








# Social Studies

Glasgow

## Social Studies Framework

The framework for Social Studies has been organised by level and split by stage. Within each stage there are **suggested** bundles of Curriculum for Excellence Experiences and Outcomes.

These Es & Os are then supported by:

-  Suggested bundles
-  Benchmarks for Assessment
-  Resources to support learning
-  Exemplar IDL planners
-  Key documents

*This framework is a working document and will be updated regularly. Please be flexible in your approach and keep up to date with developments to ensure you can best plan for excellent learning and teaching.*

## Rationale

Through social studies, children and young people develop their understanding of the world by learning about other people and their values in different, times, places and circumstances. This framework supports practitioners in delivering rich learning experiences, assessment and moderation.

It also provides examples of how social studies link to other curricular areas and how experiences can woven across the curriculum, learning and teaching.

It will provide consistency and progression across and through levels and enhance opportunities for purposeful transitions between early years, primary and secondary.



# SOCIAL STUDIES FRAMEWORK

How to Use Guide 



SUGGESTED bundling of  
Es & Os for stage



Benchmarks for Assessment



Supporting Resources



Equalities Resources



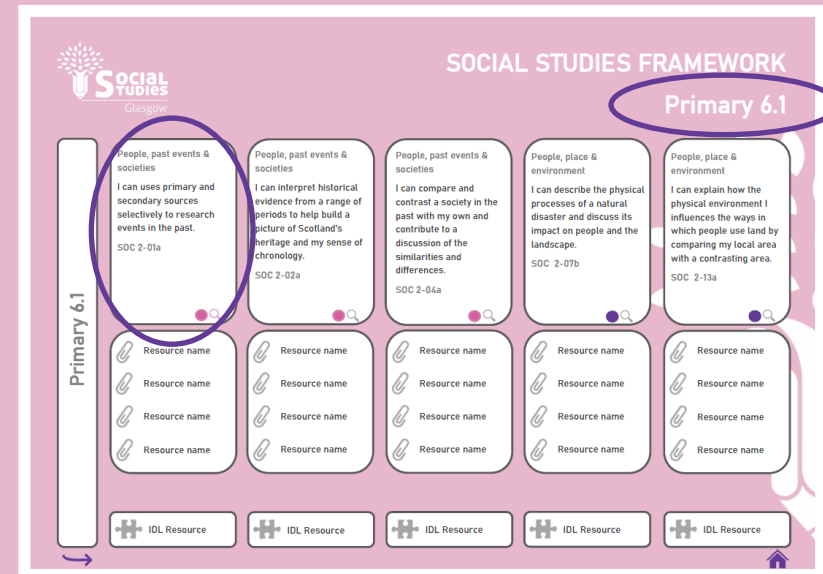
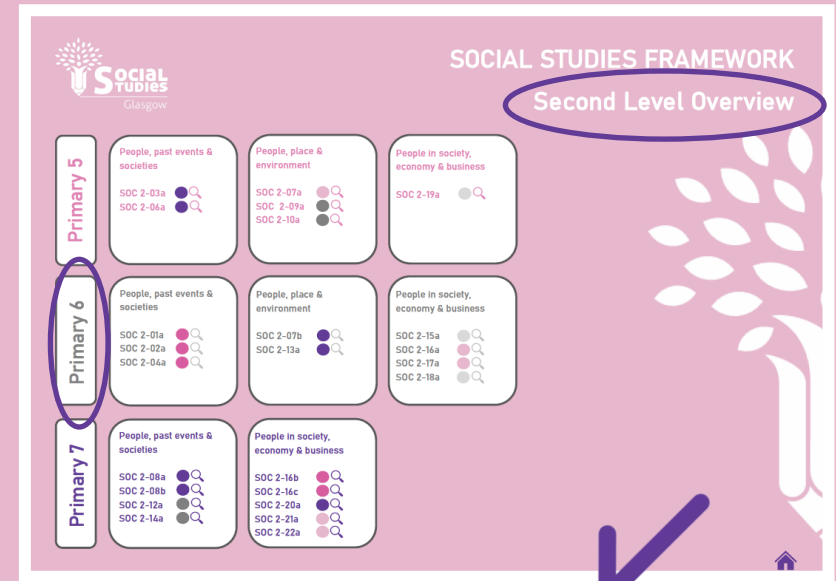
Exemplar IDL Planners

