, the ways in which this inequality may be addressed.

Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration.

Identifies at least three sources of information that influence the ways in which he/she is informed.

Demonstrates an understanding that the ways in which people are informed may affect their decision making.

Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion.

Evaluates the impact and provides evidence to support answers.

Interprets evidence from basic sources to form and support a valid conclusion.

Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level.

Describes how political decisions are made at different levels and the factors which affect these.
*This could include how political decisions can address or further inequality, including on the basis of class, sex, sexual orientation and gender identity, race and nationality, or disability.
It could also include how laws in Scotland have tried to address inequality for different groups of people.*

People in society, economy and business Third Level (2 of 2)

See the Literacy & English; Numeracy and Maths (Money, Information Handling); HWB (Choices & Change, Food & Health); Technologies (Food & Textiles) Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 3-19a SOC 3-19b SOC 3-20a SOC 3-20b SOC 3-21a

Cross reference with Third Level Skills slide

Outlines the costs and benefits of saving and investing money and the costs and benefits of borrowing money.

Identifies the advantages and disadvantages of international trade, and issues around free trade agreements.

Describes how different businesses and not for profit organisations help to satisfy needs and wants.

Provides at least two simple explanations as to why budgeting is important to families and businesses.

Identifies at least two ethical issues related to business practices, for example, Fairtrade, Credit Unions, food banks, zero hours contracts, recycling and packaging.

Describes and uses the practical skills (including digital skills) required to contribute to the success of an enterprise activity.

Draws valid conclusions about the effectiveness of the response, for example, NGOs, NATO, UN.

Identifies methods (including digital ways) to manage and record financial transactions.

Describes the unequal nature of trading relationships and the consequences on people's socio-economic position, for example, Fairtrade, Arms Trade.

Identifies and explains mistakes made and plans effective solutions.

Identifies the different ways to manage budgets and finances, and the risks and benefits of each.

Identifies how businesses go about meeting needs and what ethical issues might be connected to business practice.

Explains how the globalisation of trade affects working patterns and conditions of employment in Scotland, the UK or beyond.

Works effectively with individuals or groups from outside their project team.

Social Studies Fourth Level



Social Studies Fourth Level

See the HWB (Choices & Change); Numeracy & Maths (Measure, Pattern & Shape, Information Handling); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

Social Studies Common Skills – Fourth Level

Cross reference with curricular organiser slides

Gathers information	Collects information from sources (including primary and secondary sources) from home, school or wider society and gives a detailed justification for its use.	Uses at least four instruments/techniques to collect information and draws at least two detailed conclusions that link to the concept/context.	Creates and carries out several different data gathering techniques e.g. surveys, ???	Demonstrates how to interpret and make use of detailed evidence from complex sources .
Research Skills	Uses tools to establish prior knowledge and plans linked detailed research questions .	Explains in detail the advantages/limitations of a wide range of identified research methods .	Identifies and interviews suitable people or groups about a chosen subject asking follow up questions during discussion.	Selects the most appropriate format to share their conclusions taking into account the needs of their audience.
Describes	Provides at least two/three very detailed descriptions , with evidence if relevant.	Describes the effects of population structure of Scotland and a contrasting society both now and in the past. Describes a meeting of cultures in the past or present and the impact on the societies involved.	Describes the social, political and economic impacts of a technological change in the past or present. Identifies the changes which have taken place in an industry in Scotland's past or present and the impact of those changes.	Describes globalisation of trade and what the implications are for different parts of the world, consumers and the environment.
Explains	Provides at least three explanations , two of which are in some detail to explain the causes or impact of a complex event, concept or issue.	Demonstrates understanding and explains the reasons why both the state and individuals share our shared responsibility for meeting needs in society. Identifies and explains , with examples from the past and present, the impact of a social issue on an identified group.	Describes and explains how the expansion of the power and influence of countries can affect the culture attitudes and experiences of everyone involved. Explains how effective international organisations were or are in achieving their aims.	Explains the factors which have contributed to the development of a multicultural society.
Compares and contrasts		Provides at least three detailed similarities or differences/advantages or disadvantages , using some evidence to analyse information.	Compares and contrasts evidence from a variety of sources and evaluates their usefulness giving detailed supporting evidence.	
Draws conclusions and gives reasoned opinions	Draws at least three reasoned conclusions with detailed reasons and using evidence or offers at least three opinions with detailed reasoning .	Identifies and uses sources to support an argument or judgement.		
Makes informed contributions to discussion				Makes a valid argument or informed view in a discussion or debate and supports with reasoned evidence.

