# Curriculum Improvement Cycle
# Draft Technical Framework
# Big Ideas and Purpose Statements

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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## Expressive Arts Purpose Statement

In Scotland, Expressive Arts are vital to the success of all children and young people. Engagement with the arts and culture contributes to a more inclusive, relevant and future-ready education: one that values personal expression, cultural understanding and the transformative power of the arts. Expressive Arts fosters learner voice, artistic growth and critical reflection, enabling young people to access creative experiences.

The Expressive Arts inspire joy, nurture identity and build confidence through meaningful interconnected experiences. They empower learners to explore and express who they are, build connections with others and develop the creativity and imagination to contribute to a fairer, more sustainable world.

Through rich, dynamic experiences, learners cultivate essential, transferable skills that support achievement and attainment across learning, life and work in a diverse and ever-changing world.

## Expressive Arts Big Ideas

| Create and Innovate: The Creator's Toolkit | Express and Communicate: The Artist's Voice | Interpret and Evaluate: The Shared Response | Identity, Culture and Connection: Art as Human Endeavour |
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| Through curiosity and experimentation, we generate ideas and realise them using creative and technical skills. Creativity is a process which generates ideas that have value. We explore and experiment with ideas and processes, making meaningful connections.<br><br>Through agency and collaboration, we draw inspiration from the world around us, generating new thinking and original ideas. Nurturing our creativity develops resilience and problem-solving allowing us to develop and refine both artistic and transferable skills. | Creative self-expression enables us to convey our thoughts, feelings and ideas through chosen art forms. The arts provide a powerful platform to share unique perspectives, reflect and engage with others.<br><br>We build our confidence and celebrate our voice through the sharing of creative works. Engagement through the arts nurtures our lifelong skills that support emotional awareness, meaningful expression and develops imagination. | Through developing knowledge and understanding, we appreciate, reflect and respond critically to our own and others' work.<br><br>Through the expressive arts, we learn to reflect on our own and others' creative processes. This reflective practice deepens our understanding and supports our creative growth. By responding to stimuli, we develop appropriate vocabulary to engage in dialogue about expressive arts, while building confidence in our evaluation and opinions. | Exploring identity, culture and connection in the expressive arts is fundamental to celebrating our own and other's identity, heritage and sense of belonging.<br><br>Nurturing curiosity, appreciation and pride, we are supported to learn about cultural traditions, values and beliefs. By engaging with shared artistic experiences, we strengthen our sense of belonging and deepen our cultural awareness and understanding. We explore diverse global traditions and experiences, while enhancing our appreciation of Scotland's rich cultural heritage. |

## Health and Wellbeing Purpose Statement

The purpose of Health and Wellbeing is to develop children and young people's knowledge and understanding of bodies, relationships, behaviours, environments and communities. They apply this learning to make sense of health and wellbeing and the factors that shape it.

Children and young people develop the ability to interpret information and evidence, make informed judgements and understand themselves and others. They use their learning to navigate opportunities and challenges, recognise and respond to risk and participate meaningfully in a changing world.

## Health and Wellbeing Big Ideas

| **Health and Wellbeing are Interconnected** | **Belonging, Participating and Contributing** | **Making Sense of a Changing World** | **Growing, Developing and Adapting Through Life** |
|---|---|---|---|
| Health and Wellbeing involves the interaction of mental, emotional, social and physical factors. Change in one aspect can influence others. Experiences, actions and outcomes rarely arise from a single cause. Learning in Health and Wellbeing helps explain these connections and how they develop and change throughout life. | People experience life through relationships and participation in communities. These connections influence support, belonging and inclusion, shaping individual and collective health and wellbeing. Learning in Health and Wellbeing explores how relationships and communities influence people. It also examines how people shape communities through participation and collective action. | Health and Wellbeing explores how opportunities, challenges and outcomes can vary across people's lives. Social, cultural, digital, economic and environmental circumstances influence individual choices. These circumstances can create different opportunities and constraints for individuals, groups and communities. Learning in Health and Wellbeing helps children and young people understand how these factors interact. They interpret information and make increasingly informed judgements in a changing world. | People grow, develop and change throughout life. Bodies, needs and circumstances change over time, creating different opportunities, challenges and responsibilities. Learning in Health and Wellbeing explores how decisions and circumstances influence health and wellbeing throughout life. |

## Languages Purpose Statement

Languages play an essential role in how we communicate, understand ourselves and connect with other people. Learning languages enables us to understand people, express ourselves and create meaning in another language. Through listening, talking, reading and writing, we develop the knowledge, skills and understanding needed to communicate effectively across a range of contexts.