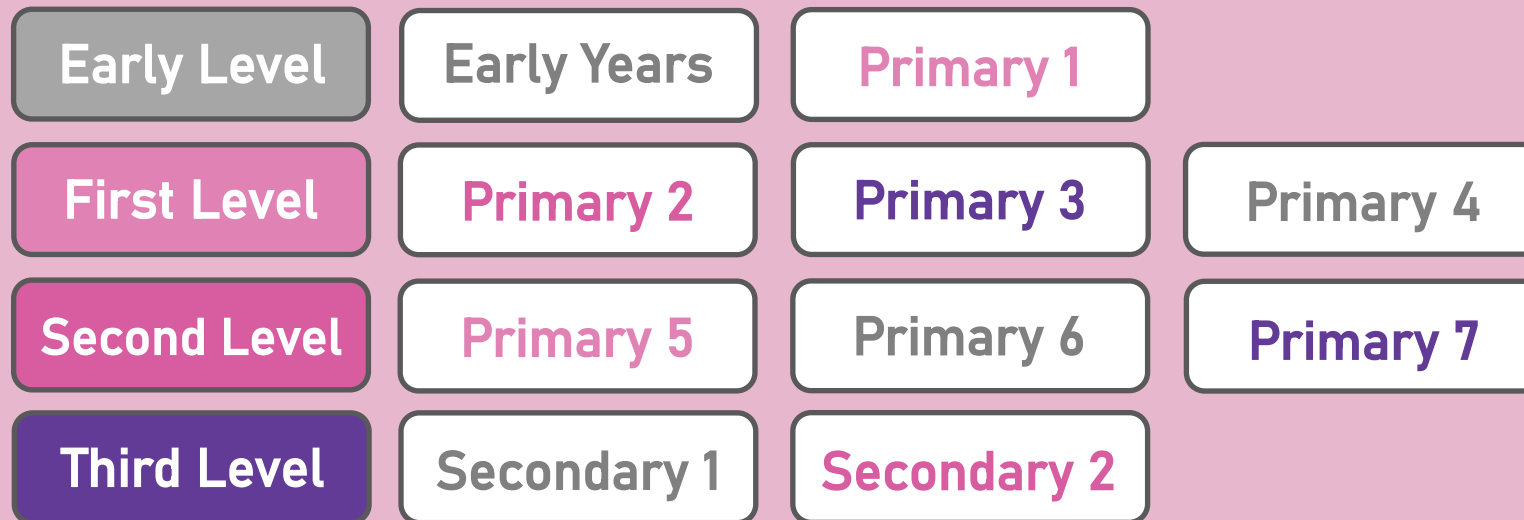


People, past events &  
societies

I can use primary and  
secondary sources  
selectively to research  
events in the past.

SOC 2-01a











# SOCIAL STUDIES FRAMEWORK









## Early Level Overview

### Early Years

#### People, place & environment

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

#### People in society, economy & business

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

### Primary 1

#### People, past events & societies

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

#### People, place & environment

- SOC 0-09a  

#### People in society, economy & business

- SOC 0-15a  



Early Years

### People, place & environment

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

SOC 0-07a

### People in society, economy & business

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

SOC 0-16a

### People in society, economy & business

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

SOC 0-20a

### People, place & environment

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.


SOC 0-08a

### People, place & environment


While learning outdoors in different 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

 People Who Help Us


 Calling 999


 Tesco in the Community


 Fruity Bird Feeder

 Weather Stories


 A day in the life of a Police Officer


 ASDA Community Champions


 Bird House Feeding Station


 A day in the life of a Dog Handler


 Morrisons Community


 SSPCA, AnimalWISE

 Equalities Resource

 Equalities Resource

 Equalities Resource

 Equalities Resource

 Equalities Resource



# SOCIAL STUDIES FRAMEWORK

## Early Years

### Early Years

#### People in society, economy & business

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

SOC 0-17a



#### People in society, economy & business

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

SOC 0-18a



UNCRC



Scottish Alliance  
of Children's  
Rights



Transport Around  
the World



### People, past events & societies

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

SOC 0-01a

### People, past events & societies

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

### People, past events & societies

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

### People, place & environment




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

### People in society, economy & business


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



SOC 0-15a


-  National Records of Scotland
-  Toys of the Past
-  Exploring your Family Tree
-  Historic Environment Scotland: SCRAN


-  Glasgow Subway
-  First Bus Glasgow

-  Glasgow Library Service
-  Glasgow Library Schools Outreach

-  Transport Around the World

-  Playground Games from Around the World
-  Playground Games from Around the World—Video

-  Transport Around the World

-  Back in Time for Birmingham