People, past events and society Fourth Level

Experiences and Outcomes	Benchmarks
I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. SOC 4-02a By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. SOC 4-04a I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since. SOC 4-04b I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society. SOC 4-04c I can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05a I can evaluate the changes which have taken place in an industry in Scotland's past and can debate their impact. SOC 4-05b I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. SOC 4-05c Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. SOC 4-06a I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved. SOC 4-06b I can describe attempts to resolve international conflict and maintain the peace and can present my conclusion about how effective these attempts were. SOC 4-06c I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. SOC 4-06d	• Demonstrates the ability to provide a valid argument on a historical theme. • Provides at least two valid opinions to support the argument. • Provides at least three reasons with explanation of the importance of respecting the heritage and identity of others. • Draws at least three reasoned conclusions about the reasons for inequality. • Provides at least two arguments including both for and against as to how a group or individuals have addressed inequality. • Describes in detail at least two of the main features of historical conflicting world belief systems. • Presents their own views on the consequences of such conflict and can provide reasons for them. • Compares and contrasts the rights and responsibilities of citizens in a more and less democratic society providing at least four comparisons. • Identifies the impact of a technological change with at least one of each: social, political and economic impacts and gives a reason for the conclusion. • Suggests at least three changes which have taken place in Scotland's industry. • Provides at least two positive and negative impacts of one of these changes. • Analyses the impact on the societies of the meeting of cultures in the past, drawing at least two valid conclusions. • Uses critical analysis to evaluate the relative importance of the factors which led to an historical event. • Expresses a developed and reasoned opinion about how conflicts have changed over time. Engages considerably in a discussion about the impact on those involved. • Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies. • Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.

People, past events and society Fourth Level

See the Modern Languages; Numeracy and Maths (Money, Information Handling); Technologies (Technological Developments); Literacy & English Pathways.

SOC 4-01a SOC 4-02a SOC 4-04a SOC 4-04b SOC 4-04c SOC 4-05a SOC 4-05b SOC 4-05c SOC 4-06a SOC 4-06b SOC 4-06c SOC 4-06d

Cross reference with Fourth Level Skills slide

Uses critical analysis to evaluate the relative importance of the factors which led to an historical event.

Explains the relative importance of the factors contributing to a significant historical event.

Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.

Analyses the impact on the societies of the meeting of cultures in the past, drawing at least two valid conclusions.

Provides at least two positive and negative impacts of one of these changes.

Identifies the impact of a technological change with at least one of each: social, political and economic impacts and gives a reason for the conclusion.

Identifies the social, political and economic impacts of a technological change in the past.

Describes the changes which have taken place in an industry in Scotland's past and explains impact of those changes.

Suggests at least three changes which have taken place in Scotland's industry.

Draws at least three reasoned conclusions about the reasons for inequality.

Provides at least two arguments including both for and against as to how a group or individuals have addressed inequality.

Describes how inequality has affected some groups in the past and explains how they addressed it. *This could include on the basis of sex, race, sexual orientation, gender reassignment, religion, belief or disability.*

Provides at least three reasons with explanation of the importance of respecting the heritage and identity of others.

Describes their own heritage and explains the importance of respecting others.

Provides at least two valid opinions to support the argument.

Presents their own views on the consequences of such conflict and can provide reasons for them.

Compares and contrasts the rights and responsibilities of citizens in a more and less democratic society providing at least four comparisons.

Explains how the exercise of power affects the rights and responsibilities of citizens in a more democratic and in a less democratic society.

Describes in detail at least two of the main features of historical conflicting world belief systems.

Describes the main features of conflicting world belief systems in the past and explains the consequences of such conflict for societies then and since.

Describes a meeting of cultures in the past and explains the impact on the societies involved.

Explains why a group of people have moved from one country to another and the impact this has had on their new country.

Demonstrates the ability to provide a valid argument on a historical theme.

Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies.

Expresses a developed and reasoned opinion about how conflicts have changed over time. Engages considerably in a discussion about the impact on those involved.

Describes how the nature of conflict has changed over time.

Places more detailed events and people in chronological order.

People, place and environment Fourth Level

Experiences and Outcomes	Benchmarks
I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types. SOC 4-07a I can discuss the sustainability of key natural resources and analyse the possible implications for human activity. SOC 4-08a Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. SOC 4-09a I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems. SOC 4-09b I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. SOC 4-10a I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for society concerned. SOC 4-10b Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond. SOC 4-10c	• Explains in some detail how at least two landscape types from across the globe are formed. • Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity. • Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods. • Assesses the impact of developments in transport infrastructure in a chosen area. • Contributes to a discussion on the development of sustainable systems. • Describes and makes at least three valid conclusions about the impact of human activity on a chosen area. • Explains in some detail how any chosen urban area has developed, and evaluates the impact on the society. • Explains the impact of an economic activity in a chosen area and beyond. • Explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries. • Explains how the control of important raw materials can affect the international power and influence of states, for example, oil. • Asks and responds to questions about the future implications of population structures for Scotland and a contrasting area. <i>cont...</i>

