**Vision and Aims**

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, and how their environment has been shaped.

 Our programme of study in Social studies is designed to encourage links with other areas of the curriculum and to provide learners with a deeper, more enjoyable and active experience.

**It is our aim that children and young people participating 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.

The social studies experiences and outcomes have been structured in three lines of development:

**• people, past events and societies**

**• people, place and environment**

**• people in society, economy and business.**

Social studies experiences and outcomes are designed to encourage links with other areas of the curriculum to provide learners with a deeper, more enjoyable and active experience.

Active citizenship is a central feature of learning in social studies for children and young people, developing skills and knowledge to enable and encourage participation. Social studies offer opportunities for children and young people to become involved in their local community and the wider world and are therefore an important vehicle for opportunities to consider and develop their role as active and informed citizens.

It is important that all staff teaching social studies look for opportunities to develop and reinforce social studies knowledge and skills within their teaching activities and plan interdisciplinary studies including a coherent approach to the development of literacy, numeracy, citizenship, creativity, enterprise and sustainability.

**Planning for learning in Social Studies**

To do this effectively we need to be clear about how to plan for learning in a way that ensures the principles of planning are embedded and that the curriculum on offer to pupils has at its core:

• Challenge and Enjoyment

• Breadth

• Depth

• Coherence

• Progression

• Personalisation and choice

• Relevance

The Primary 1-7 overview is designed to ensure that we a have a broad overview of the outcomes and that a balanced progressive progamme is in place.

 It is important to note that the overview is intended to be used flexibly to allow us to be responsive to current events, pupil’s interests, abilities and aptitudes, experiences and prior learning.

It is essential to take cognizance of previous experiences and contexts for learning particularly in the early stages given that nursery education is very responsive to children’s interests.

Forward Planning in social subjects should reflect our commitment to build on previous experiences, learning, interests and abilities and we should use this opportunity to involve our pupils in taking more responsibility for their own learning.

**The structure of planning**

• Initial/ introductory lesson to establish prior learning

• Mind Map- start to identify areas of interest, possible areas of further research.

• Identify resources- books, experts, IT

• Set learning targets including skills to be focused on.

• Identify key questions and research tasks

• Identify class, group, individual and home learning tasks

• Establish timeline

 • Identify how learning will be shared /displayed

 Initial planning and areas of investigation should be visible to pupils and responsive over time as learning progresses. Plans should be recorded using the agreed format and stored electronically in the ‘All Staff’ shared area.

**Skills development**

The development of skills is an essential aspect of active learning in social studies and the experiences and outcomes should provide frequent opportunities for the development of these skills. Terms such as ‘investigating’, ‘exploring’, ‘discussing’ and ‘presenting’ are used throughout the experiences and outcomes from Early to Fourth Level. Pupils will develop these skills progressively by applying them in new and more complex contexts.

**Social studies skills development includes:**

• observing, describing and recording

• comparing and contrasting to draw valid conclusions

• exploring and evaluating different types of sources and evidence

• development of curiosity and problem solving skills and capacity to take initiatives

• interacting with others and developing an awareness of self and others

• planning and reviewing investigation strategies

• developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources

• discussion and informed debate

• developing reasoned and justified points of view

• developing and using maps in a variety of contexts

• developing and applying skills in interpreting and displaying graphical representation of information

 • developing an awareness of sequence and chronology

• presentation skills – oral, written, multimedia.

Teachers will support children and young people as they progressively develop these skills by applying them in new and more complex contexts.

Skills are to be regarded as a continuum and should not be ‘capped’ at any particular level. The professional judgment of teachers is essential in ensuring that individual learners are faced with the appropriate level of challenge in developing skills.

 **Learning and teaching in Social Subjects In social studies, effective learning and teaching will draw upon a variety of approaches including:**

• planned active learning with opportunities to observe, explore, experiment and play

• use of relevant contexts, familiar to children and young people’s experiences

• appropriate and effective use of technology

• building on the principles of Assessment is for Learning

• collaborative and independent learning

• discussion and debate

• interdisciplinary learning experiences

• learning outdoors, field trips, visits and external contributors.

**Assessment of learning in Social Subjects**

Assessment is an important part of ensuring that quality learning is taking place across the school, within classes and for individual pupils.

Teachers should be clear as to the purpose of assessing children’s progress and this purpose should be linked to the learning outcomes planned for as well as the skills development under focus.

It should be used as a tool to assess understanding as learning is progressing in order that activities can be adapted as required to meet learner’s needs.

Assessment evidence should also be gathered over time to chart individual progress in developing skills and knowledge. Evidence of learning taking place and targets as to next steps should are key pieces of information which form part of each pupil’s learning log. Assessment evidence should be gathered from a variety of sources: art work, written work produced by children or reports from adults, in photographs of learning taking place or of the product of children’s work or through documentation of conversations which contain evidence of learning taking place or skills being developed.

The Social Subjects Experiences and Outcomes as well as information on principles and practice are available on the Learning and Teaching Scotland Website, in the ‘All Staff’ shared area and as a paper copy in each class in the CfE folder.

Further examples of good practice in the teaching of Social Studies can be accessed on the Education Scotland Website

 In Session 2014-15 Education Scotland published guidance on “Significant Aspects of Learning” in Social Studies and this provides useful exemplification of learning at various levels

Benchmarks will be used to judge progression and achievement of a level.