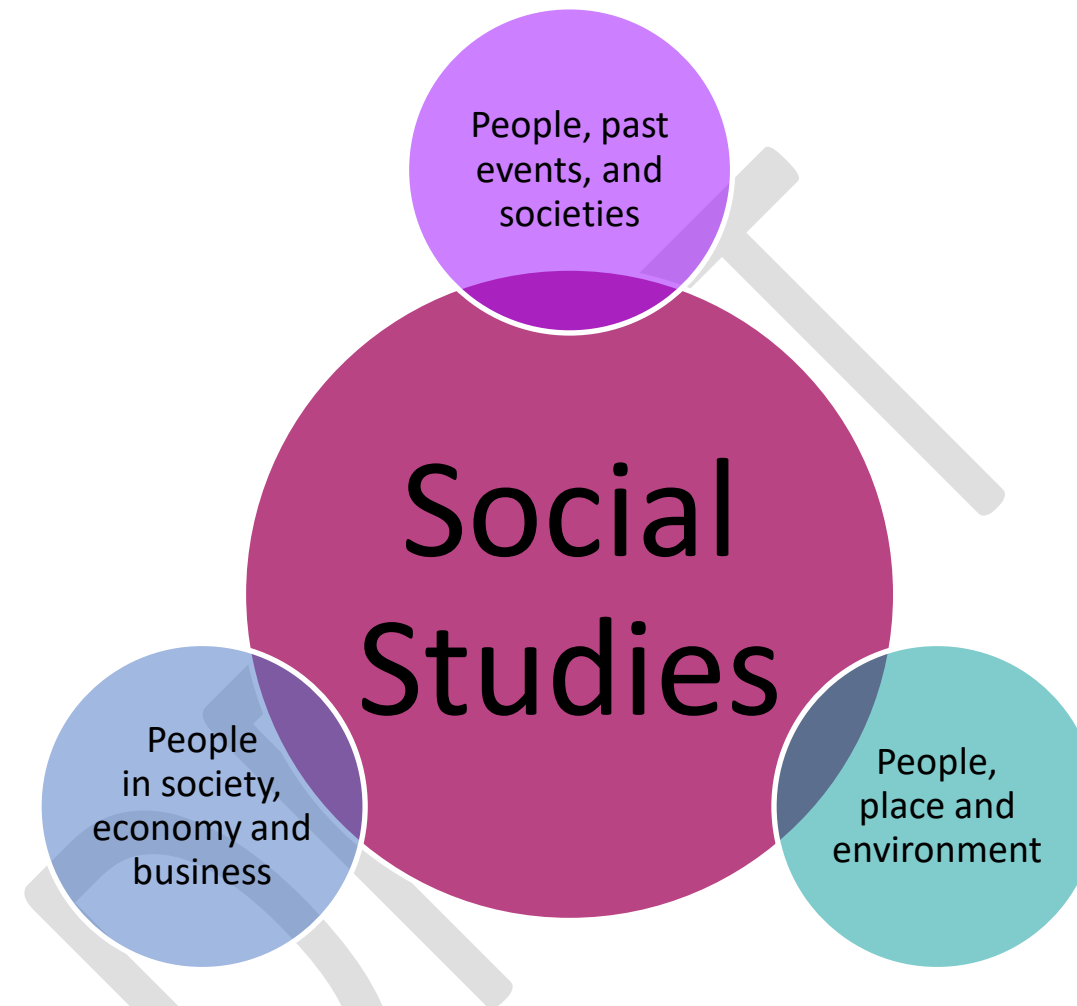


Social Studies



Progression Overview (Early, First, Second Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
Used in some curricular areas only													

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In Social Studies, the Common Skills which apply across all three organisers (People, past events and society; People, place and environment; People in society, economy and business) have not been altered from the [Fife Progression Pathways](#). It was felt they show clear progression and do not need to be reformatted, especially as this could lead to confusion/the mistaken belief they had been altered. Additionally, some Social Studies Benchmarks are pre-requisites of others. Where this occurs, Benchmarks appear in phases other than 1,4,7,10 and 13 to show the progression.

Common Skills

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.

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

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 Societies

		Early		First			Second		
		Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
People, Past Events and Societies		Demonstrates an awareness of the terms past, present and future. Identifies events in their own life and categorises them as past, present or future.	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.	Shows some awareness of information that is true. Identifies a timeline and what it is used for.	Recognises a fact and an opinion. Adds events of their own experience to a simple timeline.	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.	Identifies primary and secondary sources. Explores timelines of historical events and people.	Explains and describes at least one primary and one secondary source. Draws a timeline of historical events and people.	Uses both primary and secondary sources of evidence in an investigation about the past. Places an event appropriately within a historical timeline. Places those people and events on a timeline.
		Describes simple ways life has changed since their parents/grandparents were young.	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.	Shows an awareness of a local individual or place of historical interest.	Describes how the actions of a significant individual or event influenced life then and since.	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.	Identifies similarities and differences between life in a past society and life today. Describes a significant event in Scottish history.	Compares and contrasts life in a past society and life today. Describes a way in which a past event has shaped Scottish society. Contributes points in discussions about the past.	Describes and discusses at least three similarities and differences between their own life and life in a past society. Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. Contributes two or more points to the discussion (in any form) as to why people and events from the past were important.