People, place and environment Fourth Level

Experiences and Outcomes	Benchmarks
<i>cont...</i> Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. SOC 4-11a I can explain how the distribution and control of important natural resources affects the international power and influences of states. SOC 4-11b I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies. SOC 4-11c I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life. SOC 4-12a I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact. SOC 4-12b I can demonstrate an understanding of weather and climate by explaining the relationship between weather and air pressure. SOC 4-12c I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes. SOC 4-14a	• Identifies at least three threats facing main climate zones and analyses how these threats impact on the way of life. • Suggests the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact. • Explains links between weather and air pressure. • Evaluates different types of maps, and geographical representations of information to inform discussion on at least three topics.

People, place and environment Fourth Level

See the HWB (Choices & Change, Food & Health); Science (Planet Earth); Numeracy and Maths (Money, Information Handling); Technologies (Technological Developments, Food & Textiles); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

**SOC 4-07a SOC 4-08a SOC 4-09a SOC 4-09b SOC 4-010a SOC 4-010b SOC 4-10c
SOC 4-11a SOC 4-11b SOC 4-11c SOC 4-12a SOC 4-12b SOC 4-12c SOC 4-14a**

Cross reference with Fourth Level Skills slide

Asks and responds to questions about the future implications of population structures for Scotland and a contrasting area.

Contributes to a discussion on the development of sustainable systems.

Explains in some detail how any chosen urban area has developed and evaluates the impact on the society.

Suggests the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact.

Explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries.

Describes and makes at least three valid conclusions about the impact of human activity on a chosen area.

Identifies at least three threats facing main climate zones and analyses how these threats impact on the way of life.

Explains how the control of important raw materials can affect the international power and influence of states, for example, oil.

Assesses the impact of developments in transport infrastructure in a chosen area.

Describes the impacts human activity can have on an area.

Explains the role that development of transport infrastructure has on sustainability.

Explains links between weather and air pressure.

Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity.

Explains the impact of an economic activity in a chosen area and beyond.

Explains in some detail how at least two landscape types from across the globe are formed.

Identifies the sustainability issues associated with key natural resources and explains what the consequences are for human activity.

Describes the main features of an urban area in Scotland (or another urban setting). Explains how these features affect people.

Describes and explains how different physical processes shape different landscapes.

Evaluates different types of maps, and geographical representations of information to inform discussion on at least three topics.

Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods.

Interprets specialised maps to find out specific information about patterns of human activity.

Explains the role that food production and raw material extraction has on the environment.

Produces a detailed map, annotated diagram, or a complex graph, each with a least four detailed annotations (e.g. a wind rose or a transect).

Identifies at least four features from more complex geographical sources and uses at least two graphical sources to form at least one detailed conclusion.

People in society, economy and business Fourth Level

Experiences and Outcomes	Benchmarks
I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-15a I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. SOC 4-16a Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. SOC 4-16b I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. SOC 4-16c I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event. SCO 4-17a I can evaluate the role of media in a democracy, in assessing its importance in informing and influencing citizens, and explain decisions made by those in power. SCO 4-17b I can compare and contrast two world ideologies to express an informed view on how ideology affects the lives of people. SOC 4-17c I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere. SOC 4-18a I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy. SOC 4-18b I can contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means. SOC 4-18c	• Discusses the extent to which individuals, organisations or the state should meet the needs of people, or stimulate the demand for goods and services. • Suggests the impact of a social issue, for example, poverty and demonstrates the attitudes of those affected. • Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, the impact of immigration. • Analyses the relative importance of the contribution of individuals or groups such as pressure groups in bringing about change in a significant political event. • Evaluates the role of media in a democracy, and assesses its importance in informing and influencing citizens and explaining the decisions made by those in power. • Compares and contrasts two world ideologies and how it affects the lives of people. • Evaluates the impact which decision making bodies have on the lives of people in any chosen area. • Expresses informed views about the importance of participating in a democracy and reasons for the lack of participation by some groups. • Contributes to a discussion on the actions and motives of a chosen group or organisation which seeks to achieve its aims by non-democratic means.