While vocabulary and grammar provide important foundations for language learning, learning a language involves more than acquiring words and rules. We explore how meaning is constructed, interpreted and adapted according to purpose, audience, context and culture. As our language develops, we become increasingly able to make choices about how we communicate with greater accuracy, confidence and creativity.

Languages connect us to new people, places and cultures and offer opportunities to encounter different perspectives, experiences and ways of life. By exploring the cultures and traditions of different communities, we develop our understanding of our own identities and experiences and those of others. Learning languages helps us to appreciate cultural diversity, while building relationships and developing respect for others.

Language learning also develops our understanding of how languages work. By identifying patterns, making connections and applying strategies to work out meaning, we develop our linguistic awareness, problem-solving and literacy skills. This supports learning across the curriculum and equips us with the curiosity, confidence and strategies to become increasingly independent and lifelong language learners.

## Languages Big Ideas

| Communicating and Understanding in Different Languages | Understanding People, Places and Cultures | Thinking like a Linguist |
|---|---|---|
| Communicating and Understanding in Different Languages enables us to understand other people, express ourselves and create shared meaning.<br><br>We communicate to exchange information, express ideas, opinions and feelings and interact with other people in everyday and real-life situations.<br><br>Language changes to suit different audiences and purposes and we adapt what we know to communicate effectively. We use strategies, tools and resources to help us to understand and use language with increasing independence and accuracy.<br><br>We ask questions, respond to others and clarify meaning to maintain communication, recognising that successful communication is not about getting everything right first time. We use what we know to keep communication going.<br><br>By understanding and using language in a range of contexts, we develop the skills, knowledge and confidence to communicate effectively. | Understanding People, Places and Cultures helps us to understand ourselves and other people through the languages we learn and the languages we already speak.<br><br>We explore how people's identities, perspectives and traditions shape the ways they live, communicate and see the world. By learning about people from a range of places, communities and cultures, we recognise both shared experiences and different ways of thinking, living and belonging.<br><br>We learn that cultures, traditions and communities are diverse and continue to change over time. Recognising that people within the same community may have different experiences, values and identities helps us to understand that stereotypes do not always reflect real life.<br><br>By exploring people, places and cultures through language, we develop curiosity, empathy and respect for other people. This helps us to build relationships and to contribute to a multilingual world. | Thinking like a Linguist helps us to understand how languages work and how they create meaning. We recognise that each language has its own patterns, structures and ways of expressing ideas.<br><br>Like solving a puzzle, we use clues to make connections between sounds, words and grammar. Patterns and structures help us to link and organise ideas and to develop awareness of pronunciation and writing systems. We recognise how linguistic features create meaning. By identifying similarities and differences, we apply our understanding of language in new and unfamiliar contexts.<br><br>We use strategies, tools and resources to understand and use language and reflect on how we learn. We learn through participation, repetition and practice, trying out new language and learning from mistakes, as we develop clarity and accuracy in our communication.<br><br>By thinking like a linguist, we develop our curiosity about language and make links within and across languages. This helps us to understand and use language with increasing confidence and flexibility. |

In addition to the Languages Technical Framework, there are Frameworks for Gaelic (Learners), Scots (Learners) and Latin. At Early Level, the KDU in the Languages Technical Framework closely resembles the KDU in Gaelic (Learners) and Scots (Learners) and has therefore been included here to represent all of these languages. The Latin Technical Framework begins at Second Level and is therefore not represented here.

