Curriculum Improvement Cycle
Draft Technical Framework
Social Studies

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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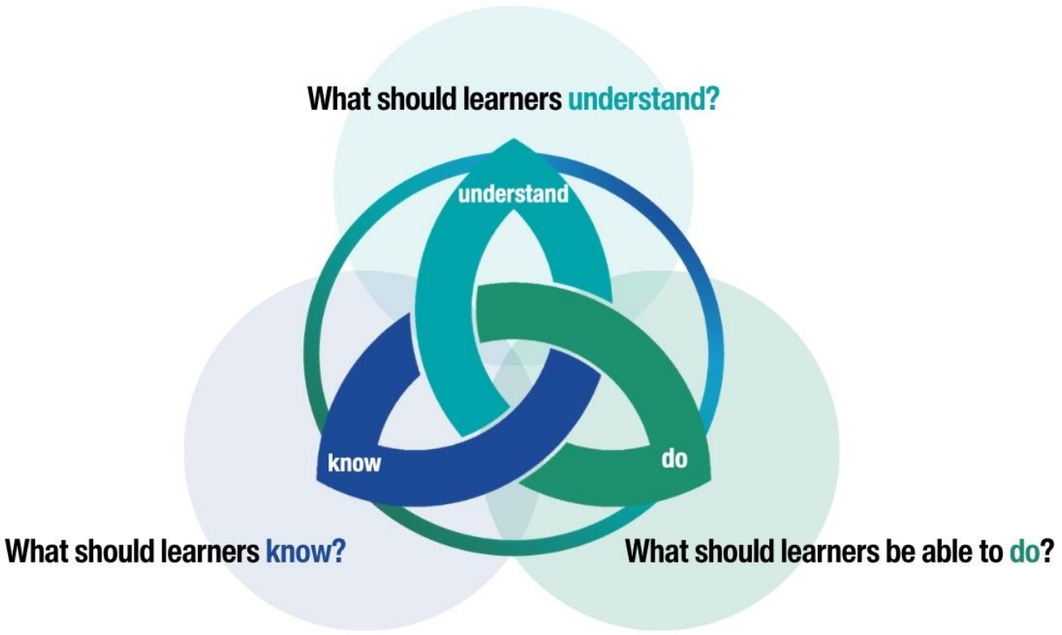
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
Skills, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction

The Social Studies Know-Do-Understand (KDU) Framework is informed by five Big Ideas which set out the overarching understandings of the curriculum area. The Know, Do and Understand statements are organised into eleven strands which represent the key concepts through which children and young people develop their knowledge, skills and understanding. These strands are not designed to be taught in isolation but can be blended together depending on the context for learning.

At Early and First Level, the framework presents an integrated approach to Social Studies. This allows practitioners to draw on connections across learning in ways that are responsive to context, setting and the needs of the learning community.

From Second Level onwards, the framework supports children and young people to develop increasingly sophisticated disciplinary learning through the subjects of Geography, History and Modern Studies. Interdisciplinary, connected and collaborative learning continues to enrich this development, as practitioners can choose to integrate subject learning where this best meets the needs of learners and their learning context.

At each level, the framework sets out the knowledge and skills that contribute to understanding across the eleven strands. These KDU knots describe progression across the level, enabling flexibility in how and when strands are explored. Through revisiting, applying, consolidating and strengthening their knowledge and skills, children and young people build towards the deep conceptual understanding that they should be able to demonstrate by the end of the level.

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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.

Big Ideas

Change: The Changing World	Connections: The Connected World	Diversity: The Diverse World	Fragility: The Fragile World	Knowing: Making Sense of the World
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.

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Summary of Progression

Strand	Statements of Understanding				
	Early **(Social Studies)**	**First** **(Social Studies)**	**Second** **(Geography, History, Modern Studies)**	**Third** **(Geography, History, Modern Studies)**	**Fourth** **(Geography, History, Modern Studies)**
Causation	Actions and events happen for a reason.	Actions and events have causes and consequences.	Events and issues may have different causes and consequences.	Causes and consequences can happen over different timescales.	Causes and consequences may not always be deliberate.
Conflict	Disagreements between people can lead to conflict.	Conflict arises when people have different needs, wants and opinions.	Conflict can occur in different ways and can affect people and places differently.	Conflict develops from competing factors, leading to short and long-term consequences.	Conflict is influenced by social, economic, environmental and political factors, and the consequences may not always be deliberate.
Cooperation	Cooperation involves people working together.	Cooperation can help people achieve goals.	Cooperation can help people solve problems and respond to challenges.	Cooperation requires compromise, negotiation and balancing different interests.	Cooperation is affected by social, economic, environmental and political factors.
Enquiry	Enquiry begins with exploring the world.	Enquiry involves finding things out by asking questions.	Enquiry uses different methods and sources to gather information.	Enquiry requires selecting methods and information to answer questions.	Enquiry requires selecting and using information to reach and justify conclusions.
Environments	Environments can be different depending on where they are.	Environments can be changed by the ways people use them.	Environments influence how people live.	Human actions affect environments.	Decisions about environments involve competing priorities and can have different consequences for people and places.
Equality	Everyone should be treated fairly.	Rights help protect fairness and equality.	Everyone should have equal rights, opportunities and access to participate in society.	Barriers can prevent people and groups from experiencing equality.	Progress towards equality is shaped by the decisions, attitudes and actions of people, organisations and governments.
Evidence	Evidence can be found in everyday experiences and surroundings.	Evidence helps makes sense of people, places and events.	Evidence from different sources may provide different information or give different accounts.	Evidence may be influenced by the way it is gathered, created or presented.	Evidence may be more or less useful, reliable or trustworthy for different purposes.
Perspective	People may think, feel and experience things differently.	People may have different opinions or points of view.	Different people and groups may have different perspectives on the same people, places, events or issues.	People's perspectives can be shaped by their experiences, identities and contexts.	Perspectives can influence how people, places, events and issues are understood, explained and responded to.
Power	Power can influence what happens.	Power can come from people and nature.	Power comes from different sources.	Power is not fixed.	Power is uneven.
Society	People belong to different groups.	People belong to different societies.	Societies are organised in different ways.	Societies are diverse.	Societies change and adapt over time.

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Systems	Natural systems affect everyday life.	Systems have different parts that work together.	Systems connect people, places and processes.	Systems function in ways that affect people, places and processes.	Systems interact in different ways.

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Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="3">Causation

Causation explains why events and issues happen and what happens as a result.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: Actions and events happen for a reason.</td></tr>
<tr><td colspan="2">Know:
A cause is the reason why something happens. A consequence is what happens as a result of an action or event.</td><td>Do:
Describe what happened in order.

Identify the cause and consequence.</td></tr>
<tr><td colspan="3">Notes
• Causes and consequences can be identified in everyday experiences, stories, play and familiar events.
• Stories, timelines and sequencing can support understanding of how actions and events develop and what happens as a result.
• Modelled language such as ‘because’, ‘so’ and ‘then’ would support learning. Examples may include:
  ○ Lots of people dropped litter so the park became dirty.
  ○ The bus took a different route because the road was closed.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="3">Understand: Actions and events have causes and consequences.</td></tr>
<tr><td colspan="2">Know:
Actions and events can have more than one cause and consequence. Some actions and events have a single cause, while others have several. Events may have more than one consequence.</td><td>Do:
Describe the cause(s) of an action or event.

Describe the consequence(s) of an action or event.

Identify the sequence of what happened.</td></tr>
<tr><td colspan="3">Notes
• Causes and consequences can be identified in everyday experiences, stories, actions and events.
• Stories, timelines and sequencing can support understanding of how actions and events develop and what happens as a result.
• Consequences may happen immediately or after a period of time.
• Consequences may affect places ad environments as well as people.</td></tr>
<tr><td>Sub-strand</td><td>Geography</td><td>History</td><td>Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Events and issues may have different causes and consequences.</td><td>Understand: Events and issues may have different causes and consequences.</td><td>Understand: Events and issues may have different causes and consequences.</td></tr>
<tr><td>Know:
Geographical events and changes often have different causes and consequences that can affect people, places and environments in different ways.</td><td>Do:
Describe how different causes lead to geographical events and changes.

Describe different consequences for people, places and environments.</td><td>Know:
Historical events and issues often had different causes and consequences that affected people and societies in different ways.</td><td>Do:
Describe how different causes contributed to historical events and issues.

Describe different consequences for people and societies.</td><td>Know:
Contemporary events and issues often have different causes and consequences that can affect people, communities and societies in different ways.</td><td>Do:
Describe how different causes contribute to contemporary events and issues.

Describe different consequences for people, communities and societies.</td></tr>
<tr><td colspan="2">Notes</td><td>Notes
• Consequences may be positive or negative.
• Consequences may be immediate or longer term.</td><td>Notes
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• Consequences may be immediate or longer term.</td></tr>
</table>

	• Causes may be natural (such as heavy rainfall, earthquakes or volcanic eruptions), human (such as building, farming or pollution), or a combination of both. • Consequences may be positive or negative. • Consequences may be immediate or longer term. • Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.	• Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.	• Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Causes and consequences can happen over different timescales.</td><td colspan="2">Understand: Causes and consequences can happen over different timescales.</td><td colspan="2">Understand: Causes and consequences can happen over different timescales.</td></tr>
<tr><td>Know:
Geographical events and changes may have short and long-term causes and consequences for people, places and environments.</td><td>Do:
Explain short and/or long-term causes of geographical events and changes.

Describe short and/or long-term consequences for people, places and environments.</td><td>Know:
Historical events and issues may have had short and long-term causes and consequences for people and societies.</td><td>Do:
Explain short and/or long-term causes of historical events and issues.

Describe short and/or long-term consequences for people and societies.</td><td>Know:
Contemporary events and issues have short and long-term causes and consequences that affect people, communities and societies.</td><td>Do:
Explain short and/or long-term causes of contemporary events and issues.

Describe short and/or long-term consequences for people, communities and societies.</td></tr>
<tr><td colspan="2">Notes
Causes may develop over different timescales with some arising over longer periods and others occurring more immediately.
Long-term causes create underlying conditions and short-term causes can act as triggers.
Short and long-term consequences may be positive or negative and affect different people and places in different ways.
Consequences may be immediate, delayed or develop over time.
Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.</td><td colspan="2">Notes
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Sequencing and chronology can help explain how events are connected and how causes and consequences develop over time, with some happening sequentially and others simultaneously.</td></tr>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Causes and consequences may not always be deliberate.</td><td colspan="2">Understand: Causes and consequences may not always be deliberate.</td><td colspan="2">Understand: Causes and consequences may not always be deliberate.</td></tr>
<tr><td>Know:
Geographical events and changes often have causes that vary in significance and may lead to intended and/or unintended consequences.</td><td>Do:
Evaluate the significance of different causes of geographical events and changes.

Explain the intended and/or unintended consequences for people, places and environments.</td><td>Know:
Historical events and issues often had causes that varied in significance and may have led to intended and/or unintended consequences.</td><td>Do:
Evaluate the significance of different causes of historical events and issues.

Explain the intended and/or unintended consequences for people and societies.</td><td>Know:
Contemporary events and issues often have causes that vary in significance and may lead to intended and/or unintended consequences.</td><td>Do:
Evaluate the significance of different causes of contemporary events and issues.

Explain the intended and/or unintended consequences for people, communities and societies.</td></tr>
<tr><td colspan="2">Notes
Significance may be considered in relation to scale, duration and impact, which may be limited or wide-reaching.
Judgements about significance should be supported using relevant evidence and examples.
Different interpretations may place different significance on particular causes and consequences.</td><td colspan="2">Notes
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<table>
<tr><td>Strand</td><td colspan="2">Conflict

Conflict is a disagreement, tension or struggle within or between people, groups, societies, ideas or environments.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Disagreements between people can lead to conflict.</td></tr>
<tr><td>Know:
Conflict happens when people disagree or want different things.</td><td>Do:
Identify when conflict is happening.

Describe what the conflict is about.

Identify how the conflict might be addressed.</td></tr>
<tr><td colspan="2">Notes
• Conflict may happen between individuals or groups of people.
• Conflict can take many forms and may relate to fairness, rules, rights or decisions. Examples of conflict may include disagreements about sharing, rules, spaces or choices.
• Not all conflict is violent.
• Ways of addressing conflict may include discussion, agreeing rules, sharing, compromise or support from others.
• People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Conflict arises when people have different needs, wants and opinions.</td></tr>
<tr><td>Know:
Conflict happens when people or groups have different needs, wants or opinions, which can lead to disagreements, arguments or disputes.</td><td>Do:
Identify different needs, wants or opinions leading to conflict.

Describe the conflict and its consequence(s).

Identify how the conflict might be addressed.</td></tr>
<tr><td colspan="2">Notes
• Conflict can take many forms and may relate to fairness, rules, rights, decisions, power, access to land or resources, or sustainability.
• Not all conflict is violent.
• A disagreement is when people or groups do not agree about something or want different things.
• An argument is when people strongly disagree about something.
• A dispute is a serious disagreement between people, groups or countries.
• Ways of addressing conflict may include discussion, negotiation, compromise, agreements or support from others, although some conflicts may continue or remain unresolved.
• People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Conflict can occur in different ways and can affect people and places differently.</td><td colspan="2">Understand: Conflict can occur in different ways and can affect people and places differently.</td><td colspan="2">Understand: Conflict can occur in different ways and can affect people and places differently.</td></tr>
<tr><td>Know:
Conflict, including land-use or environmental conflicts, occurs when land or resources are used in various ways, leading to different impacts on people and/or places.</td><td>Do:
Identify the conflict.

Describe how land or resources are used differently.

Describe how people and/or places are affected by the conflict.

Identify ways the conflict has been or could be addressed.</td><td>Know:
Conflict in the past, including disputes, uprisings and wars, had various causes and affected people, societies and/or countries in different ways.</td><td>Do:
Identify a conflict in the past.

Describe what the conflict was about and what happened.

Describe how people, societies and/or countries were affected by the conflict.

Identify how the conflict was addressed or resolved.</td><td>Know:
Conflict occurs when different views or interests lead to disagreements, disputes and wars, affecting people, groups and/or countries in different ways.</td><td>Do:
Identify the conflict.