People in society, economy and business Fourth Level

Experiences and Outcomes	Benchmarks
<i>cont...</i> I can present an informed view on how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of those involved. SOC 4-19a By examining the role and the actions of selected international organisations, I can evaluate how effective they are in meeting their aims. SOC 4-19b I can critically examine how some economic factors can influence individuals, businesses or communities. SOC 4-20a I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders. SOC 4-20b I can evaluate working practices available to employees within different types of business organisations. SOC 4-20c I can evaluate the suitability of finance options available for setting up and supporting different types of business. SOC 4-21a Having considered the financial needs of individuals and businesses, I can evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions. SOC 4-21b By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business. SOC 4-22a I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the successes or failure of businesses. SOC 4-22b	• Presents an informed view as to how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of this involved. • Evaluates the effectiveness of any chosen international organisations, for example the UN, NATO or the EU in meeting their aims. • Critically examines how at least three economic factors can influence the decisions and behaviours of individuals, businesses or communities. • Exemplifies the purposes and features of different sector organisations: private, public and third sector. • Contributes to a discussion on the relationship between these organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours. • Evaluates at least two working practices available to employees working within different types of business organisations. • Evaluates the suitability of at least two different finance options available for setting up and supporting a range of different types of businesses. • Records and analyses financial information to assist individuals and business in making appropriate financial decisions. • Evaluates the role of at least three different departments and personnel in terms of their contribution to the success or failure of the business. • Identifies internal and external factors influencing planning and decision making and evaluates how these decisions contribute to the success or failure of businesses.

People in society, economy and business Fourth Level (1 of 2)

See the HWB (Choices & Change); Numeracy and Maths (Information Handling); Modern Languages; Technologies (Technological Developments); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

SOC 4-15a SOC 4-16a SOC 4-16b SOC 4-16c SOC 4-17a SOC 4-17b SOC 4-17c SOC 4-18a SOC 4-18b SOC 4-18c

Cross reference with Fourth Level Skills slide

Evaluates the impact which decision making bodies have on the lives of people in any chosen area.

Describes the impact that decision making bodies can have on people in Scotland or in other societies.

Demonstrates understanding of and explains with examples the main reasons why some countries are not democratic.

Compares and contrasts two world ideologies and how it affects the lives of people.

Contributes to a discussion on the actions and motives of a chosen group or organisation which seeks to achieve its aims by non-democratic means.

Explains the motives people have for using non-democratic means to achieve their political aims.

Suggests the impact of a social issue, for example, poverty and demonstrates the attitudes of those affected.

Analyses the relative importance of the contribution of individuals or groups such as pressure groups in bringing about change in a significant political event.

Expresses informed views about the importance of participating in a democracy and reasons for the lack of participation by some groups.

Discusses the extent to which individuals, organisations or the state should meet the needs of people, or stimulate the demand for goods and services.

Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, the impact of immigration.

Demonstrates understanding of why it is important to participate in a democracy.

Explains the reasons why some people don't participate in democracy.

Evaluates the role of media in a democracy, and assesses its importance in informing and influencing citizens and explaining the decisions made by those in power.

Describes and explains with examples, the contribution made by an individual or a group in bringing about change in a significant political event.

Demonstrates understanding of the role that media plays in a democratic society in informing citizens and in holding government to account.

Explains in detail the advantages/ limitations of a wide range of identified research methods.

Evaluates conflicting evidence to sustain line of argument.

Evaluates impact and analyses the relative importance of factors and provides evidence to support answers.

People in society, economy and business Fourth Level (2 of 2)

See the HWB (Choices & Change); Numeracy and Maths (Money, Information Handling); Modern Languages; Technologies (Technological Developments); Literacy & English Pathways and the HWB (MESP wellbeing) Es&Os.

**SOC 4-19a SOC 4-19b SOC 4-20a SOC 4-20b
SOC 4-20c SOC 4-21a**

Cross reference with Fourth Level Skills slide

Identifies internal and external factors influencing planning and decision making and evaluates how these decisions contribute to the success or failure of businesses.

Evaluates the role of at least three different departments and personnel in terms of their contribution to the success or failure of the business.

Records and analyses financial information to assist individuals and business in making appropriate financial decisions.

Describes how to prepare business information to assist businesses in decision making.

Explains the internal and external factors which influence planning and decision making in a business.

Evaluates the suitability of at least two different finance options available for setting up and supporting a range of different types of businesses.

Describes the different ways to finance a business start-up and explains the risks and benefits of each.

Evaluates at least two working practices available to employees working within different types of business organisations.

Describes what different types of working practices are available to employees in different organisations.

Describes the roles different departments play in a business.

Explains in detail the advantages/ limitations of a wide range of identified research methods.

Evaluates conflicting evidence to sustain line of argument.

Contributes to a discussion on the relationship between these organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours.

Critically examines how at least three economic factors can influence the decisions and behaviours of individuals, businesses or communities.

Exemplifies the purposes and features of different sector organisations: private, public and third sector.

Describes how some economic factors affect individuals, businesses or communities.

Presents an informed view as to how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of this involved.

Evaluates the effectiveness of any chosen international organisations, for example the UN, NATO or the EU in meeting their aims.

Describes the purposes and features of private, public and voluntary organisations and explains the features of the relationships they have with their stakeholders.

Evaluates impact and analyses the relative importance of factors and provides evidence to support answers.