



# Social Studies Policy



## **Rationale**

“Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people’s experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.”

***Social Studies  
Principles and Practice***

## **Aims**

We aim to deliver a Social Studies programme which allows teachers flexibility and scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and attitudes

Through our programme of work, we hope to develop:-

### **Successful Learners**

- ✓ Access and use information from different kinds of sources
- ✓ Think critically about evidence and arguments arising from it
- ✓ Arrive at own conclusions about a range of issues
- ✓ Justify own views in discussion and debate

### **Confident Individuals**

- ✓ Understand more about their sense of identity
- ✓ Develop an understanding of Scotland's social and political changes
- ✓ Ability to establish their own views
- ✓ Confidence to communicate their own stances

## **SOCIAL STUDIES**

### **Responsible Citizens**

- ✓ Learn about different values, beliefs and cultures
- ✓ Question others' attitudes especially towards intolerance and justice
- ✓ Develop respect for other people
- ✓ Participate responsibly in all aspects of life

### **Effective Contributors**

- ✓ Broaden knowledge through investigative, creative and critical thinking
- ✓ Understand Scotland's place in the world
- ✓ Contribute to the wellbeing of society

## **Planning and Delivery**

A range of themes have been created for Early, First and Second Level based on the Social Studies outcomes and experiences from Curriculum for Excellence. These have been structured underneath the following organisers:

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

Teachers are expected to identify appropriate learning and teaching styles to suit the needs of their pupils while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Teachers will plan for Social Studies in an inter-disciplinary manner creating links across the curriculum to make learning interesting and accessible to our children. Planning for Social Studies is more flexible with staff involving the children's ideas to move themes forward.

Our themes allow for a balanced and coherent experience for our children across local, Scottish, British, European and wider contexts. **(See Appendix 1)** These themes may vary, but core skills will still be taught.

## **Assessment**

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages learners
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher review
- Both formal and informal

Our assessment pro-formas break down the skills across the four capacities. **(See Appendix 2)**

## Appendix 1

	CLASS	People, Past Events and Societies	People, Place and Environment	People in Society, Economy and Business
<b>EARLY</b>	P1	Me & My Family	My Local Area	Fairyland
	P1/2	Granny's Attic	Weather Forecasters	The Post Office
<b>FIRST</b>	P2	Early Man	Houses and Homes	The Circus
	P2/3	Transport	Woodlands	Nintendogs
	P3	Celts & Romans	Let's Explore Banchory	Scotland's Larder
	P3/4	The Egyptians	Tour of Scotland	The Puppet Show
	P4	Vikings	Farming	Helping Our Community
<b>SECOND</b>	P4/5	Jacobites		The Magic Castle
	P5	Wallace & Bruce	Pollution & Conservation	Portrait of Britain
	P5/6	Highland Clearances	Journey of the River Dee	Here and There (Africa)
	P6	Victorian Banchory	Coping with Climate	Europe
	P6/7	Mary, Queen of Scots	Journey Around Aberdeenshire	India
	P7	Banchory's War	Morocco/Japan	Citizens in the 21 <sup>st</sup> Century
	<b>ALL STAGES</b>	<b>SCOTLAND</b>		

APPENDIX 2



Confident Individuals

I can say why William Wallace & Robert the Bruce are important to Scottish culture.

I understand the term "heritage" and know the importance of remembering the past.



Effective Contributors

I can work together to draw/ make a replica castle, naming the different parts and what they are for.

I can produce a class museum showing items from long ago.

Successful Learners

I can place dates of events onto a timeline.

I can investigate artefacts, visit local places and use reference material to discuss similarities between rich and poor people in the Middle Ages.

I can research the lives of Robert the Bruce & William Wallace.

Pupil Page

P5

Wallace & Bruce

Success Criteria

Responsible Citizens

I can recognise cultural differences between two countries and respect them.

I can state the differences between Scottish parliament and British parliament.