Describe the conflict.

Describe how people, groups and/or countries are affected by the conflict.

Identify ways the conflict has been or could be addressed.</td></tr>
<tr><td colspan="2">Notes
When identifying the conflict, children and young people should state what type of conflict it is, for example, land-use or environmental.
Not all conflict is violent.
Land-use conflicts happen when people or groups want to use the same land in different ways, and may include disagreements over housing, farming, tourism, transport, energy, industry or recreation.
Environmental conflicts happen when people or groups disagree about how environments or natural resources should be used, protected or managed.
Conflict may affect daily life, relationships, safety, access to resources, land use, wildlife or the environment.
Ways of addressing conflict may include discussion, planning, rules, agreements or sustainable management approaches, although some conflicts may remain ongoing or unresolved.
People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td><td colspan="2">Notes
When identifying a conflict, children and young people should state what type of conflict it is, for example, a dispute, uprising or war.
Not all conflict is violent.
A dispute is a serious disagreement between people, groups or countries.
An uprising is an act of opposition or fighting against those in power.
Wars are organised, armed conflicts between groups or countries and may include civil wars or international wars.
Conflict may have affected daily life, relationships, safety, access to resources or the environment.
Ways that conflicts were addressed or resolved may have included agreements, changes in leadership, negotiation or the ending of fighting. Some conflicts, however, were not resolved.
People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td><td colspan="2">Notes
When identifying the conflict, children and young people should state what type of conflict it is, for example, a disagreement, dispute or war.
Not all conflict is violent.
A disagreement is when people or groups do not agree about something or want different things.
A dispute is a serious disagreement between people, groups or countries.
Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources.
Conflict may affect daily life, relationships, safety, access to resources or the environment.
Ways of addressing or responding to conflict may include discussion, rules, agreements, strikes, protests or negotiations, although some conflicts may remain ongoing or unresolved.
People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Conflict develops from competing factors, leading to short and long-term consequences.</td><td colspan="2">Understand: Conflict develops from competing factors, leading to short and long-term consequences.</td><td colspan="2">Understand: Conflict develops from competing factors, leading to short and long-term consequences.</td></tr>
<tr><td>Know:
Conflict develops from competing demands over how places or resources are used, leading to land-use, environmental or resource conflicts, resulting in short and/or long-term consequences.</td><td>Do:
Explain why conflict develops over how places or resources are used.

Describe the conflict.

Explain the short and/or long-term consequences of the conflict.

Describe ways the conflict has been or could be managed or resolved.</td><td>Know:
Conflict in the past, including wars, rebellions, revolutions and genocide, developed from multiple causes, resulting in short and/or long-term consequences.</td><td>Do:
Explain the causes of a conflict in the past.

Describe key events and turning points of the conflict.

Explain the short and/or long-term consequences of the conflict.

Describe how the conflict was addressed or resolved.</td><td>Know:
Conflict, including disputes, wars and genocide, develops from competing factors between people, groups or countries, resulting in short and/or long-term consequences.</td><td>Do:
Explain the causes of the conflict.

Describe the conflict.

Explain the short and/or long-term consequences of the conflict.

Describe ways the conflict has been or could be addressed.</td></tr>
<tr><td colspan="2">Notes
Not all conflict is violent.
Land-use conflicts happen when people or groups want to use the same land in different ways and may include disagreements over housing, farming, tourism, transport, energy, industry or recreation.
Environmental conflicts may arise from climate change, environmental pressures, conservation, sustainability issues or competing demands on environments and natural resources.
Resource conflicts occur when people, groups or countries compete for access to or control of resources such as water, energy, food, minerals or land.
Consequences may be immediate, delayed or develop over time.
Short-term consequences may include disruption to daily life, shortages of resources, environmental damage, displacement or pressure on local services and environments.
Long-term consequences may include changes to land use, pressure on resources, environmental change, inequality, migration or ongoing tensions between groups or countries.
Attempts to manage conflict may include negotiation, planning, regulation, conservation measures or sustainable management approaches.
Responses to conflict may reduce, escalate or prolong conflict, although some conflicts may remain unresolved or ongoing.
People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td><td colspan="2">Notes
Not all conflict is violent.
Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or proxy wars.
A rebellion is an organised attempt to challenge authority, leadership or control.
A revolution is a significant change in political or social systems, often involving conflict or attempts to remove existing power structures.
Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group.
Turning points are events or developments that significantly change the direction or outcome of a conflict.
Consequences may be immediate, delayed or develop over time.
Short-term consequences may have included death, destruction, displacement, shortages, political instability or disruption to daily life.
Long-term consequences may have included political or social change, migration, economic inequality, changes to borders or ongoing tensions between groups or countries.
Ways that conflicts were addressed or resolved may have included agreements, treaties, political change, negotiation or the ending of fighting.
Attempts to address or resolve conflict may have reduced, reshaped or prolonged conflict. Some conflicts, however, were not resolved.
People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td><td colspan="2">Notes
Not all conflict is violent.
A dispute is a serious disagreement between people, groups or countries.
Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources.
Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group.
Conflicts may involve hate speech, intimidation, violence or acts of terrorism.
Consequences may be immediate, delayed or develop over time.
Short-term consequences may include injury, death, displacement, destruction, fear, shortages of resources or disruption to daily life.
Long-term consequences may include migration, political change, economic inequality, trauma, changes to borders or ongoing tensions between groups or countries.
Ways of addressing or responding to conflict may include protests, strikes, negotiation, peace agreements, international intervention or humanitarian support.
Responses to conflict may reduce, escalate or prolong conflict, although some conflicts may remain unresolved or ongoing.
People’s experience of conflict differs. Practitioners should be mindful of children and young people’s lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Conflict is influenced by social, economic, environmental and political factors, and the consequences may not always be deliberate.</td><td colspan="2">Understand: Conflict is influenced by social, economic, environmental and political factors, and the consequences may not always be deliberate.</td><td colspan="2">Understand: Conflict is influenced by social, economic, environmental and political factors, and the consequences may not always be deliberate.</td></tr>
<tr><td>Know:
Conflict, including environmental, resource and territorial conflicts, occurs when there are different demands on places and resources. These are influenced by social, economic, environmental and political factors, resulting in intended and/or unintended consequences.</td><td>Do:
Explain how social, economic, environmental and political factors influence conflict.

Explain the intended and/or unintended consequences of the conflict.

Evaluate the strategies or potential strategies to manage the conflict.</td><td>Know:
Conflict in the past, including wars, revolutions, genocide and ideological conflict, was influenced by social, economic, environmental and political factors, resulting in intended and/or unintended consequences.</td><td>Do:
Explain how social, economic, environmental and political factors influenced the causes and course of conflict in the past.

Explain the intended and/or unintended consequences of the conflict.

Evaluate the attempts to address or resolve the conflict.</td><td>Know:
Conflict, including disputes, wars, genocide and ideological conflict, is influenced by social, economic, environmental and political factors, resulting in intended and/or unintended consequences.</td><td>Do:
Explain how social, economic, environmental and political factors influence conflict.

Explain the intended and/or unintended consequences of the conflict.

Evaluate the responses or potential responses to the conflict.</td></tr>
<tr><td colspan="2">Notes
Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
Not all conflict is violent.
Environmental conflicts may arise from climate change, environmental pressures, conservation, sustainability issues or competing demands on environments and natural resources.
Resource conflicts may occur when people, groups or countries compete for access to or control of resources such as water, energy, food, minerals or land.
Territorial conflicts may occur when people, groups or countries disagree over borders, ownership or control of land or seas.
Social factors may include population change, inequality, lifestyles or community needs.
Economic factors may include trade, development, employment, profit or demand for resources.
Environmental factors may include climate change, sustainability or availability of land and resources.
Political factors may include governance, policies, decision-making, ownership or control of resources and territory.
Intended consequences are outcomes that are planned or expected and may include changes to land use, management of resources or environmental protection measures.
Unintended consequences are outcomes that are not planned or expected and may include environmental damage, displacement, inequality, changes to land use, pressure on resources or ongoing tensions between groups or countries.</td><td colspan="2">Notes
Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
Not all conflict is violent.
Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or proxy wars.
Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group.
Ideological conflict occurs when competing beliefs, values or political ideas influence tension or conflict between people, groups or countries.
Social factors may have included inequality, identity, religion, beliefs, discrimination or social change.
Economic factors may have included trade, wealth, poverty, resources, industrialisation or competition for land and power.
Environmental factors may have included access to land or resources, climate, terrain, landscape, famine or disease.
Political factors may have included leadership, power, control, nationalism or competing ideologies.
Intended consequences are outcomes that are planned or expected. These may have included political reform, territorial change or shifts in power and leadership.
Unintended consequences are outcomes that are not planned or expected. These may have included political change, social division, migration, economic inequality, changes to borders or ongoing tensions between groups or countries.</td><td colspan="2">Notes
Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
Not all conflict is violent.
A dispute is a serious disagreement between people, groups or countries.
Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources.
Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group.
Ideological conflict occurs when people, groups or countries have competing beliefs, values or political ideas.
Conflicts may involve hate speech, intimidation, violence or acts of terrorism.
Social factors may include inequality, identity, religion, beliefs, culture or discrimination.
Economic factors may include poverty, wealth, trade, employment or access to resources.
Environmental factors may include access to land, water, energy or the impacts of environmental change.
Political factors may include power, leadership, rights, decision-making or competing ideologies.
Intended consequences are outcomes that are planned or expected and may include political change, international intervention or changes to laws, policies or governance.
Unintended consequences are outcomes that are not planned or expected and may include displacement, migration, trauma,</td></tr>
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	• Attempts to manage conflict may include negotiation, planning, regulation, conservation measures or sustainable management approaches. • Responses to conflict may reduce, escalate or prolong conflict, although some conflicts may remain unresolved or ongoing. • People's experience of conflict differs. Practitioners should be mindful of children and young people's lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.	• Attempts to address or resolve conflict may have included treaties, negotiations, political reform, international agreements or the ending of fighting. • Attempts to address or resolve conflict may have reduced, reshaped or prolonged conflict. Some conflicts, however, were not resolved. • People's experience of conflict differs. Practitioners should be mindful of children and young people's lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.	political change, economic inequality, environmental damage or ongoing tensions between groups or countries. • Ways of addressing or responding to conflict may include protests, strikes, negotiation, peace agreements, sanctions, international intervention, humanitarian support or cooperation. • The media, governments or individuals may influence how conflict is understood, represented or responded to. • Responses to conflict may reduce, escalate or prolong conflict, although some conflicts may remain unresolved or ongoing. • People's experience of conflict differs. Practitioners should be mindful of children and young people's lived experiences of conflict (e.g. domestic abuse, displacement due to war) and provide support as appropriate.

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<table>
<tr><td>Strand</td><td colspan="4">Cooperation

Cooperation is the process of working together to achieve goals or address challenges.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Cooperation involves people working together.</td></tr>
<tr><td colspan="2">Know:
People cooperate by working with others during shared activities.</td><td colspan="2">Do:
Identify and show ways of sharing, helping and taking turns when working together.</td></tr>
<tr><td colspan="4">Notes
• Cooperation may include sharing resources, helping others, taking turns, listening to others and working together during play and learning.
• Opportunities to cooperate may arise during play, daily routines and activities with others at home, in school or in the community.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="4">Understand: Cooperation can help people achieve goals.</td></tr>
<tr><td colspan="2">Know:
People work together in groups, communities and organisations to achieve goals and help others.</td><td colspan="2">Do:
Identify a goal of the group, community or organisation.

Describe how people work together to achieve a goal or help others.</td></tr>
<tr><td colspan="4">Notes
• Cooperation can take place at various levels such as pupil councils or eco groups, charities or groups like the United Nations Children’s Fund (UNICEF).
• Different people may contribute in different ways when working towards a goal.
• Cooperation may involve sharing ideas, listening to others, taking on roles and making decisions together.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Cooperation can help people solve problems and respond to challenges.</td><td colspan="2">Understand: Cooperation can help people solve problems and respond to challenges.</td><td colspan="2">Understand: Cooperation can help people solve problems and respond to challenges.</td></tr>
<tr><td>Know:
People, groups and countries may have shared responsibilities for environments and resources.</td><td>Do:
Identify examples of shared responsibilities for environments and resources.

Describe how different people, groups or countries work together to care for or manage environments and resources.

Describe how working together met or could meet shared needs or address challenges.</td><td>Know:
People, groups and countries in the past often depended on one another to meet needs, respond to challenges and improve their lives.</td><td>Do:
Identify examples of people, groups or countries working together in the past.

Describe how people, groups or countries worked together to meet needs or respond to challenges.

Describe what was achieved through working together.</td><td>Know:
People, groups and countries work together to respond to issues that affect people, communities and societies.</td><td>Do:
Identify an issue affecting people, communities and societies.

Describe how people, groups or countries work together to respond to an issue.