People, Place and Environment

		Early		First			Second		
		Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
People, Place and Environment		Begins to show interest in different features of the local environment.	Identifies simple features of the local environment, for example, hill, river, road, railway.	Creates a more complex map of the classroom, school or familiar journey.	Describes and locates places in the wider area (local region/Scotland) on a map.	Draws or makes a model of features in their local landscape.	Identifies at least three features of Scotland's landscape.	Begins to explore how landscape features form.	Identifies at least three features of Scotland's landscape and provides a basic explanation of how they are formed.
		Through play and imaginative contexts, represents their own simple models and maps through mark making.	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.	Locates key features of the local environment on a map.	Identifies that North is typically the top of a map.	Produces a basic map for a familiar journey.	Uses grid references to locate features on maps. Identifies countries, cities and other key features on maps.	Identifies latitude and longitude on maps. Identifies more detailed features using OS symbols on maps (e.g. railways, hills, rivers etc)	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.
		Observes and explores through play the different ways land is used in the local area – e.g farming, buildings, countryside etc.		Describes at least three different ways in which land is used locally. Identifies at least two forms of agriculture in Scotland and associated foods.	Explains why the local village/town/city was built with reference to land use. Describes how housing has been adapted to meet the needs of the local community.	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. Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral.	Describes and explores local businesses and tourism.	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 at least two advantages/ disadvantages of a land use development proposal. Explores at least two impacts on the community either verbally or in writing.

						Identifies at least two different types of housing and the kinds of households who may inhabit them.			
		Shows some awareness of different types of travel. Shows some awareness of how travel impacts the environment.	Identifies different methods of taking journeys. Expresses thoughts about which ways of travelling impact the environment both positively and negatively.				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.
		Begins to show care for the environment through different play contexts.	Talks about something they have done to care for the environment.	Explores ways others care for the environment in their home or local area.	Identifies people or organisations who look after their local environment as part of their work.	Identifies a way in which the school looks after its environment.	Identify that human activity has an impact on the environment.	Suggests at least three ways to live in a more environmentally responsible way.	Identifies at least three impacts of human activity on the environment.
		Identifies different kinds of weather from a range of media. Creates a visual representation of different kinds of weather e.g. painting a sun, drawing a grey cloud etc. Makes comments about different kinds of weather. Develops an awareness of the seasons.	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.	Describes how different weather affects daily life. Identifies different living things in different environments.	Creates and uses an instrument to measure a weather element which impacts on their life. Discuss the adaptations living things have to suit where they live.	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.	Explores the weather and impact on life in a contrasting area to Britain.	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 area
							Describes the causes and impact on people of a natural disaster. Understand impacts can be positive or negative.		Describes the impact of a natural disaster giving at least three examples for people and one for

								landscape. Impacts can be positive or negative.
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People in Society, Economy, and Business

		Early		First			Second		
		Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
People in Society, Economy and Business		Develops an awareness of their community and the wider world through a variety of experiences.	Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television.	Identifies the difference between rights and responsibilities Identifies rules within and beyond the school environment.	Explains the difference between rights and responsibilities and how they apply. Names two local organisations who provide for needs. Considers a variety of options to make a fair decision. Explains the difference between needs and wants	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.	Identifies links between rights and responsibilities. Describes the basic needs of human beings. Explores examples of discrimination and prejudice. Explores the diverse range of cultures, values and customs of modern Scotland. Identifies which goods and services would be essential in society	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. Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. 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	Draws valid conclusions as to why some countries can meet basic 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 Identifies profit and non-profitmaking organisations / enterprises including those who services are free at the point of delivery, for example health and education.

								such as credit unions.	
							Describes how a representative might speak and act on behalf of others.	Describes the main features of a democracy.	Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative
		Through imaginative play explores how shops and other services meet our needs.	Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.	Calculates how much money is needed to buy items. Identifies the range of roles involved in running a business and why they contribute to success.	Calculates how much change is needed when buying items. Works in a group in different roles and describes how the roles help each other.	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.	In a group takes a role in setting up or running a small social enterprise.	Identifies and takes on roles in a simple social enterprise and evaluates its success.	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.