## Literacy and English Purpose Statement

The study of English plays a key role in personal growth, opens opportunities for learning and allows learners to become skilful communicators who participate effectively in society. It is fundamental to how children and young people see themselves, develop their identity and find their place in the world. Through experiences and interactions in English, learners develop empathy and the ability to advocate for themselves and others. Communication, in all its forms, helps them to build and sustain relationships, understand and express ideas, opinions and emotions and live well alongside others.

Learning in English also enables children and young people to access and appreciate stories, literature and culture, both within their own communities and beyond. Engaging with a wide range of written, spoken, visual and digital texts enables them to develop the skills needed to recognise reliable and trustworthy sources of information. In this way, they develop their understanding of the power and impact of language and how to use it to create texts for a range of purposes.

Every learner's home language will be welcomed to support connection, learning and belonging. From their first steps into Scottish education, many learners bring Scots language to school as part of their identity, heritage and language toolkit. Early Learning and Childcare (ELC) settings and schools will be a safe space for children and young people to develop their Scots language skills, particularly within Literacy contexts. All Big Ideas and understandings about literacy, communication and texts can be engaged with by learners whilst learning about the Scots language and its literature and through the medium of Scots.

## Literacy and English Big Ideas

| Communication and Language | The Art of Language and Literature | Critical Literacy | Empathy and Advocacy | Enjoyment and Engagement |
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| Communication and language involve all the texts we listen to, watch, read, experience and create.<br><br>We build a language toolkit over time that enables us to communicate, make meaning, collaborate and deepen our understanding of language.<br><br>It includes vocabulary, skills, strategies and language conventions.<br><br>The nature of our toolkit will vary according to our strengths, needs and experiences. We bring our individual background knowledge, prior learning and cultural identity to our understanding, use and creation of texts. | Drawing upon our identities and experiences, we respond to a range of texts and develop our self-expression.<br><br>We understand that texts engage, enrich, entertain and influence. By exploring and creating texts, we develop our capacity to think about how language is used technically and creatively.<br><br>We draw on curiosity and inventiveness to respond to texts; to craft and share our stories and to communicate our views, thinking and perspectives. | Building a critical literacy lens empowers us to navigate complex information, engage thoughtfully with real-world issues and use texts to express ourselves and participate in change.<br><br>By reading, watching, listening to, playing with or experiencing a wide range of texts, we can develop curiosity about diverse cultures and experiences and how ideas are shared.<br><br>Noticing and celebrating diverse voices and perspectives helps us recognise both similarities and differences in the world around us.<br><br>By exploring who, how, when and why they have been created, we can reflect on the interests they represent and the impact they may have on people and communities. | Language is at the heart of how we express our feelings and responses to our world. Making connections through texts enables us to develop a better understanding of ourselves and our sense of belonging within our communities and the wider world.<br><br>Through engagement with a range of texts, we also build our understanding of each other's emotions, perspectives and experiences.<br><br>When creating texts, we understand the impact of our choices and actions upon a range of audiences and learn to advocate for ourselves and others, contributing to a more inclusive and just society. | Our literacy rich environment provides opportunities to select, explore, engage with and create a diverse range of texts, both individually and collaboratively.<br><br>Opportunities to enjoy listening, talking, watching, reading and writing can nurture a love of language, texts and stories which deepens our sense of identity, belonging and wellbeing.<br><br>Through cognitive and emotional engagement with texts we can deepen and expand our knowledge and understanding, imagination, curiosity and thinking. |

**What is meant by 'texts'?** Where the term is used across the English and literacy framework, it encompasses the broad range of different types of texts that children and young people engage with and create in accordance with their own individual strengths and needs, for example, gestural, visual and spoken texts as well as written print. 'Texts' also encompasses the many types of texts that are central to children and young people's everyday lives in an ever-changing world. Texts presented in written or print form will be central to developing much of the conceptual knowledge and understanding across the framework. Spoken, digital and multimodal texts, with their own unique sets of knowledge and skills, will also be used across the curriculum.