Describe what was or could be achieved through working together.</td></tr>
<tr><td colspan="2">Notes
• Resources may include water, energy, land, food or natural resources.
• Different people, groups and countries may have different roles and responsibilities.</td><td colspan="2">Notes
• Cooperation in the past took place within and between communities, societies and countries, depending on needs and challenges.</td><td colspan="2">Notes
• Issues affecting people, communities and societies may relate to poverty, inequality, health, housing, community wellbeing, environmental concerns or human rights.</td></tr>
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<tr><td></td><td colspan="2">Working together at local, national and global levels may involve sharing knowledge, responsibilities, resources or expertise.
Examples of shared responsibilities may include:
protecting local green spaces.
managing shared water supplies.
conserving habitats and wildlife.
using resources sustainably.
People can care for environments and manage resources in different ways: sustainable practices may include reducing waste, reusing and recycling materials, saving water and energy, reducing pollution, improving air and water quality, protecting habitats and wildlife and sharing resources fairly.</td><td colspan="2">People often depended on one another to respond to challenges such as food shortages, scarcity of resources, unsafe living or working conditions, conflict or unfair treatment.
Historical examples should show how people worked together to meet needs, respond to challenges or improve their lives. These may include:
communities supporting one another during periods of hardship.
workers cooperating to improve working conditions.
countries forming alliances or partnerships.
people cooperating through trade and exchange.
Cooperation may have led to improved living conditions, increased security and social or economic change over time, although benefits were not always equal for all groups.</td><td colspan="2">People may work together to support others, improve services, raise awareness, influence decisions or bring about change.
Groups involved may include community organisations, charities, campaign groups, pressure groups, trade unions, governments and organisations at local, national or international level.
Different groups may have different roles, responsibilities, resources and expertise when responding to an issue.
Examples may include:
charities supporting people experiencing hardship.
trade unions working to improve pay and working conditions.
pressure groups campaigning on environmental or social issues.
governments and international organisations responding to global challenges.
Cooperation may involve sharing information, resources, expertise, responsibilities or decision-making.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Cooperation requires compromise, negotiation and balancing different interests.</td><td colspan="2">Understand: Cooperation requires compromise, negotiation and balancing different interests.</td><td colspan="2">Understand: Cooperation requires compromise, negotiation and balancing different interests.</td></tr>
<tr><td>Know:
People, groups and countries can have different interests in how environments and resources are used, managed and protected, requiring compromise and negotiation.</td><td>Do:
Identify different interests relating to the use, management or protection of environments and resources.

Describe how people, groups or countries negotiate or compromise when interests differ.

Explain what can be achieved through negotiation and compromise in managing environments and resources.</td><td>Know:
People, groups and countries in the past often had different interests or priorities, which required compromise and negotiation to achieve shared outcomes.</td><td>Do:
Identify different interests or priorities of people, groups or countries in the past.

Describe how people, groups or countries negotiated, compromised or reached agreements.

Explain what was achieved through negotiation and compromise in the past.</td><td>Know:
People, groups and countries can have different interests and priorities when responding to issues affecting people, communities and societies, requiring compromise and negotiation.</td><td>Do:
Identify different interests and priorities relating to issues affecting people, communities or societies.

Describe how people, groups or countries negotiate or compromise when priorities differ.

Explain what can be achieved through negotiation and compromise when responding to issues affecting people, communities and societies.</td></tr>
<tr><td colspan="2">Notes
Interests may relate to land use, energy production, housing, tourism, industry, conservation, sustainability or resource management.
Different groups may agree that an issue needs to be addressed but disagree about how that should happen.
Negotiation involves discussing different views and interests to reach an agreement.
Compromise involves balancing different interests to achieve a shared outcome and examples may include:</td><td colspan="2">Notes
Interests may have been related to trade, territory, power, resources, security, political influence or economic prosperity.
Agreements, alliances, treaties and partnerships were often used to achieve shared outcomes.
Different groups may have agreed that an issue needed to be addressed but disagreed about how that should happen.
Negotiation involves discussing different views and interests to reach an agreement.
Compromise involves balancing different interests to achieve a shared outcome.</td><td colspan="2">Notes
Interests may relate to rights, needs, political priorities, economic interests, public opinion or the interests of different groups in society.
Groups involved may include governments, charities, pressure groups, trade unions, businesses, international organisations or countries.
Different groups may agree that an issue needs to be addressed but disagree about how that should happen.
Negotiation involves discussing different views and priorities to reach an agreement.</td></tr>
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<table>
<tr><td></td><td colspan="2">

agreeing how shared water, energy or natural resources should be used.
agreeing how land should be used by different groups or communities.
balancing housing development with the protection of green spaces.
balancing renewable energy developments with environmental or community concerns.
balancing tourism with the protection of environments and landscapes.
balancing industrial or economic development with conservation priorities.

Outcomes may not benefit all people, groups or countries equally and may reflect whose interests were prioritised.
</td><td colspan="2">

Historical examples may include:

countries forming military alliances during times of conflict.
negotiating treaties or agreements between countries or international organisations.
trade agreements between countries or trading groups.
political unions or agreements between kingdoms, states or nations.
governments and campaigners negotiating social or political reforms.
workers and employers negotiating pay and working conditions.

Outcomes may not have benefitted all people, groups or countries equally, and may have reflected whose interests were prioritised.

</td><td colspan="2">

Compromise involves balancing competing interests to achieve a shared outcome and examples may include:

countries sharing resources, information, expertise or aid in response to global challenges with each other or through international organisations.
cooperation to address international conflicts, security issues or global challenges.
countries negotiating trade agreements.
governments, public services and community organisations responding to social issues.
pressure groups, trade unions and campaign organisations influencing decisions and policy.

Outcomes may not benefit all people, groups and organisations equally and may reflect whose interests were prioritised.

</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Cooperation is affected by social, economic, environmental and political factors.</td><td colspan="2">Understand: Cooperation is affected by social, economic, environmental and political factors.</td><td colspan="2">Understand: Cooperation is affected by social, economic, environmental and political factors.</td></tr>
<tr><td>Know:
Cooperation in managing environments and resources is influenced by social, economic, environmental and political factors.</td><td>Do:
Identify the social, economic, environmental and political factors influencing cooperation.

Describe how the social, economic, environmental and political factors influence cooperation in managing environments and resources.

Evaluate the outcomes of cooperation for people, places and environments.</td><td>Know:
Cooperation between people, groups and countries in the past was influenced by social, economic, environmental and political factors.</td><td>Do:
Identify the social, economic, environmental and political factors influencing cooperation in the past.

Describe how the social, economic, environmental and political factors influenced agreements, partnerships or collective action in the past.

Evaluate the outcomes of cooperation for people, groups and countries in the past.</td><td>Know:
Cooperation in decision-making and responses to issues is influenced by social, economic, environmental and political factors.</td><td>Do:
Identify the social, economic, environmental and political factors influencing cooperation.

Describe how the social, economic, environmental and political factors influence cooperation in decision-making and responses to issues.

Evaluate the outcomes of cooperation for people, communities and societies.</td></tr>
<tr><td colspan="2">Notes
Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
Social factors may include housing, health, community needs, cultural heritage or quality of life.
Economic factors may include employment, industry, trade, tourism, investment or access to resources.
Environmental factors may include conservation, sustainability, climate change or protecting ecosystems.
Political factors may include government priorities, legislation, international agreements or control over resources.</td><td colspan="2">Notes
Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
Social factors may have included religion, cultural identity, population change, living conditions or social reform.
Economic factors may have included trade, wealth, industry, employment or access to resources.
Environmental factors may have included land, food, water, settlement or responses to environmental challenges.
Political factors may have included power, government decisions, conflict, diplomacy, territorial control or empire.</td><td colspan="2">Notes
Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
Social factors may include rights, equality, health, education or community needs.
Economic factors may include poverty, wealth, trade, employment, taxation, public spending, funding or access to resources.
Environmental factors may include sustainability, climate change, land-use or environmental protection.
Political factors may include government priorities, security, laws, international relations or the distribution of power.</td></tr>
</table>

	• Different people, groups and countries may place greater importance on some interests than others.
	• Cooperation may involve governments, businesses, communities, environmental organisations or international organisations working together.
	• Examples of cooperation may include:
	  ○ managing shared systems or natural resources.
	  ○ international cooperation on climate change.
	  ○ agreements relating to quotas or energy production.
	  ○ balancing economic development with environmental protection.
	  ○ land-use decisions involving housing, industry, recreation or conservation.
		• Different people, groups and countries may have placed greater importance on some interests than others.
		• Cooperation in the past may have taken the form of agreements, alliances, partnerships, trade networks, political unions or collective action.
		• Examples of cooperation may include:
		  ○ alliances during times of conflict.
		  ○ trade agreements and trading partnerships.
		  ○ cooperation linked to industrialisation and economic change.
		  ○ collective action by workers through trade unions.
		  ○ political unions and treaties.
		  ○ international cooperation during or after global conflicts.
			• Different people, groups and countries may place greater importance on some interests than others.
			• Cooperation may involve governments, public services, charities, pressure groups, trade unions, businesses or international organisations working together.
			• Examples of cooperation may include:
			  ○ countries working together within international organisations.
			  ○ countries sharing information, resources, providing aid and expertise to address global challenges or threats.
			  ○ governments, public services and organisations working together to address social issues.
			  ○ pressure groups, trade unions and campaign organisations working with others to influence policy and decision-making.

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<table>
<tr><td>Strand</td><td colspan="4">Enquiry

Enquiry is the process of asking questions, gathering information and using findings to develop knowledge and understanding and reach conclusions.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Enquiry begins with exploring the world.</td></tr>
<tr><td colspan="2">Know:
Questions can help find out about people, places, events and experiences.</td><td colspan="2">Do:
Ask questions.

Use the senses to find out about people, places, events and experiences.</td></tr>
<tr><td colspan="4">Notes
• Enquiry questions could use who, what, where, when and why to find out more.
• Using the senses may include looking closely, listening, touching or handling objects to find out more. This may take place through observation, discussion, play or first-hand experiences.
• Information may come from stories, photos, objects, people or surroundings.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="4">Understand: Enquiry involves finding things out by asking questions.</td></tr>
<tr><td colspan="2">Know:
Questions and information can be used to find out about people, places, events and experiences.</td><td colspan="2">Do:
Ask questions.

Find information about people, places, events and experiences.</td></tr>
<tr><td colspan="4">Notes
• Enquiry questions could use who, what, where, when and why to find out more.
• Finding things out could be through observation, discussion, play or first-hand experiences.
• Information may come from books, photos, maps and atlases, objects, data, digital media, people or surroundings.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td>Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Enquiry uses different methods and sources to gather information.</td><td colspan="2">Understand: Enquiry uses different methods and sources to gather information.</td><td>Understand: Enquiry uses different methods and sources to gather information.</td></tr>
<tr><td>Know:
Enquiry in Geography uses observations, maps and fieldwork to answer questions about people, places and environments.</td><td>Do:
Ask questions about people, places and environments and possible futures.

Use observations, maps and fieldwork to gather information.

Share findings.</td><td>Know:
Enquiry in History uses primary and secondary sources to answer questions about people, events and societies in the past.</td><td>Do:
Ask questions about people, events and societies in the past.

Use primary and secondary sources to gather information.

Share findings.</td><td>Know:
Enquiry in Modern Studies uses surveys, interviews and media sources to answer questions about contemporary issues, people and societies.</td><td>Do:
Ask questions about contemporary issues, people and societies and possible futures.

Use surveys, interviews and media sources to gather information.

Share findings.</td></tr>
<tr><td colspan="2">Notes
• Questions about possible futures may consider what might happen, what could change or what people might do in response.
• Observations involve gathering information by looking at populations, places and environments.
• Maps and atlases can be used to locate places and identify geographical features.
• Fieldwork involves gathering information and data directly from people, places and environments.</td><td colspan="2">Notes
• Primary sources were created during the time being studied and may include artefacts, photographs, buildings, oral accounts and documents such as letters, diaries, speeches or newspaper articles.
• Secondary sources were created after the time being studied and may include textbooks, documentaries, books, articles or digital sources.
• Findings could be shared through discussion, timelines, pictures, diagrams, charts, reports, presentations or digital formats.</td><td>Notes
• Questions about possible futures may consider what might happen, what could change or what people might do in response.
• A survey gathers information by asking questions to groups of people. This may include a survey that children and young people create or a survey from another source.
• An interview gathers information through discussion with an individual or group. This may include an interview that children and young people conduct or an interview from another source.</td></tr>
</table>

	• Other methods of enquiry that could be used may include surveys and interviews. • Findings could be shared through discussion, maps, pictures, diagrams, charts, reports, presentations or digital formats.		• Media sources may include print media, television, radio, websites and social media. • Findings could be shared through discussion, timelines, pictures, diagrams, charts, reports, presentations or digital formats.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Enquiry requires selecting methods and information to answer questions.</td><td colspan="2">Understand: Enquiry requires selecting methods and information to answer questions.</td><td colspan="2">Understand: Enquiry requires selecting methods and information to answer questions.</td></tr>
<tr><td>Know:
Enquiry in Geography requires the selection, processing and use of information from observations, maps, fieldwork and other sources to answer questions about people, places and environments.</td><td>Do:
Ask questions about people, places and environments and possible futures.

Select and use methods and sources to gather information.

Process and use information to describe and explain findings and answer questions.</td><td>Know:
Enquiry in History requires the selection and use of information from primary and secondary sources to answer questions about people, events and societies in the past.</td><td>Do:
Ask questions about people, events and societies in the past.

Select and use primary and secondary sources to gather information.

Use information to describe and explain findings and answer questions.</td><td>Know:
Enquiry in Modern Studies requires the selection and use of information from surveys, interviews, media and other sources to answer questions about contemporary issues, people and societies.</td><td>Do:
Ask questions about contemporary issues, people and societies and possible futures.

Select and use methods and sources to gather information.

Use information to describe and explain findings and answer questions.</td></tr>
<tr><td colspan="2">Notes
Questions about possible futures may consider what might happen, what could change or what people might do in response.
The questions asked should help determine which information is relevant and useful to the enquiry.
Selecting means children and young people identifying and choosing methods and sources that are relevant to the question or enquiry.
Observations involve gathering information by looking at populations, places and environments.
A variety of map types, including physical, political and OS maps, can be used to locate places and identify geographical features and patterns.
Fieldwork involves gathering information and data directly from people, places and environments.
Other sources may include atlases, graphs, surveys, interviews, photographs, satellite imagery, radar, statistical data and digital sources such as Geographic Information Systems (GIS) and Artificial Intelligence (AI).
Findings may be communicated through maps, diagrams, charts, reports, presentations or digital formats.</td><td colspan="2">Notes
The questions asked should help determine which information is relevant and useful to the enquiry.
Selecting means children and young people identifying and choosing sources that are relevant to the question or enquiry.
Primary sources were created during the time being studied and may include artefacts, photographs, buildings, oral accounts and documents such as letters, diaries, speeches or newspaper articles.
Secondary sources were created after the time being studied and may include textbooks, documentaries, books, articles or digital sources including Artificial Intelligence (AI).
Findings may be communicated through discussion, timelines, reports, presentations or digital formats.</td><td colspan="2">Notes
Questions about possible futures may consider what might happen, what could change or what people might do in response.
The questions asked should help determine which information is relevant and useful to the enquiry.
Selecting means children and young people identifying and choosing methods and sources that are relevant to the question or enquiry.
A survey gathers information by asking questions to groups of people. This may include a survey that children and young people create or a survey from another source.
An interview gathers information through discussion with an individual or group. This may include an interview that children and young people conduct or an interview from another source.
Media sources may include print media, television, radio, websites and social media.
Other sources may include photographs, graphs, data, digital sources including Artificial Intelligence (AI), reports, polls, or leaflets and posters.
Findings may be communicated through discussion, reports, presentations or digital formats.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Enquiry requires selecting and using information to reach and justify conclusions.</td><td colspan="2">Understand: Enquiry requires selecting and using information to reach and justify conclusions.</td><td colspan="2">Understand: Enquiry requires selecting and using information to reach and justify conclusions.</td></tr>
<tr><td>Know:
Enquiry in Geography requires the selection, processing and use of information from observations, maps, fieldwork and other sources to develop explanations and reach conclusions.</td><td>Do:
Identify questions about geographical issues.

Evaluate, select and use methods and sources to gather information.

Process and use information to describe and explain findings.

Reach and justify conclusions.</td><td>Know:
Enquiry in History requires the selection and use of information from primary and secondary sources to develop explanations and reach conclusions.</td><td>Do:
Identify questions about historical issues.

Evaluate, select and use primary and secondary sources to gather information.

Use information to describe and explain findings.

Reach and justify conclusions.</td><td>Know:
Enquiry in Modern Studies requires the selection and use of information from surveys, interviews, media and other sources to develop explanations and reach conclusions.</td><td>Do:
Identify questions about contemporary issues.

Evaluate, select and use methods and sources to gather information.

Use information to describe and explain findings.

Reach and justify conclusions.</td></tr>
<tr><td colspan="2">Notes
The questions asked should help determine which information is relevant and useful to the enquiry.
Selecting means children and young people identifying and choosing methods and sources that are relevant to the question or enquiry.
Observations involve gathering information by looking at populations, places and environments.
A variety of map types, including physical, political and OS maps, can be used to locate places and identify geographical features and patterns.
Fieldwork involves gathering information and data directly from places and environments.
Other sources may include atlases, graphs, surveys, interviews, photographs, satellite imagery, radar, statistical data and digital sources such as Geographic Information Systems (GIS) and Artificial Intelligence (AI).
Findings and conclusions may be communicated through maps, diagrams, charts, reports, presentations or digital formats.</td><td colspan="2">Notes
The questions asked should help determine which information is relevant and useful to the enquiry.
Selecting means children and young people identifying and choosing sources that are relevant to the question or enquiry.
Primary sources were created during the time being studied and may include artefacts, photographs, buildings, oral accounts and documents such as letters, diaries, speeches or newspaper articles.
Secondary sources were created after the time being studied and may include textbooks, documentaries, books, articles or digital sources including Artificial Intelligence (AI).
Findings and conclusions may be communicated through discussion, timelines, reports, presentations or digital formats.</td><td colspan="2">Notes
The questions asked should help determine which information is relevant and useful to the enquiry.
Selecting means children and young people identifying and choosing methods and sources that are relevant to the question or enquiry.
A survey gathers information by asking questions to groups of people. This may include a survey that children and young people create or a survey from another source.
An interview gathers information through discussion with an individual or group. This may include an interview that children and young people conduct or an interview from another source.
Media sources may include print media, television, radio, websites and social media.
Other sources may include photographs, graphs, data, digital sources including Artificial Intelligence (AI), reports, polls, or leaflets and posters.
Findings and conclusions may be communicated through discussion, reports, presentations or digital formats.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Environments
Environments are the natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Environments can be different depending on where they are.</td></tr>
<tr><td>Know:
Environments are where people live, learn, play, explore and grow.</td><td>Do:
Identify environments.

Describe environments.</td></tr>
<tr><td colspan="2">Notes
Everyday environments may include home, nursery, school, playground, parks and the local area. Other environments may include places such as woodlands, beaches, rainforests or deserts.
Environments can include people, other living things, natural features and human-made features.
Natural features may include plants, trees, water, soil and rocks.
Human-made features may include buildings, roads, paths, play equipment and other structures.
Children and young people may describe environments by noting what is there, what happens there and how the environment is used.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Environments can be changed by the ways people use them.</td></tr>
<tr><td>Know:
People use, change and sustain environments in different ways.</td><td>Do:
Identify different environments.

Describe how people live in different environments.

Identify ways people change environments.

Describe actions people can take to sustain environments.</td></tr>
<tr><td colspan="2">Notes
Different environments may include home, school, playground, parks or other environments such as woodlands, beaches, rainforests or deserts.
People can change environments in many ways, such as building, farming, transporting materials and creating new spaces.
Changes made by people can affect environments in different ways, such as making places cleaner or more polluted, or affecting plants, animals and people.
People can sustain environments in different ways. Sustainable practices may include actions that help keep spaces clean, safe and healthy for people and other living things, such as tidying litter, caring for plants and animals and looking after shared spaces.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Environments influence how people live.</td><td colspan="2">Understand: Environments influence how people live.</td><td colspan="2">Understand: Environments influence how people live.</td></tr>
<tr><td>Know:
People use environments in different ways, creating different patterns of land use.</td><td>Do:
Identify and describe different environments and land uses using maps, atlases and digital tools.

Describe how people use and sustain different environments.</td><td>Know:
Different environments influenced where people in the past settled and how they lived and worked.</td><td>Do:
Describe how environments influenced where people settled.

Describe how environments affected how people lived and worked.</td><td>Know:
Different environments can influence how people live and meet their needs.</td><td>Do:
Describe how environments can influence people's daily lives.

Describe how environments can affect how people's needs are met.</td></tr>
<tr><td colspan="2">Notes
Land use refers to the ways land is used by people. This may include housing, farming, industry, commerce, transport, tourism, recreation and conservation.
Different environments can have different patterns of land use, and the same environment can be used for different purposes.
Urban environments may include land used for housing, services, commerce, industry, transport and recreation.
Rural environments may include land used for farming, forestry, settlements, recreation, tourism and conservation.
Coastal environments may include land used for settlements, transport, tourism, recreation and conservation.
People can sustain environments in different ways. Sustainable practices may include reducing waste, reusing and recycling materials, saving water and energy, reducing pollution, improving air and water quality, protecting habitats and wildlife and using resources responsibly.</td><td colspan="2">Notes
Access to resources, such as water, fertile land, food sources, fuel and building materials, often influenced where people chose to settle.
Environmental features, such as rivers, coastlines, mountains and climate, may have created opportunities and challenges for communities.
People adapted their homes, clothing, transport and ways of working to suit the environments in which they lived.
Different environments supported different ways of life, such as farming in fertile river valleys, fishing in coastal communities, crofting in rural areas, trading in urban areas or mining in areas rich in natural resources.
Environments influenced trade, travel and communication. For example, rivers, seas and natural routes could have connected people and places.
Changes to environments may have influenced how people lived and worked over time. For example, the growth of industrial towns near coalfields or the development of settlements around important natural resources.</td><td colspan="2">Notes
Environments in Modern Studies can refer to the social, economic and community settings in which people live, including their family circumstances, neighbourhoods, communities and access to resources and services.
Different environments may provide varying access to housing, education, healthcare, transport, employment and leisure opportunities. The availability of local services and facilities can influence how people's needs are met.
People may experience different opportunities and challenges depending on where they live.
People’s needs may include access to housing, food, healthcare, education, transport, safety and social support.</td></tr>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="2">Third Level</td><td colspan="2">Understand: Human actions affect environments.</td><td colspan="2">Understand: Human actions affect environments.</td><td colspan="2">Understand: Human actions affect environments.</td></tr>
<tr><td>Know:
The ways in which humans use the land can influence and change environments.</td><td>Do:
Explain how the ways in which humans use the land can influence and change environments.

Describe how environmental changes can affect people and places.</td><td>Know:
People in the past changed environments through settlement, agriculture, industry and transport.</td><td>Do:
Explain how settlement, agriculture, industry and/or transport changed environments in the past.

Describe how changes to environments affected people and societies.</td><td>Know:
People, groups and societies can influence the environments in which they live.</td><td>Do:
Explain how people, groups and societies can influence their environments.

Describe actions taken to address issues affecting people, groups and societies.</td></tr>
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	Notes • Land use refers to the ways land is used by people. This may include housing, farming, industry, commerce, transport, tourism, recreation and conservation. • Resource use refers to how people obtain and use natural resources, such as water, forests, minerals, energy sources and land. • Tourism involves people travelling to places for leisure, recreation or cultural experiences and can affect environments in different ways. • Human activities such as housing developments, farming, forestry, renewable energy projects, visitor attractions or industrial or commercial developments can change the characteristics and use of environments over time, including through their impact on pollution and air and water quality. • Sustainable practices can help reduce negative impacts on environments and help protect them for the future. Sustainable practices may include reducing waste, reusing and recycling materials, saving water and energy, reducing pollution, improving air and water quality, protecting habitats and wildlife and using resources responsibly.	**Notes** • Landscapes and environments can provide evidence of how people lived and worked in the past. • Settlement refers to places where people live, such as villages, towns and cities. • Agriculture, or farming, is the growing of crops and rearing of animals for food and resources. • Industry refers to activities involved in producing goods, materials and energy. • Transport is the movement of people or goods between places using routes and different forms of transport. • The effects of environmental change may have been experienced differently by different groups, presenting opportunities and/or challenges for people and the societies in which they lived.	**Notes** • Environments in Modern Studies can refer to the social, economic and community settings in which people live, including their family circumstances, neighbourhoods, communities and access to resources and services. • People can influence environments through their actions, choices and participation in community and civic life. • Groups and communities can work together to raise awareness, campaign for change, provide support or improve conditions for others. • Pressure groups, charities, community organisations and activists may seek to influence decisions, policies and public opinion. • People, groups and communities may seek to address issues such as poverty, housing, education, healthcare, environmental issues, inequality, discrimination, human rights and women's rights. • Different groups may have different priorities, perspectives and approaches to achieving change.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Decisions about environments involve competing priorities and can have different consequences for people and places.</td><td colspan="2">Understand: Decisions about environments involve competing priorities and can have different consequences for people and places.</td><td colspan="2">Understand: Decisions about environments involve competing priorities and can have different consequences for people and places.</td></tr>
<tr><td>Know:
Decisions about land use, resource use and environmental management involve competing priorities and have consequences for people, places and environments.</td><td>Do:
Describe strategies for land use, resource use and environmental management.

Explain how competing priorities affect decisions about land use, resource use and environmental management.

Describe the social, economic, environmental and political consequences of environmental decisions.</td><td>Know:
Decisions and actions during industrialisation, conflict, migration and colonisation changed environments and had lasting consequences for people and societies.</td><td>Do:
Explain how industrialisation, conflict, migration and/or colonisation changed environments in the past.

Explain how the needs, priorities and technologies of the time affected decisions and actions that changed environments.

Describe the social, economic, environmental and political consequences of environmental changes.</td><td>Know:
Different people, groups and governments have competing priorities for how environments should be managed and improved.</td><td>Do:
Describe the social, economic, environmental and political priorities of different people groups and/or governments.

Explain why different people groups and/or governments can have competing priorities.

Explain the consequences of decisions about environments for people, groups and societies.</td></tr>
<tr><td colspan="2">Notes
• Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
• Environmental management refers to actions taken to protect, use or improve environments.
• Sustainable approaches aim to balance environmental, social and economic needs now and in the future.
• Different groups may have competing views about how environments should be managed and used.
• Decisions about housing, transport, energy production, tourism, farming, industry and commerce can create benefits and challenges.
• Environmental changes such as climate change, flooding, coastal erosion, deforestation or habitat loss can affect people and places in different ways.
• Responses to environmental challenges may include conservation, renewable energy, flood management, sustainable transport, reducing pollution, improving air and water quality, or land-use planning.</td><td colspan="2">Notes
• Children and young people do not need to study all of these contexts together. They may be explored through selected historical examples.
• Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
• Industrialisation often changed landscapes through factories, mining, transport networks and urban growth.
• Migration often changed the use of land, settlements and resources both in places people left and places they moved to.
• Conflict often damaged, reshaped or created environments through destruction, reconstruction, fortifications and changing land use.
• Colonisation often altered environments through settlement, agriculture, extraction of resources and new systems of land ownership.
• Historical changes often had lasting environmental impacts that can still be seen today.</td><td colspan="2">Notes
• Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors may be applicable to every context or learning experience.
• Environments in Modern Studies can refer to the social, economic and community settings in which people live, including their family circumstances, neighbourhoods, communities and access to resources and services.
• Governments, councils, businesses, charities, campaign groups, activists and local communities may all try to influence decisions.
• Different groups may have different priorities, such as improving housing, protecting green space, creating jobs, reducing poverty, improving public services, increasing safety or tackling inequality.
• Examples may include tensions between economic development and environmental protection, or between local and national priorities.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="3">Equality

Equality is the state of being equal, especially in status, rights or access to opportunities, with equity helping to address different needs and barriers.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: Everyone should be treated fairly.</td></tr>
<tr><td colspan="2">Know:
Fairness means treating people with respect and including them.</td><td>Do:
Identify ways people can be treated fairly.

Identify ways people can be included.</td></tr>
<tr><td colspan="3">Notes
Fairness means treating people in ways that recognise their needs.
Fairness doesn’t always mean equal treatment.
Fairness and equity recognise that people may have different needs and may need different kinds of help or support to take part.
Inclusion means making sure everyone feels welcome, valued and able to take part.
Examples of treating people fairly and including others may include taking turns, sharing, listening to others, helping someone join in, supporting someone who needs help and making sure everyone can take part.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="3">Understand: Rights help protect fairness and equality.</td></tr>
<tr><td colspan="2">Know:
Rights are protections and freedoms to which people are entitled. They set out the entitlements that every person should have to help them to be treated equally and fairly.</td><td>Do:
Identify rights that people have.