## Literacy and Gàidhlig Purpose Statement

Children and young people enter Gaelic Medium Education (GME) from a wide range of backgrounds. Some come from households within strong Gaelic speaking communities, while others have no prior exposure to the language. All children who enter GME have the entitlement to reach their potential and experience success regardless of background. Upon joining a Gaelic medium class, they begin to hear and understand Gaelic before learning gradually to speak, read and write Gaelic. Developing the confidence to use newly acquired language skills may take time. Practitioners play a crucial role in ensuring that Gaelic is consistently used as the language of communication and learning. They support children and young people in using Gaelic accurately and confidently, offering opportunities for interaction with other Gaelic speakers across a variety of contexts. Practitioners also build on the language skills developed at home, employing a range of effective teaching methodologies and drawing on real, meaningful contexts to enhance learning. Children and young people will develop their understanding and knowledge of Gaelic culture as part of their own and Scotland's identity. Practitioners will encourage active participation in cultural and community events locally, nationally and globally. Gaelic empowers children and young people to express themselves, engage and contribute effectively to their communities. They will recognise their ability to influence the future and make a real difference for themselves and for Gaelic.

## Literacy and Gàidhlig Big Ideas

| **A' Fàs Misneachail is Siùbhlach sa Ghàidhlig/Becoming Confident and Proficient in Gaelic** | **A' Ceangal ri Cultar is Coimhearsnachd na Gàidhlig/Connecting with Gaelic Culture and Community** | **A' Dèanamh Diofar airson na Gàidhlig/Making a Difference for Gaelic** |
|---|---|---|
| Learning about the Gaelic language and the features of high-quality communication helps us to become increasingly confident Gaelic speakers. We understand how to develop our vocabulary, accuracy, range of expression and to take more ownership of our language learning as we move through our Gaelic education. We see the value of rich immersion experiences and the importance of engaging meaningfully in real-life interactions to improve our Gaelic fluency. As we develop an understanding of how to use our Gaelic in new and diverse ways, we appreciate the importance of connecting with others in contexts outwith the classroom and the ways in which this can enrich our language and lives. | Learning about Gaelic culture and community helps us understand and appreciate the language across different times and places. Through stories, songs, literature, place names, history and folklore, we value Gaelic cultural heritage and its connected lifestyles, traditions and values. We see how Gaelic continues to evolve and impact on people's lives. We understand how we can take part in and contribute to keeping Gaelic culture healthy and thriving within the communities of which we are a part. In learning about our own and other people's cultures with curiosity, appreciation and care, we are open-minded, respectful and active members of a diverse and connected world with Gaelic at its heart. | As Gaelic speakers, we develop a deep understanding of and pride in the Gaelic language. We establish our own Gaelic identity to discover who we are and how we connect with others. We feel empowered to participate in and advocate for our diverse communities, locally and beyond. Gaelic becomes a powerful tool for expressing ourselves and helps us with successes and challenges that affect our lives, learning and work. As our identity and pride in our language develop and strengthen, we understand that our voices matter as part of a wider cultural tapestry. We understand our rights and recognise that we can influence the future – working to ensure our Gaelic language and culture are sustained for generations to come. |

## Numeracy and Mathematics Purpose Statement

Our purpose is to develop children and young people as mathematical thinkers and learners who can work both independently and collaboratively to reason, investigate and build connections. This will enable them to build fluency to make informed decisions, solve problems and appreciate the mathematical relationships that shape our world.