Describe how rights help people to be treated fairly and equally.</td></tr>
<tr><td colspan="3">Notes
Rights help everyone to be treated fairly and equally, regardless of who they are.
Children's rights in Scotland are set out in the United Nations Convention on the Rights of the Child (UNCRC).
Equity recognises that people may need different support to access their rights and opportunities fairly.</td></tr>
<tr><td>Sub-strand</td><td>Geography</td><td>History</td><td>Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Everyone should have equal rights, opportunities and access to participate in society.</td><td>Understand: Everyone should have equal rights, opportunities and access to participate in society.</td></tr>
<tr><td>Know:
People's access to services, resources and opportunities can vary between places.</td><td>Do:
Identify differences in access to services and resources.

Describe how access to services and resources differs between places.

Explain how differences in access to services and resources affect people’s opportunities and quality of life.</td><td>Know:
People and groups in the past did not always have equal rights and opportunities.</td><td>Do:
Identify people and groups in the past who did not have equal rights and opportunities.

Explain how differences in rights and opportunities affected people’s lives in the past.

Describe how people and groups in the past attempted to improve their rights and opportunities.</td><td>Know:
People’s rights can be protected by laws that promote equality, but people can experience differences in opportunities and access to participate in society.</td><td>Do:
Identify rights protected by law.

Describe differences in people’s opportunities and access to participate in society.

Explain how laws can help protect people’s rights and promote equality.</td></tr>
<tr><td colspan="2">Notes
Access means being able to reach or use services and resources.</td><td>Notes
Rights are freedoms and protections that people should have.</td><td>Notes</td></tr>
</table>

	• Access, for example, may vary between urban and rural areas or within or between countries. This could create inequality. • Services may include healthcare, education, transport, housing, leisure facilities and digital services. • Resources may include water, energy, food and green space. • Opportunities are the chances people have in life. • Differences in access can create opportunities and challenges. These may include easier access to school, healthcare, transport or employment, which can improve people's quality of life, whereas limited access may make it more difficult to meet people's needs. • Equity recognises that people may need different support, resources or opportunities to address barriers and achieve fair access.	• Opportunities are the chances people have in life. • People and groups in the past experienced differences in rights and opportunities due to factors such as age, disability, sex, gender, race, religion, sexual orientation, wealth or social status, which led to inequality. • Differences in rights and opportunities affected how people lived, worked and participated in society. • People and groups attempted to improve their rights and opportunities through actions such as campaigns, protests or reform movements.	• Rights set out what people are entitled to, and laws help protect those rights and reduce discrimination. • Laws can help protect equality by ensuring people are treated fairly and are protected from discrimination. • Examples in Scotland and the UK include the UNCRC, which protects children's rights, and the Equality Act 2010, which protects people from discrimination and promotes equality. • The Equality Act 2010 protects people from discrimination based on protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Hate Crime and Public Order (Scotland) Act 2021 extends protection against prejudice in Scotland. • Rights and laws may vary between countries. • Equity recognises that people may need different support, resources or opportunities to address barriers and achieve fair access.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Barriers can prevent people and groups from experiencing equality.</td><td colspan="2">Understand: Barriers can prevent people and groups from experiencing equality.</td><td colspan="2">Understand: Barriers can prevent people and groups from experiencing equality.</td></tr>
<tr><td>Know:
Location, transport and natural features can create barriers to equality.</td><td>Do:
Describe how location, transport and natural features create barriers to equality.

Explain how barriers can affect people’s opportunities and quality of life.

Describe ways barriers created by location, transport and natural features can be reduced.</td><td>Know:
Discrimination, prejudice and unequal rights created barriers to equality for different people and groups in the past.</td><td>Do:
Describe barriers to equality experienced by people and groups in the past.

Explain how barriers affected people’s rights and opportunities.

Describe how people and groups challenged barriers to equality.</td><td>Know:
People and groups experience barriers to equality because of discrimination, prejudice and poverty.</td><td>Do:
Describe barriers to equality experienced by people and groups.

Explain how barriers affect equality in society.

Describe how laws, organisations and campaigns can help reduce barriers to equality.</td></tr>
<tr><td colspan="2">Notes
Equity involves recognising or addressing barriers that can prevent people and groups from experiencing equality.
Barriers make it more difficult for people to access services, resources or opportunities. These barriers can affect access to healthcare, education, employment and other opportunities.
Barriers due to location may include living in remote or rural communities.
Transport barriers may include limited public transport or long travel distances.
Natural features which can create barriers may include mountains, islands, rivers or extreme weather.
Barriers can be reduced through improvements such as transport links, digital connectivity and local services.
Reducing barriers can improve equality by increasing access to opportunities, services and resources, although structural inequality still exists.
Structural inequality refers to inequalities that are created or maintained by the way systems, institutions and society are organised.</td><td colspan="2">Notes
Equity involves recognising or addressing barriers that can prevent people and groups from experiencing equality.
Barriers could affect education, employment, healthcare, participation in society and quality of life.
Discrimination means treating people unfairly because of factors such as age, disability, sex, gender, race, religion, sexual orientation, wealth or social status.
Prejudice means making unfair judgements and sometimes acting on assumptions about people or groups, often based on stereotypes. Stereotyping means assuming all people in a group are the same.
Unequal rights meant some people and groups had fewer freedoms, protections or opportunities than others.
Some people experienced multiple forms of disadvantage and discrimination based on their diverse identities.
People and groups challenged barriers through actions such as campaigns, protests or reform movements.
Reducing barriers may have helped improve equality for different people and groups, although structural inequality may still have existed.
Structural inequality refers to inequalities that are created or maintained by the way systems, institutions and society are organised.</td><td colspan="2">Notes
Equity involves recognising or addressing barriers that can prevent people and groups from experiencing equality.
Barriers can affect education, employment, healthcare, participation in society and quality of life
Discrimination means treating people unfairly because of factors such as age, disability, sex, gender, race, religion, sexual orientation, wealth or social status.
Prejudice means making unfair judgements and sometimes acting on assumptions about people or groups, often based on stereotypes. Stereotyping means assuming all people in a group are the same.
Poverty can create barriers by limiting people's opportunities and access to services.
Some people experience multiple forms of disadvantage and discrimination based on their diverse identities. This is sometimes described as intersectionality.
Laws, public services, charities and campaign groups work in different ways to reduce barriers and promote equality.
Reducing barriers can help people participate more equally in society, although structural inequality still exists.
Structural inequality refers to inequalities that are created or maintained by the way systems, institutions and society are organised.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Progress towards equality is shaped by the decisions, attitudes and actions of people, organisations and governments.</td><td colspan="2">Understand: Progress towards equality is shaped by the decisions, attitudes and actions of people, organisations and governments.</td><td colspan="2">Understand: Progress towards equality is shaped by the decisions, attitudes and actions of people, organisations and governments.</td></tr>
<tr><td>Know:
Decisions that affect planning, infrastructure and investment can reinforce or reduce inequalities between people, places and environments.</td><td>Do:
Describe differences in planning, infrastructure and/or investment between places.

Explain how decisions affecting planning, infrastructure and investment can reinforce or reduce inequality.

Explain how different people, places and environments experience the same decision differently.</td><td>Know:
Social attitudes, political decisions and public institutions have reinforced or reduced inequality for different people and groups in the past.</td><td>Do:
Describe how social attitudes, political decisions and/or public institutions reinforced or reduced inequality.

Explain how people or groups challenged inequality.

Explain the impact of actions taken by people and groups to make progress towards equality.</td><td>Know:
Social attitudes, political decisions and public institutions can reinforce or reduce inequality for people and groups.</td><td>Do:
Describe how social attitudes, political decisions and/or public institutions reinforce or reduce inequality.

Explain how different people and groups may experience inequality.

Explain how people and groups can challenge inequality.</td></tr>
<tr><td></td><td colspan="2">Notes
• Planning may include decisions about how land and resources are used and where homes, services and transport are located.
• Infrastructure may include transport networks, digital connectivity, utilities and public facilities.
• Investment may include spending on transport, housing, healthcare, education and regeneration.
• Differences in planning, infrastructure and investment can affect people's access to services, resources and opportunities.
• Investment, infrastructure and planning decisions may reduce inequality by improving access for communities, but unequal investment can reinforce existing inequalities. Structural inequality can be reinforced or reduced by the way systems, institutions and societies operate.
• Equity involves addressing different needs and barriers, including those created or maintained by systems and institutions, to reduce inequality.</td><td colspan="2">Notes
• Social attitudes influence how people and groups are viewed and treated in society. These may include the beliefs, values and expectations held by individuals and society.
• Political decisions may have included laws, government policies, public spending and voting rights.
• Public institutions may have included organisations such as schools, the National Health Service (NHS), the police, courts and local authorities.
• Social attitudes, political decisions and public institutions may have reinforced or reduced inequality at different points in history.
• Structural inequality may have developed over time when social attitudes, political decisions and public institutions created or maintained unequal rights and opportunities.
• Individuals and groups challenged inequality through actions such as protest, campaigns, reform movements and legal change.
• Equity involves addressing different needs and barriers, including those created or maintained by systems and institutions, to reduce inequality.</td><td colspan="2">Notes
• Social attitudes influence how people and groups are viewed and treated in society. These may include the beliefs, values and expectations held by individuals and society.
• Political decisions may include laws, government policies, public spending and voting rights.
• Public institutions include organisations such as schools, the NHS, the police, courts and local authorities.
• Social attitudes, political decisions and public institutions can reinforce or reduce inequality through the policies they adopt and the services they provide. Structural inequality can be reinforced or reduced by the way systems, institutions and societies operate.
• Approaches to promoting equality may include legislation, public policy, education, targeted support and awareness campaigns.
• The same decision or policy may affect people and groups differently, depending on their circumstances or experiences.
• Equity involves addressing different needs and barriers, including those created or maintained by systems and institutions, to reduce inequality.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="3">Evidence

Evidence is information used to answer questions and support, challenge or develop explanations and conclusions.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: Evidence can be found in everyday experiences and surroundings.</td></tr>
<tr><td colspan="2">Know:
Evidence is information from what people see, hear, touch, smell or experience.</td><td>Do:
Describe what the evidence shows or tells.</td></tr>
<tr><td colspan="3">Notes
Evidence helps make sense of people, places and everyday events. It is the clues, signs or information children and young people notice.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="3">Understand: Evidence helps makes sense of people, places and events.</td></tr>
<tr><td colspan="2">Know:
Evidence is information from sources that shows or tells what is happening or what has happened.</td><td>Do:
Identify a source.

Describe what evidence the source shows or tells.</td></tr>
<tr><td colspan="3">Notes
Sources may include people, pictures, photographs, stories, books, videos, maps and atlases, objects or experiences.</td></tr>
<tr><td>Sub-strand</td><td>Geography</td><td>History</td><td>Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Evidence from different sources may provide different information or give different accounts.</td><td>Understand: Evidence from different sources may provide different information or give different accounts.</td><td>Understand: Evidence from different sources may provide different information or give different accounts.</td></tr>
<tr><td>Know:
Evidence in Geography comes from different sources and may show similar or different information about people, places and environments.</td><td>Do:
Identify different sources.

Describe what evidence the sources show or tell.

Describe similarities and/or differences in what the sources show or tell.</td><td>Know:
Evidence in History comes from different sources and may show similar or different information about people, events and societies in the past.</td><td>Do:
Identify primary and secondary sources.

Describe what evidence the sources show or tell.

Describe similarities and/or differences in what the sources show or tell.</td><td>Know:
Evidence in Modern Studies comes from different sources and may show similar or different information about contemporary issues, people and societies.</td><td>Do:
Identify different sources.

Describe what evidence the sources show or tell.

Describe similarities and/or differences in what the sources show or tell.</td></tr>
<tr><td colspan="2">Notes
• Evidence in Geography may come from observations, maps and atlases, photographs, fieldwork findings, surveys, measurements, statistical data or digital sources.
• Different sources may show varying features, patterns or perspectives of the same place or issue, and provide different information because they were created at different times, locations or scales.</td><td>Notes
• Evidence in History comes from primary and secondary sources.
• Primary sources were created during the time being studied and may include artefacts, photographs, buildings, oral accounts and documents such as letters, diaries, speeches or newspaper articles.
• Secondary sources were created after the time being studied and may include textbooks, documentaries, books, articles or digital sources.</td><td colspan="2">Notes
• Evidence in Modern Studies may come from surveys, interviews, statistics, reports, media sources and case studies. Media sources may include print media, television, radio, websites and social media.
• Sources may present issues differently and provide different information because they were created at different times and for different purposes, audiences or perspectives.</td></tr>
</table>

	• Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).	• Sources may provide different information because they were created at different times, for different purposes and from different perspectives. • Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).	• Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Evidence may be influenced by the way it is gathered, created or presented.</td><td colspan="2">Understand: Evidence may be influenced by the way it is gathered, created or presented.</td><td colspan="2">Understand: Evidence may be influenced by the way it is gathered, created or presented.</td></tr>
<tr><td>Know:
Evidence in Geography can be influenced by scale, location, timing, purpose, perspective, bias and the way information is presented.</td><td>Do:
Identify and explain how the following factors influence evidence:
Scale
Location
Timing
Purpose
Perspective
Bias
Presentation</td><td>Know:
Evidence in History can be influenced by type, timing, purpose, perspective, bias, exaggeration and omission.</td><td>Do:
Identify and explain how the following factors influence evidence:
Type
Timing
Purpose
Perspective
Bias
Exaggeration
Omission</td><td>Know:
Evidence in Modern Studies can be influenced by type, perspective, bias, exaggeration, purpose, timing and the way information is presented.</td><td>Do:
Identify and explain how the following factors influence evidence:
Type
Perspective
Bias
Exaggeration
Purpose
Timing
Presentation</td></tr>
<tr><td colspan="2">Notes
The relevance of influencing factors will vary depending on the evidence, but each should be encountered across Third Level.
Scale refers to the sample size or the amount of evidence used and whether it is sufficient to support the findings.
Location refers to where evidence was gathered, observed or produced. Evidence gathered from different locations may highlight different characteristics, patterns, experiences or perspectives.
Timing refers to when evidence was produced. Events, circumstances or developments at that time may have influenced the information provided.
Purpose refers to the reason evidence was created, such as to inform, persuade, influence opinion, justify a decision or promote a particular message.
Perspective is the way people understand and interpret the world based on who they are and where they come from. Evidence and representations of the world reflect the choices and perspectives of those who create them.
Bias occurs when information is presented in a way that favours a particular perspective or outcome.
Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).
Presentation refers to how information is communicated, including the language, images, statistics or formats used. Maps and atlases, photographs, Geographic Information Systems (GIS) and data may emphasise different features or patterns.</td><td colspan="2">Notes
The relevance of influencing factors will vary depending on the evidence, but each should be encountered across Third Level.
Type may include letters, diaries, speeches, newspapers, photographs, artefacts or official records. Different types of sources may have different purposes or perspectives, or provide different information or levels of detail.
Timing refers to when evidence was produced. Events, circumstances or developments at that time may have influenced the information provided.
Purpose refers to the reason evidence was created, such as to inform, persuade, influence opinion, justify a decision or promote a particular message.
Perspective is the way people understand and interpret the world based on who they are and where they come from. Evidence and representations of the world reflect the choices and perspectives of those who create them.
Bias occurs when information is presented in a way that favours a particular perspective or outcome.
Exaggeration occurs when information is overstated, emphasised or distorted to create a stronger impression.
Omission occurs when relevant information, evidence or perspectives are left out, intentionally or unintentionally, and may affect understanding of an issue.
Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).</td><td colspan="2">Notes
The relevance of influencing factors will vary depending on the evidence, but each should be encountered across Third Level.
Type may include speeches, newspapers, photographs, official records, statistics, opinion polls, interviews or social media posts. Different types of sources may have different purposes or perspectives, or provide different information or levels of detail.
Perspective is the way people understand and interpret the world based on who they are and where they come from. Evidence and representations of the world reflect the choices and perspectives of those who create them.
Bias occurs when information is presented in a way that favours a particular perspective or outcome.
Exaggeration occurs when information is overstated, emphasised or distorted to create a stronger impression.
Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).
Purpose refers to the reason evidence was created, such as to inform, persuade, influence opinion, justify a decision or promote a particular message.
Timing refers to when evidence was produced. Events, circumstances or developments at that time may have influenced the information provided.
Presentation refers to how information is communicated or reported, including the language, images, statistics or formats used.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Evidence may be more or less useful, reliable or trustworthy for different purposes.</td><td colspan="2">Understand: Evidence may be more or less useful, reliable or trustworthy for different purposes.</td><td colspan="2">Understand: Evidence may be more or less useful, reliable or trustworthy for different purposes.</td></tr>
<tr><td>Know:
The reliability, trustworthiness and usefulness of evidence in Geography can be affected by the accuracy of the information, omission, misinformation and/or disinformation.</td><td>Do:
Evaluate evidence using scale, location, timing, purpose, perspective, bias and/or presentation.

Identify and explain inaccuracies, omissions, misinformation or disinformation.</td><td>Know:
The reliability, trustworthiness and usefulness of evidence in History can be affected by the accuracy of the information, omission and/or its relevance to the question being asked.</td><td>Do:
Evaluate evidence using type, timing, purpose, perspective, bias and/or exaggeration.

Identify and explain inaccuracies, omissions and relevance to the question being asked.</td><td>Know:
The reliability, trustworthiness and usefulness of evidence in Modern Studies can be affected by the accuracy of the information, omission, misinformation and/or disinformation.</td><td>Do:
Evaluate evidence using type, perspective, bias, exaggeration, purpose, timing and/or presentation.

Identify and explain inaccuracies, omissions, misinformation or disinformation.</td></tr>
<tr><td colspan="2">Notes
The relevance of influencing factors will vary depending on the evidence, but each should be encountered across Fourth Level.
Reliability refers to whether information is consistent, accurate and can be supported by other evidence.
Trustworthiness refers to the extent to which evidence can be believed, taking account of factors such as bias, purpose, accuracy and omissions.
Usefulness refers to how well evidence helps answer a question, support an explanation or justify a conclusion.
Accuracy refers to whether information is correct, factual and free from errors.
Omissions occur when relevant information, evidence or perspectives are left out, intentionally or unintentionally, and may affect understanding of an issue.
Misinformation is false or inaccurate information shared without the intention to mislead.
Disinformation is false or misleading information shared deliberately to influence, manipulate or deceive.
Evidence and representations of the world reflect the choices and perspectives of those who create them.</td><td colspan="2">Notes
The relevance of influencing factors will vary depending on the evidence, but each should be encountered across Fourth Level.
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Trustworthiness refers to the extent to which evidence can be believed, taking account of factors such as bias, purpose, accuracy and omissions.
Usefulness refers to how well evidence helps answer a question, support an explanation or justify a conclusion.
Accuracy refers to whether information is correct, factual and free from errors. Some information may be inaccurate or misleading. This may happen by mistake (misinformation) or deliberately (disinformation).
Omissions occur when relevant information, evidence or perspectives are left out, intentionally or unintentionally, and may affect understanding of an issue.
Evidence and representations of the world reflect the choices and perspectives of those who create them.</td><td colspan="2">Notes
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Reliability refers to whether information is consistent, accurate and can be supported by other evidence.
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Evidence and representations of the world reflect the choices and perspectives of those who create them.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Perspective

Perspective is the way people understand and interpret the world based on who they are and where they come from.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="4">Understand: People may think, feel and experience things differently.</td></tr>
<tr><td colspan="2">Know:
People can have different thoughts, feelings and experiences.</td><td colspan="2">Do:
Identify different thoughts, feelings and experiences.</td></tr>
<tr><td colspan="4">Notes
People may have different likes, dislikes and preferences, and may respond differently to the same situation.
Listening to others can help people understand different perspectives.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="4">First Level</td><td colspan="4">Understand: People may have different opinions or points of view.</td></tr>
<tr><td colspan="2">Know:
People can have different opinions and points of view about people, places, events and experiences.</td><td colspan="2">Do:
Identify different opinions and/or points of view.

Describe different opinions and/or points of view.</td></tr>
<tr><td colspan="4">Notes
An opinion is how a person feels or what they believe about something.
A point of view is the position or way of seeing something that is shaped by who they are, where they live and what matters to them.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Sub-strand</td><td>Geography</td><td colspan="2">History</td><td>Modern Studies</td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="3">Understand: Different people and groups may have different perspectives on the same people, places, events or issues.</td><td colspan="2">Understand: Different people and groups may have different perspectives on the same people, places, events or issues.</td></tr>
<tr><td>Know:
Perspectives in Geography are different ways people and groups look at or understand the same people, places and environments.</td><td>Do:
Identify different perspectives.

Describe similarities and differences between perspectives.</td><td>Know:
Perspectives in History are different ways people and groups look at or understand the same people, events and societies in the past.</td><td>Do:
Identify different perspectives.

Describe similarities and differences between perspectives.</td><td>Know:
Perspectives in Modern Studies are different ways people and groups look at or understand the same contemporary issues, people and societies.</td><td>Do:
Identify different perspectives.

Describe similarities and differences between perspectives.</td></tr>
<tr><td colspan="2">Notes
Perspectives may differ because people have different needs, priorities, interests, beliefs or experiences.
Perspectives in Geography may include differences over:
How an area or land should be used.
Changes to a place.
Using and caring for environments.
Responses to weather or environmental events.
Prominent figures.</td><td colspan="2">Notes
Perspectives can come from people living at the time, while others come from people interpreting the past later. Past perspectives may differ from those held today.
Perspectives may differ because people have different needs, priorities, interests, beliefs or experiences.
Perspectives in History may include differences over:
Changes in the past.
Decisions made and actions taken in the past.
Historical issues and events.
Prominent figures in the past.</td><td colspan="2">Notes
Perspectives may differ because people have different needs, priorities, interests, beliefs or experiences.
Perspectives in Modern Studies may include differences over:
Decisions affecting communities.
Issues affecting people, including children and young people.
How money or resources should be used.
Contemporary issues or events.
Prominent figures.</td></tr>
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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: People's perspectives can be shaped by their experiences, identities and contexts.</td><td colspan="2">Understand: People's perspectives can be shaped by their experiences, identities and contexts.</td><td colspan="2">Understand: People's perspectives can be shaped by their experiences, identities and contexts.</td></tr>
<tr><td>Know:
Perspectives in Geography can be influenced by location, environment, human activity and/or scale.</td><td>Do:
Identify and explain how location, environment, human activity and/or scale influence perspectives on people and places.</td><td>Know:
Perspectives in History can be influenced by experiences, identity, values, media and/or time.</td><td>Do:
Identify and explain how experiences, identity, values, media and/or time influence perspectives on people, events and societies in the past.</td><td>Know:
Perspectives in Modern Studies can be influenced by experiences, identity, values, interests and/or the media.</td><td>Do:
Identify and explain how experiences, identity, values, interests and/or the media influence perspectives on contemporary issues, people and society.</td></tr>
<tr><td colspan="2">Notes
The relevance of influencing factors will vary depending on the context, but each should be encountered across Third Level.
Location refers to where people live, work or spend time and how this may influence their understanding of places and environments.
Environments are natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.
Human activity refers to the ways people use, change and interact with places and environments.
Scale refers to whether an issue is considered at a local, regional, national or global level.</td><td colspan="2">Notes
The relevance of influencing factors will vary depending on the context, but each should be encountered across Third Level.
Perspectives can come from people living at the time, while others come from people interpreting the past later. Past perspectives may differ from those held today.
Experiences refer to how people’s lives can shape their perspective on events and societies. This may also be influenced by their access to information.
Identity refers to how individuals and groups see themselves and others and their place within society. This may be influenced by culture, nationality, ethnicity, religion, belief, sexual orientation, sex, gender, disability, class or economic status.
Values refer to what people consider important.
Media refers to how information is communicated and may influence how events and issues are understood.
Time refers to the period in which people live and how the attitudes, knowledge and conditions of that time influence how people, events and societies are understood.</td><td colspan="2">Notes
The relevance of influencing factors will vary depending on the context, but each should be encountered across Third Level.
Experiences refer to how people’s lives can shape their perspective on events and issues. This may also be influenced by their access to information.
Identity refers to how individuals and groups see themselves and others and their place within society. This may be influenced by culture, nationality, ethnicity, religion, belief, sexual orientation, sex, gender, disability, class or economic status.
Values refer to what people consider important.
Interests refer to what people or groups want, need, support or oppose in relation to an issue.
Media refers to how information is communicated and may influence how events and issues are understood.</td></tr>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Perspectives can influence how people, places, events and issues are understood, explained and responded to.</td><td colspan="2">Understand: Perspectives can influence how people, places, events and issues are understood, explained and responded to.</td><td colspan="2">Understand: Perspectives can influence how people, places, events and issues are understood, explained and responded to.</td></tr>
<tr><td>Know:
Social, economic, environmental and political perspectives can lead to different understandings, explanations and responses to geographical issues.</td><td>Do:
Explain how social, economic, environmental and political perspectives can lead to different understandings, explanations and responses to geographical issues.</td><td>Know:
Social, economic, environmental and political perspectives can lead to different understandings, explanations and responses to historical issues.</td><td>Do:
Explain how social, economic, environmental and political perspectives can lead to different understandings, explanations and responses to historical issues.</td><td>Know:
Social, economic, environmental and political perspectives can lead to different understandings, explanations and responses to contemporary issues.</td><td>Do:
Explain how social, economic, environmental and political perspectives can lead to different understandings, explanations and responses to contemporary issues.</td></tr>
<tr><td colspan="2">Notes
Social, economic, environmental and political perspectives should be encountered across Fourth Level. Social, economic, environmental and political perspectives may not be applicable to</td><td colspan="2">Notes
Social, economic, environmental and political perspectives should be encountered across Fourth Level. Not all social, economic,</td><td colspan="2">Notes
Social, economic, environmental and political perspectives should be encountered across Fourth Level. Not all social, economic,</td></tr>
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	every context or learning experience so should be encountered across Fourth Level as a whole. • Social perspectives may focus on the needs, experiences and wellbeing of people and groups. • Economic perspectives may focus on resources, employment, trade and economic activity. • Environmental perspectives may focus on the natural environment and the impacts of human activity. • Political perspectives may focus on decision-making, governance and policy.	environmental and political perspectives may be applicable to every context or learning experience. • Perspectives can come from people living at the time, while others come from people interpreting the past later. Past perspectives may differ from those held today. • Social perspectives may focus on the experiences and lives of people and groups. • Economic perspectives may focus on resources, wealth, trade and economic activity. • Environmental perspectives may focus on the influence of the natural environment and human interaction with it. • Political perspectives may focus on power, leadership, governance and decision-making.	environmental and political perspectives may be applicable to every context or learning experience. • Social perspectives may focus on the experiences, needs and wellbeing of people and groups. • Economic perspectives may focus on resources, employment, taxation, spending, wealth, poverty and economic priorities. • Environmental perspectives may focus on environmental impacts, sustainability and the use of resources. • Political perspectives may focus on power, governance, rights, responsibilities and decision-making.

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<table>
<tr><td>Strand</td><td colspan="3">Power

Power is the ability to influence, control or cause change.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: Power can influence what happens.</td></tr>
<tr><td colspan="2">Know:
People can make choices and decisions that affect themselves and others.</td><td>Do:
Identify choices and decisions children and young people can make for themselves.

Identify people who make decisions for others.</td></tr>
<tr><td colspan="3">Notes
Power in Social Studies refers to influence, decision-making and control. It is different from other curricular areas where power may refer to energy (Science) or physical strength (Health and Wellbeing).
People make choices and decisions every day.
Choices and decisions can affect themselves, other people, places, activities and resources.
Examples of people who make decisions may include children, family members, carers, teachers, community helpers like the emergency services and political leaders.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="3">Understand: Power can come from people and nature.</td></tr>
<tr><td colspan="2">Know:
People can use power to make decisions, set rules and take action. Natural power can affect people and places.</td><td>Do:
Identify examples of people using power.

Describe how decisions, rules and actions can affect other people.