## Numeracy and Mathematics Big Ideas

| **Mathematics is a Language** | **Mathematics is Interconnected** | **Mathematics is Meaning** |
|---|---|---|
| The language of mathematics supports the deepening of understanding. It allows us to model and communicate solutions to real-world problems. By using mathematical symbols, diagrams and accurate notation we can communicate effectively across disciplines and cultures. The use of precise notation and mathematical language is essential when conveying abstract concepts. As a collaborative practice, mathematics is about discourse, communicating ideas and posing purposeful questions that promote curiosity and creativity. Precise mathematical language underpins clear and visible thinking, informed decision-making and justification. | Mathematics is a structure of connected ideas, relationships and concepts which depend on one another. Noticing and making sense of these connections is central to mathematical thinking. Mathematics underlies and makes sense of the world beyond its own boundaries. Seeing mathematics as interconnected changes how learners think, moving them from following procedures to building understanding, where grasping one idea helps develop others. Once learners see mathematics this way, they begin to see the world differently. | Mathematics is more than a collection of facts, rules and procedures. It uncovers truths about the world and enables us to think critically and make evidence-based decisions. Mathematics makes sense of uncertainty and creates beauty from logic. Finding solutions is important, but value also lies in developing the skills of reasoning and problem solving. Being mathematical requires curiosity and asking questions, it invites us to wonder, investigate and challenge assumptions. Mathematics is a human endeavour spanning centuries and cultures. At its core it is about meaning, not just understanding what is true, but why it is true. |

## Religious Education Roman Catholic Purpose Statement

The purpose of Religious Education in a Catholic school is to assist learners in making an informed and mature response to God's call to relationship, a call that finds its ultimate fulfilment in eternal life. Rooted in Jesus Christ and faithful to the Church's evangelising mission, Religious Education accompanies learners in an educational process which, showing fidelity to both God and the person, will:

- Facilitate opportunities for encounter with Jesus Christ supporting learners in their personal journey of faith and spiritual growth.
- Cultivate skills of reflection, discernment, and critical thinking, enabling learners to act according to an informed conscience in matters of morality and justice.
- Exemplify and nurture beliefs, values, and practices that encourage a positive response to Christ's invitation to faith: *"Follow me…"*.
- Encourage a sense of purpose, belonging and hope, rooted in the Catholic understanding of eternal life and lived out in communion with the wider Church.
- Deepen knowledge and understanding of the Catholic Christian faith, while fostering respect and awareness of other world religions and worldviews

## Religious Education Roman Catholic Big Ideas

| **To know God through encountering Jesus Christ, grow in faith and live that faith daily through prayer, worship, moral choices and service.** | **To love God through a deep and personal relationship with Him expressed through prayer, worship and care for others.** | **To serve God by putting faith into action through acts of charity, justice and respect for all creation and communities.** |
|---|---|---|
| Religious Education enables learners to know God as He reveals Himself through Jesus Christ, Sacred Scripture, Tradition, and the life of the Church. Learners explore how God speaks through salvation history, the teachings of Jesus, and the living witness of the Christian community. They also engage with the deep big questions of life and death, considering human purpose, hope, suffering, and the promise of eternal life. Through opportunities for prayer, worship, and spirituality, learners grow in awareness of God's presence and deepen their understanding of the central mysteries of faith. This Big Idea fosters a personal, reflective, and informed response to God's call to relationship, nurturing hope, identity, and a sense of belonging. | Religious Education helps learners to love God and neighbour by understanding and participating in the life and mission of the Church. Learners explore Christian community, the sacraments, liturgy, and the Catholic vision of human flourishing. Through moral formation and the study of the virtuous life, learners apply Gospel values to their decisions, relationships, and responsibilities. This Big Idea includes exploration of human dignity, the nature of the human person, and the profound questions surrounding life, death, meaning, suffering, and hope. Through prayer, worship, and spirituality, learners encounter God's love and are inspired to reflect that love in empathy, inclusion, respect, and dialogue with others. | Religious Education encourages learners to serve God and the common good through their actions and witness. Learners explore the call to discipleship through Catholic Social Teaching, stewardship, justice, charity, and global responsibility. They deepen their understanding of morality and the virtuous life, forming a conscience that guides them to act with integrity, compassion, and courage. This Big Idea emphasises that authentic faith is expressed through service, witness, respect for human dignity, and a commitment to the common good within families, communities, and wider society. |

## Religious, Moral And Philosophical Studies Purpose Statement

Religious, Moral and Philosophical Studies (RMPS) develops learners' understanding and knowledge of religion, worldviews and philosophical perspectives. Learning in RMPS plays a transformative role in supporting learners to be reflective, compassionate and culturally aware citizens.

By exploring religion, worldviews and philosophical perspectives now and in the past, RMPS enables learners to think independently, understand diversity, and build the knowledge and skills needed to thrive in a complex and changing society.