Identify examples of natural power.</td></tr>
<tr><td colspan="3">Notes
Power in Social Studies refers to influence, decision-making and control. It is different from other curricular areas where power may refer to energy (Science) or physical strength (Health and Wellbeing).
Different people have different levels of influence and decision-making in different situations. For example, school leaders, parents, councils, emergency services and political leaders can make decisions that affect other people.
Natural power comes from forces and processes found in the natural world. They can shape places, change environments and affect people's lives. Examples of natural power may include wind, water, waves, rivers, volcanoes and earthquakes.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td>History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Power comes from different sources.</td><td colspan="2">Understand: Power comes from different sources.</td><td colspan="2">Understand: Power comes from different sources.</td></tr>
<tr><td>Know:
Water, ice and tectonic activity, have the power to shape and change landscapes and environments.</td><td>Do:
Identify ways water, ice or tectonic activity shape and/or change landscapes and environments.

Describe how water, ice or tectonic activity shape and/or change landscapes and environments.</td><td>Know:
Power in the past was held by people and groups, including monarchs, governments, religious leaders and wealthy individuals, who controlled decisions, resources and people.</td><td>Do:
Identify people and/or groups who held power in the past.

Describe how people and/or groups used power in the past.</td><td>Know:
Power takes different forms and may be held by people, groups, institutions and countries which can influence decisions and change.</td><td>Do:
Identify people, groups, institutions and/or countries that hold power.

Describe how people, groups, institutions and/or countries use power.</td></tr>
<tr><td colspan="2">Notes
Children and young people do not need to study all of these contexts together. They may be explored through selected geographical examples.</td><td colspan="2">Notes
Children and young people do not need to study all of these contexts together. They may be explored through selected historical examples.</td><td colspan="2">Notes
Children and young people do not need to study all of these contexts together. They may be explored through selected contemporary examples.</td></tr>
</table>

<table>
<tr><td></td><td>

- Water can shape landscapes through erosion, transportation and deposition.
- Ice can shape landscapes through the movement of glaciers.
- Tectonic activity refers to the movement within the Earth's crust, which can result in earthquakes, volcanoes and mountain formation.
- Landscape refers to the visible features of an area of land, including both natural and human features. Examples of landscape features shaped by natural processes may include valleys, mountains, cliffs, beaches and river channels.
- Environments are the natural and human-made conditions and surroundings that shape, and are shaped by, people's lives and actions.
- Natural processes may cause changes gradually over long periods of time or suddenly through events such as earthquakes and volcanic eruptions.

</td><td>

- Monarchs are kings, queens or emperors who rule a country or territory. They have power because they may be heads of state and symbols of authority, and in some times and places they may have made decisions about laws, leadership and the running of a country.
- Governments make decisions, develop policies and implement laws that affect society. Parliaments make laws and hold governments to account.
- Religious leaders hold authority within a religion. They may have power because they can guide beliefs, values and behaviour, influencing how people think, act and make decisions.
- Wealthy individuals have power because they may control money, land, resources or businesses, allowing them to influence decisions, opportunities and outcomes for others.
- Resources may have included land, food, money, materials or labour that people needed or valued.

</td><td>

- People may gain influence through voting, leadership, expertise or public support. Public support refers to backing from members of the public which can increase a person or group's influence. Some people may gain influence through ownership of money, resources, land or businesses.
- Groups work together to achieve goals or influence change such as political parties, campaign groups, charities, community groups, pressure groups or trade unions.
- Institutions are organisations or systems that have authority or responsibility within society such as governments, parliaments, police, courts, schools or the media.
- Countries may have power through factors such as their wealth, resources, population, military strength, relationships with other countries or role in international organisations.
- Parliaments make laws and hold governments to account.
- Governments make decisions, develop policies and implement laws that affect society.
- Police help enforce laws and maintain public safety.
- The media can influence public awareness, opinions and discussions.

</td></tr>
<tr><td>Sub-strand</td><td>Geography</td><td>History</td><td>Modern Studies</td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="3">Understand: Power is not fixed.</td></tr>
<tr><td>

Know:
Natural processes including tectonic activity, erosion, transportation and deposition have the power to shape and change landscapes and environments in different ways and at different rates.

Do:
Describe how different natural processes shape and/or change landscapes and environments.

Explain how natural processes can operate at different rates.

</td><td>

Know:
Power in the past was gained, maintained and challenged in different ways.

Do:
Explain how people, groups or countries gained and/or maintained power in the past.

Describe how power in the past may have been challenged.

</td><td>

Know:
Power in society can change as people, groups, institutions and countries gain, maintain or lose influence in different ways.

Do:
Explain how people, groups, institutions, countries gain and/or maintain influence.

Describe ways people, groups, institutions and/or countries can influence or challenge power.

</td></tr>
<tr><td>

Notes

- Tectonic activity refers to movement within the Earth's crust, which can cause earthquakes, volcanoes, mountain building and land movement.
- Erosion is the wearing away of rock, soil or land by water, ice, wind or waves.
- Transportation is the movement of eroded material from one place to another by water, ice, wind or waves.
- Deposition is when transported material is dropped or laid down, forming or changing features such as beaches, floodplains, deltas or riverbanks.
- Some natural processes cause rapid change, such as earthquakes, volcanic eruptions, landslides or flash flooding.

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Notes

- Power may have been gained through inheritance, wealth, religion, military strength, leadership, political influence or public support.
- Power may have been maintained through laws, government systems, military force, control of resources, religious influence or social structures.
- Power may have been challenged through protest, resistance, rebellion, revolution, war, reform, political opposition or social movements.
- Changes in power may have happened gradually over time (e.g. reforms) or rapidly during significant events (e.g. revolutions).
- Historical events may demonstrate shifts in power between people, groups and countries. Examples may include monarchs and

</td><td>

Notes

- People, groups and institutions such as governments, political parties, pressure groups, campaign groups, businesses, trade unions and the media may influence decisions and change.
- Power may be gained through authority, public support, wealth, military strength, expertise, representation or control of resources.
- Power may be maintained through laws, institutions, public support, military force, economic influence, access to information or control of resources.
- Power may be challenged through campaigning, petitions, protests, lobbying, activism, voting, collective action, political opposition, social movements or war.

</td></tr>
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	• Other natural processes cause slower change, such as the deepening and widening of a river valley, coastal erosion, glacier movement or the build-up of deposited material. • The same natural process can have different effects depending on the place, landscape, climate and level of human activity. • Landscapes and environments are not fixed because natural processes continue to shape and change them over time.	parliaments, governments and citizens, landowners and workers, and colonisers and indigenous peoples.	• Public opinion can increase or reduce the influence of individuals, groups and institutions. • Changes in power may happen gradually over time or rapidly in response to significant events, campaigns, social movements or public action.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Power is uneven.</td><td colspan="2">Understand: Power is uneven.</td><td colspan="2">Understand: Power is uneven.</td></tr>
<tr><td>Know:
Natural processes and their impacts are distributed unevenly across places and environments.</td><td>Do:
Explain why the impacts of natural processes vary between places and environments.

Explain how uneven impacts affect people, places and environments.</td><td>Know:
Power in the past was distributed unevenly between people, groups and countries, with some having greater control over decisions, resources and people than others.</td><td>Do:
Explain why some people, groups or countries held more power than others in the past.

Explain how the distribution of power affected different people, groups or countries.</td><td>Know:
People, groups, institutions and countries have different levels of influence over decisions and opportunities to participate in decision-making processes.</td><td>Do:
Explain why people, groups, institutions and/or countries have different levels of influence over decisions and opportunities to participate in decision-making processes.

Explain how the differences in power can affect people, groups and countries.</td></tr>
<tr><td colspan="2">Notes
• Natural processes and their impacts are distributed unevenly across the world. For example:
  ○ Tectonic activity is concentrated mainly along plate boundaries, meaning some places are more likely to experience earthquakes and volcanic activity than others.
  ○ Exposure to flooding, coastal erosion and deposition varies between places.
  ○ Glacial processes occur only in particular environmental conditions.
• The same natural process may have different impacts depending on where and when it occurs.
• Some places experience opportunities associated with natural processes, such as fertile soils, water supply and renewable energy generation. Some places also experience opportunities for tourism.
• Some places experience more challenges associated with natural processes, such as natural hazards, environmental change and resource scarcity.
• Different factors can increase or reduce the impacts experienced by different places and populations. For example:
  ○ Social factors may include population density, health and access to support.
  ○ Economic factors may include wealth, infrastructure, technology and access to resources.
  ○ Environmental factors may include location, climate, climate change, relief, geology and exposure to hazards.
  ○ Political factors may include planning, governance, investment and emergency response.
• Uneven impacts can affect people's safety, wellbeing, opportunities and quality of life.</td><td colspan="2">Notes
• Power in the past was often concentrated in the hands of rulers, governments, elites or other dominant groups or countries. Other groups often had limited power or influence.
• Different factors influenced who held power. For example:
  ○ Social factors may have included education, class, status, gender, sex, sexual orientation, race, ethnicity, culture and religion.
  ○ Economic factors may have included wealth, land ownership, employment, trade and access to resources.
  ○ Political factors may have included laws, systems of government and the use of military power to enforce or defend decisions.
• Uneven distribution of power may have affected rights, opportunities, wealth, living conditions, freedoms and access to resources.
• Power imbalances may have existed between governments and citizens, landowners and workers, colonisers and indigenous peoples, or political and religious authorities.
• People and groups may have challenged power imbalances through protest, reform, resistance or revolution.</td><td colspan="2">Notes
• Influence refers to the ability to affect decisions, actions or opinions.
• Unequal influence can affect whose views are heard, represented and acted upon. This can be affected by different factors. For example:
  ○ Social factors may include education, class, status, gender, sex, sexual orientation, race, ethnicity, culture and religion.
  ○ Economic factors may include wealth, income, employment and access to resources.
  ○ Political factors may include representation, voting systems, laws and government decisions.
• Unequal influence can affect whose rights are protected, whose interests are represented and who has access to opportunities and decision making.
• Some people and groups may face barriers to participation in decision-making processes such as limited access to information, resources, representation or opportunities to have their views heard.
• Information and media can influence how issues are understood, discussed and responded to within society.
• Misinformation and disinformation may affect how individuals and groups understand issues and participate in decision-making.
  ○ Misinformation is false or inaccurate information shared without the intention to mislead.
  ○ Disinformation is false or misleading information shared deliberately to influence, manipulate or deceive.
• People and groups may seek to address unequal influence through voting, campaigning, activism, lobbying or collective action.</td></tr>
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	• Responses to natural hazards and environmental change can reduce or increase the impacts experienced by different places and populations.		

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<table>
<tr><td>Strand</td><td colspan="3">Society

Society is how people organise themselves and share ways of life.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="3">Understand: People belong to different groups.</td></tr>
<tr><td colspan="2">Know:
People may belong to more than one group and should not be defined by a single characteristic.</td><td>Do:
Identify groups they belong to.

Describe what different groups do.</td></tr>
<tr><td colspan="3">Notes
• Groups may include families, friends, classes, clubs or local communities.
• Different groups may have different traditions, routines, languages or ways of doing things.
• People within groups often have different roles and responsibilities.
• People within groups may support one another and contribute in different ways.
• Groups can change over time as people join, leave or their circumstances change.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="3">Understand: People belong to different societies.</td></tr>
<tr><td colspan="2">Know:
Societies are groups of people who are connected and share ways of life.</td><td>Do:
Identify different societies.

Describe how people live in different societies.

Describe similarities and differences in ways of life.</td></tr>
<tr><td colspan="3">Notes
• Societies may have similar or different customs, traditions, languages, beliefs and cultures.
• People within a society often share places, services, rules and responsibilities, while recognising that individuals and groups may have different experiences.
• People within societies often have different roles and responsibilities.
• Ways of life include how people live, learn, work, communicate, celebrate, travel and spend their free time.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td>History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Societies are organised in different ways.</td><td colspan="2">Understand: Societies are organised in different ways.</td><td colspan="2">Understand: Societies are organised in different ways.</td></tr>
<tr><td>Know:
Settlements develop in different ways and vary in size, function and population.</td><td>Do:
Identify different types of settlements.

Describe how settlements differ.

Explain how settlements influence people's daily lives.</td><td>Know:
Daily life in past societies varied between different people.</td><td>Do:
Identify a society in the past.

Describe daily life for people in the society.

Explain why daily life differed between people in the society.</td><td>Know:
People and groups have different roles and responsibilities that help society function.</td><td>Do:
Identify different roles within society.

Describe the rights and responsibilities of people and groups in society.

Explain how these roles contribute to society.</td></tr>
<tr><td colspan="2">Notes
• Settlements are places where people live and may vary in size. For example, hamlets, villages, towns and cities.</td><td colspan="2">Notes
• People living in different societies often had different ways of life because of where and when they lived, the resources available, beliefs and customs, technology and the type of work they did.</td><td colspan="2">Notes
• Roles and responsibilities refer to the different jobs, duties and contributions people and groups have within society. Examples may</td></tr>
</table>

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<tr><td></td><td colspan="2">

- Settlements can have different functions such as residential, industrial, commercial, tourist or port.
- Settlements are not the only way societies can be organised. Nomadic communities organise themselves without a fixed settlement.
- Settlements develop because of factors such as water, transport, resources, employment and landscape.
- People's access to employment, transport, education and leisure can be influenced by the settlement in which they live.

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- Nomadic communities in the past organised themselves without a fixed settlement.
- Daily life refers to how people lived each day, including their homes, food, clothing, work, education, family life, leisure, religion and transport.
- People within the same society did not always experience daily life in the same way. Differences could be influenced by age, gender, sex, sexual orientation, wealth, occupation or social class.
- Sources such as artefacts, buildings, photographs, documents and archaeological evidence can be used to find out about daily life in the past.

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include emergency services, public sector workers, elected representatives and community organisations.
- Different people and groups have different responsibilities, such as keeping people safe, making decisions, providing services, supporting communities and protecting rights.
- Different roles and responsibilities help society function by meeting the needs of people and communities and supporting the organisation of society.