Through enquiry and engagement with the diversity of religion, worldviews and philosophical perspectives, learners will explore human identity, developing their understanding of peoples' beliefs and values, how these are expressed and the influences upon and impacts of these. Engaging with sources of knowledge will enable learners to understand religion, worldviews and philosophical perspectives and to consider their own and humanity's responses to a range of questions about meaning, purpose, existence and morality.

## Religious, Moral And Philosophical Studies Big Ideas

| **Exploring Human Identity**<br><br>RMPS explores human identity which can be shaped by religion, worldviews and philosophical perspectives. | **Making Moral Choices**<br><br>RMPS encounters perspectives on morality from religion, worldviews and philosophical perspectives and examines how these can influence our moral choices. | **Questioning Meaning, Purpose and Existence**<br><br>RMPS helps us to make sense of life by asking and responding to questions about meaning, purpose and existence. | **Engaging with Sources of Knowledge**<br><br>RMPS engages with sources of knowledge from religion, worldviews and philosophical perspectives. |
|---|---|---|---|
| Human identity is about who we are, what we believe and value, and how we connect with people and the world around us. Identity is shaped by our inner convictions – our beliefs (what we think) and values (what we think is important). Our identities are influenced by the communities we belong to, including family, friends, religion and worldviews, and culture among others. Through these influences, beliefs and values are formed, shared, debated and developed. Identity is demonstrated through expression – the practices, traditions, symbols and actions that people use to live out their beliefs and values and make sense of the world. Exploring human identity involves recognising both the personal and other influences that shape an individual's worldview. | It is important to understand how moral choices are made and the impact these can have. Moral choices can be shaped and influenced by religion, worldviews and philosophical perspectives. These influences can change over time in response to a range of factors. It is important to understand how religion, worldviews and philosophical perspectives develop their moral positions, the sources of knowledge they use in doing so and the impact this might have on our moral choices. This can also help us reach informed conclusions about a range of complex issues. Making moral choices involves us developing arguments and engaging in meaningful dialogue in the context of differences of opinion across and within religion, worldviews and philosophical perspectives. | Human curiosity leads to asking questions about meaning, purpose and existence. These ultimate questions can include, for example, questions about the origins of the universe and life, divine beings, and what it means to be human. Our responses to ultimate questions can be shaped by religion, worldviews and philosophical perspectives. It is important to understand how people reach their conclusions about ultimate questions and the sources of knowledge they use in doing so. Exploring ultimate questions involves us building arguments and engaging in meaningful dialogue with others to explore our responses and help us make sense of life. | Engaging with sources of knowledge supports us to understand what counts as knowledge, and how and where people obtain the knowledge and guidance which shape their beliefs, values and moral choices. These sources are varied and significant to people in different ways. They can include texts, stories, key figures, images, art, objects, music and personal experience. Sources help people understand and create meaning and purpose. Sources are open to interpretation and require analysis and evaluation which leads to understanding how religion, worldviews and philosophical perspectives engage with knowledge, truth and doubt. |

## Sciences Purpose Statement

Science education empowers all learners to explore, understand and explain the world around them through curiosity, evidence-gathering and meaningful connection to real-life contexts. Its purpose is to nurture informed, creative and responsible individuals who can use scientific knowledge and skills to shape a sustainable and equitable future.

## Sciences Big Ideas

| **Being Scientific:**<br>Building Our Skills | **Our Scientific Knowledge:**<br>What We Understand So Far | **Science In Action:**<br>Be The Change |
|---|---|---|
| Being scientific is about developing the skills to help us question, explore and understand the world. We begin to see ourselves in science and understand how it connects to our lives. We do this through experiences that encourage curiosity, practical enquiry, collaboration and critical thinking. We develop confidence in scientific thinking and practices by looking at evidence, testing ideas and improving explanations. | Scientific knowledge helps us to make sense of the world around us and to discover our place within it. Our understanding of the Sciences is refined over time as new evidence emerges. There are opportunities for all to make contributions to the development of scientific knowledge. | Science is not only about understanding the world – it is about improving it. Our science knowledge and skills help us come up with creative solutions to real-world problems. Evidence helps us to make informed, ethical decisions. We also recognise that scientific discoveries can bring both benefits and risks. The Sciences empower us to take action to help both people and the planet. |

## Social Studies Purpose Statement

Social Studies supports children and young people to understand who they are, how they relate to others and how people are connected across time and place. It begins with them – their identities, their relationships and their place in the world – and extends outward to explore wider communities, societies and environments.

Through Social Studies, children and young people build knowledge and understanding of how people live together, how decisions are made and how the past and present shape the world and influence possible futures. They develop an awareness of rights, and of responsibilities, and how these inform people's lives. As they progress, they explore life at local, national and global scales, recognising patterns, connections and differences in the ways people experience and influence the world.

Social Studies provides rich opportunities to investigate real-world issues and connect ideas across disciplines, supporting children and young people to question, reason and make informed and responsible decisions. Children and young people develop the knowledge and understanding to think critically, consider different perspectives and explore meaningful questions about people, society and the environment. Social Studies encourages curiosity, respect and a desire to participate in and contribute to the world.

## Social Studies Big Ideas

| Change: The Changing World | Connections: The Connected World | Diversity: The Diverse World | Fragility: The Fragile World | Knowing: Making Sense of the World |
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| Change shapes people, places, societies and environments over time. Understanding how and why change occurs, why some things remain the same and how people influence and respond to change, helps make sense of the past, present and possible futures. Exploring the causes and consequences of change at local, national and global scales shows that change can happen at different paces, be experienced in different ways by people and communities and have intended or unintended outcomes. Understanding change and continuity helps make sense of the world. | Connections shape people, places, societies and environments across local, national and global scales. Understanding how people, places, systems and ideas are connected, and how these connections have changed over time, helps make sense of the past, present and possible futures. Exploring the social, economic, environmental and political connections between people and places shows that relationships influence opportunities and challenges, and how events and decisions are often interconnected. Understanding how connections influence people and places helps make sense of the world. | Diversity shapes people, places, societies and the ideas, beliefs and values that influence them. Understanding similarities and differences within and between people, communities and environments helps make sense of the past, present and possible futures. Exploring different identities, cultures, beliefs and perspectives shows that diversity shapes people's experiences, opportunities and participation within society. Recognising the value of diversity helps make sense of the world. | Fragility reflects the reality that people, places, societies, systems and environments can be disrupted, transformed or lost. Understanding how and why stability is strengthened, challenged or restored helps make sense of the past, present and possible futures. Exploring how human choices, natural processes, conflict, cooperation and sustainability influence people and places shows that stability is not always fixed. Understanding the balance between fragility and resilience helps make sense of the world. | Knowledge is created, interpreted and used to understand the world. Curiosity, evidence, enquiry and different perspectives shape knowledge and help make sense of the past, present and possible futures. Critical thinking helps people question, interpret and apply knowledge in informed ways. Understanding how knowledge is constructed and used helps people make sense of the world. |

## Technologies Purpose Statement

Learners use ethical, sustainable and innovative approaches to address real-world challenges, connecting theory and practice through technological activity. This supports them to become adaptable and socially aware citizens who can participate in and contribute to a dynamic, inclusive and rapidly evolving world.

## Big Ideas

| Understanding our World | Innovation | Shaping our Future |
|---|---|---|
| We live in a complex world full of physical, digital, social and economic systems. Modern living requires critically evaluating the products and decisions that shape the world around us and understanding how data is created and used and how systems recognise patterns. | Engaging with our world requires the confident use of tools, materials and processes to create products and services. Practical skills such as designing, making, testing and refining are essential to tackling real-world challenges. | Every technological decision has economic, environmental and social impacts. By critiquing the implications of technology, learners develop the capacity to make responsible choices and actively shape a more sustainable and equitable future. |

## Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

## Version History

| Version | Date | Detail |
|---|---|---|
| Version 1.0 | 4 November 2026 | First released |