</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="2">Third Level</td><td colspan="2">Understand: Societies are diverse.</td><td colspan="2">Understand: Societies are diverse.</td><td colspan="2">Understand: Societies are diverse.</td></tr>
<tr>
<td>Know:
Population and settlement patterns vary between places and environments.</td>
<td>Do:
Describe different population and settlement patterns.

Explain factors that influence population and settlement patterns.

Describe how these differences affect people, places and environments.</td>
<td>Know:
People in past societies belonged to diverse social groups with different roles, responsibilities and status.</td>
<td>Do:
Describe different social groups in a past society.

Describe the roles, responsibilities and/or status of the different social groups.

Explain how differences in roles, responsibilities and/or status influenced people’s lives.</td>
<td>Know:
People in society have diverse identities and backgrounds, and participate in different ways.</td>
<td>Do:
Describe different groups within society.

Describe how people and groups participate in society.

Explain how diversity influences societies.</td>
</tr>
<tr>
<td></td>
<td colspan="2">Notes

- Population characteristics refer to features of a population, such as size, density and age structure.
- Population distribution describes how people are spread across an area. Some places are densely populated, while others are sparsely populated.
- Settlement patterns describe where settlements are located and how they are distributed. Patterns may be dispersed, nucleated (clustered) or linear, and settlements vary in size, function and population.
- Population and settlement patterns differ because of physical and human factors, including climate, landscape, natural resources, transport links and employment opportunities.
- Differences in population and settlement patterns influence access to housing, employment, transport, education, healthcare and other services.

</td><td colspan="2">Notes

- Social groups are groups of people with different roles, responsibilities and status within a society.
- Status may refer to social standing and/or class.
- Roles and responsibilities describe the work, duties and expectations associated with different social groups. These varied between societies and time periods.
- The organisation of society influenced people's opportunities and experiences, including the work they did, where they lived, the rights they had, the decisions they could make and how they participated.

</td><td colspan="2">Notes

- Identity refers to how individuals and groups see themselves and others and their place within society. This may be influenced by culture, nationality, ethnicity, religion, belief, sexual orientation, sex, gender, disability, class or economic status.
- Background refers to the experiences and circumstances that influence people's lives. These may include where people live, family history, education, social class, culture or community.
- People and groups participate in society in different ways through work, volunteering, community organisations, cultural activities, sport, the arts and public service.
- Diversity refers to the variety of people, identities, backgrounds and cultures within a society. Diverse societies include people with different experiences, traditions and perspectives.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Societies change and adapt over time.</td><td colspan="2">Understand: Societies change and adapt over time.</td><td colspan="2">Understand: Societies change and adapt over time.</td></tr>
<tr><td>Know:
Population and settlement patterns change over time and influence how places change and adapt.</td><td>Do:
Describe changes in population and settlement patterns over time.

Explain the factors influencing population and settlement change.

Explain how these changes create opportunities and/or challenges for places now and in the future.</td><td>Know:
Societies adapted to changes that transformed the way people lived and worked.</td><td>Do:
Describe ways in which societies changed over time.

Explain how societies adapted to these changes.

Explain how different people and groups experienced these changes.</td><td>Know:
People and groups in societies participate in different ways and their actions can influence change.</td><td>Do:
Describe different ways people and groups can participate in society.

Explain how people and groups can influence the societies they live in.

Explain why some forms of participation can be more effective than others.</td></tr>
<tr><td></td><td colspan="2">Notes
Population and settlement patterns change over time because of demographic change, economic development and environmental factors.
Places adapt to changing populations through changes to housing, transport, infrastructure, services and land use.
Population and settlement change can create opportunities and challenges for places now and in the future, including economic growth, changing demand for housing and services, pressure on infrastructure or rural decline.
Changes in population and settlement patterns influence the economy, environment, services and quality of life in different places.</td><td colspan="2">Notes
Changes in past societies may relate to industrialisation, migration, technological developments, conflict or social reform.
These changes influenced work, housing, communities, transport, education, health and daily life.
People and groups experienced change differently depending on factors such as age, gender, sex, sexual orientation, ethnicity, race, education, occupation, wealth or social class.
Some aspects of society changed rapidly, while others showed continuity over time.</td><td colspan="2">Notes
Participation means taking part in society and civic life to influence decisions, support communities or bring about change. Different approaches can include raising awareness, lobbying decision-makers, organising campaigns, protesting, using the media or participating in public consultations.
People and groups participate in different ways, including campaigning, volunteering, community action, charities, pressure groups, trade unions, joining political parties, standing as a candidate and voting.
The effectiveness of participation can depend on factors such as public support, resources, leadership, media coverage, government responses or the methods used.
Different forms of participation may have different impacts on individuals, communities and society, creating both opportunities and challenges.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Systems

Systems are ways in which people, places and natural processes are connected and interact with each other.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Natural systems affect everyday life.</td></tr>
<tr><td colspan="2">Know:
Systems exist in nature. Weather is a natural system that changes day to day and across the seasons.</td><td colspan="2">Do:
Identify and describe the seasons and different types of weather.

Describe how changes in the weather and seasons affect people and places.</td></tr>
<tr><td colspan="4">Notes
• Systems in Social Studies are different from other curriculum areas where systems may refer to areas such as digestive systems (Science), computer systems (Technologies) or number systems (Mathematics).
• Connections within natural systems may include changes in weather across seasons, how weather affects wildlife and how weather and seasons affect what people wear, do and how they travel.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="4">Understand: Systems have different parts that work together.</td></tr>
<tr><td colspan="2">Know:
Weather is a natural system made up of different elements, including temperature, precipitation and wind, that interact to create different weather conditions.

People organise and use systems in everyday life.</td><td colspan="2">Do:
Describe how weather elements interact to create different weather conditions.

Identify and describe systems people use in everyday life.</td></tr>
<tr><td colspan="4">Notes
• Systems in Social Studies are different from other curriculum areas where systems may refer to areas such as digestive systems (Science), computer systems (Technologies) or number systems (Mathematics).
• Weather elements include:
○ Temperature – describes how hot or cold the air is.
○ Precipitation – includes rain, snow, sleet and hail.
○ Wind – moving air which can vary in strength and direction.
• Systems people use in everyday life may include:
○ Routines – organised sequences of activities that help people carry out everyday life at home and school.
○ Transport systems – roads, vehicles, routes and stops or stations work together to move people and goods and connect places.
○ Services – people, places and organisations work together to provide services including education, healthcare, libraries, recycling and emergency services.
○ Food systems – different stages connect how food is grown or made, transported, sold and used.</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Systems connect people, places and processes.</td><td colspan="2">Understand: Systems connect people, places and processes.</td><td colspan="2">Understand: Systems connect people, places and processes.</td></tr>
<tr><td>Know:
Natural systems, including weather and the water cycle, involve processes that create patterns and changes.</td><td>Do:
Identify and use weather instruments to observe and record patterns of weather.

Describe the stages of the water cycle and how they are connected.</td><td>Know:
People in the past developed systems, including transport and communication systems, to enable the movement of people, goods and information.</td><td>Do:
Identify and describe a system used in the past.

Describe how the system enabled people, goods and/or information to move.</td><td>Know:
Government systems, including those in Scotland and the UK, have different levels of government with representatives who make decisions for their communities.</td><td>Do:
Identify representatives and political parties at local and national levels.

Describe the different levels of government and what they are responsible for.</td></tr>
<tr><td colspan="2">Notes</td><td colspan="2">Notes</td><td colspan="2">Notes</td></tr>
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- Weather instruments may include a thermometer, rain gauge, wind vane and anemometer.
- Weather observations may include temperature, rainfall, wind direction and wind speed.
- Processes in the water cycle may include evaporation, transpiration, condensation, precipitation, run-off and infiltration.
- Water moves continuously through the water cycle between the atmosphere, the land and bodies of water.

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- Transport systems may include road, canal, railway, shipping and aviation networks and routes.
- Communication systems may include postal, print, telegraph, telephone, radio and digital communication systems and networks, as well as other ways of sending and sharing information.
- Transport and communication systems may be connected and depend on one another.
- Transport and communication systems affected people and societies in different ways, including how people travelled, communicated, worked and traded, and how settlements and communities developed.

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- Government systems can have different levels with different responsibilities.
- Representatives make decisions on behalf of the people and communities they represent.
- Representatives in Scotland and the UK may include councillors, Members of the Scottish Parliament (MSPs) and Members of Parliament (MPs).
- Political parties are groups of people who share ideas about how a country or community should be run.
- Representatives may belong to a political party or be independent. In some countries they are elected, in others they are not.
- Different levels of government are responsible for different areas of decision-making. For example, in Scotland and the UK:
  - Local councils make decisions about local services such as schools, parks, roads and waste collection.
  - The Scottish Parliament makes decisions about devolved powers such as education, health and justice.
  - The UK Parliament makes decisions about reserved powers such as defence, immigration and the constitution.

</td></tr>
<tr><td>Sub-strand</td><td colspan="2">Geography</td><td colspan="2">History</td><td colspan="2">Modern Studies</td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Systems function in ways that affect people, places and processes.</td><td colspan="2">Understand: Systems function in ways that affect people, places and processes.</td><td colspan="2">Understand: Systems function in ways that affect people, places and processes.</td></tr>
<tr><td>Know:
Interactions within the climate system create weather and climate patterns that vary across the world.</td><td>Do:
Describe how weather and climate patterns vary across the world.

Explain how interactions within the climate system contribute to these patterns.</td><td>Know:
Systems in the past, including communication systems and trade and migration networks, enabled the movement of people, goods and information, affecting people and societies.</td><td>Do:
Describe how communication systems, trade networks and/or migration networks functioned in the past.

Explain how communication systems, trade networks and/or migration networks affected people and societies in the past.</td><td>Know:
Government and justice systems have different roles that affect people’s rights and responsibilities in society.</td><td>Do:
Describe the roles of government and/or justice systems.

Explain how government systems and/or justice systems affect people’s rights and responsibilities.</td></tr>
<tr><td colspan="2">Notes
Weather patterns vary over time and between places.
Climate describes long-term patterns of weather.
The climate system includes interactions between the atmosphere, oceans, land, ice and living organisms, including the movement of heat and moisture.
Weather and climate patterns may vary in temperature, precipitation, wind and seasonality.</td><td colspan="2">Notes
Communication systems may include postal, print, telegraph, telephone, radio and digital communication systems and networks, as well as other ways of sending and sharing information.
Trade networks are connections between people and places through which goods, resources and information are exchanged.
Migration networks may include voluntary and forced movements of people within and between countries, including migration linked to work, conflict, persecution and enslavement.
Systems and networks may develop and change over time, affecting patterns of movement, trade, communication and settlement.</td><td colspan="2">Notes
Government systems may include democratic and non-democratic systems. They may include different institutions or levels of government, elected or unelected representatives, laws, policies and decision-making processes.
Justice systems may include laws, courts, police, legal processes and prisons.
The roles and responsibilities of government and justice systems vary between countries and political systems.
Government and justice systems can protect, restrict, define or change people’s rights and responsibilities.</td></tr>
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		• The development of systems and networks may have affected societies in different ways, including economic activity, population and connections between places.	• How rights and responsibilities are affected can differ between societies and political systems. This may include democratic and non-democratic systems. • Examples may include voting and political participation, freedom of expression, equality, protest, access to justice, responsibilities under the law and restrictions on individual freedoms.

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<table>
<tr><th>Sub-strand</th><th colspan="2">Geography</th><th colspan="2">History</th><th colspan="2">Modern Studies</th></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Systems interact in different ways.</td><td colspan="2">Understand: Systems interact in different ways.</td><td colspan="2">Understand: Systems interact in different ways.</td></tr>
<tr><td>Know:
Atmospheric systems involve interacting processes that create and change weather patterns.</td><td>Do:
Describe weather conditions using maps and synoptic charts.

Explain how air masses, pressure systems and/or weather fronts interact to create weather conditions.

Explain how atmospheric conditions interact with features of a place to produce different weather patterns.</td><td>Know:
Systems in the past, including trade and migration networks and government systems, interacted in ways that contributed to change in societies.</td><td>Do:
Describe connections between different systems within and between societies or places.

Explain how trade and migration networks and/or government systems interacted.

Explain how interactions between systems contributed to change in societies.</td><td>Know:
Government, justice and welfare systems can interact in making and carrying out decisions in society.</td><td>Do:
Describe how government, justice and/or welfare systems make and carry out decisions.

Explain how government, justice and/or welfare systems can interact in making and carrying out decisions.

Explain how government, justice and/or welfare systems can affect people’s lives.</td></tr>
<tr><td></td><td colspan="2">Notes
Atmospheric processes may include the movement of air, changes on air pressure, temperature and moisture.
Weather systems may include air masses and high and low-pressure systems.
Synoptic charts may show air pressure, isobars, weather fronts, wind direction and wind speed.
Weather maps, radar and satellite images are used to interpret and predict weather patterns.
Features of a place that interact with atmospheric conditions may include latitude, altitude, relief, proximity to the sea and the built environment.
Interactions between atmospheric conditions and features of a place can result in variations in temperature, precipitation and the wind.</td><td colspan="2">Notes
Connections between systems may be explored within a society or between different societies and places.
Trade networks are connections between people and places through which goods, resources and information are exchanged.
Migration networks may include voluntary and forced movements of people within and between countries, including migration linked to work, conflict, persecution and enslavement.
Government systems may include democratic and non-democratic systems and different levels of government.
Government systems make decisions, create laws and organise public services.
Government systems may interact with other systems through decisions about laws, taxation, trade, movement and territory.
Interactions between systems may have contributed to changes in settlement, population, economic activity, communication and connections between people and places.</td><td colspan="2">Notes
Government systems may include democratic and non-democratic systems. They may include different institutions or levels of government, elected or unelected representatives, laws, policies and decision-making processes.
Justice systems may include laws, courts, police, legal processes and prisons.
Welfare systems may include services and support relating to health, housing, income and social care.
Making and carrying out decisions can involve different systems. For example, a government decision may lead to changes in laws, services or support.
Systems can affect people’s lives in different ways, including their rights and responsibilities, access to services and support and experiences of laws and decisions.
How systems interact can vary between societies or countries.</td></tr>
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Declaration

The content of this document was written by the authors, 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