**Aberdeenshire**

**Progression Framework**

**Social Studies**

**INTERIM December 2015**

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**Aberdeenshire**

**Progression Framework**

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**Section 1 Guidance**

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**INTRODUCTION**

The ***Aberdeenshire Progression Framework for Social Studies*** sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning which are:

* **understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world**
* **developing an understanding of the world by learning about how people live today and in the past**
* **understanding economic, political, social and environmental issues**
* **becoming aware of change, cause and effect, sequence and chronology**
* **understanding the principles of representative democracy, participation and citizenship by practising democracy through electoral participation and active citizenship in the school and local community**
* **using and applying skills in creating models, maps and graphical representation of information**
* **locating, exploring and linking periods, people, events and features in time and place**
* **gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance**
* **developing useful skills for learning, life and work.**

The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan the curriculum and assess evidence of learning.

It is necessary to have a coherent approach to planning the curriculum, learning, teaching and assessment in which teachers’ practice embraces the following:

**Seven design principles**

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

**Four contexts**

* Ethos and life of the school
* Curriculum areas and subjects
* IDL
* Opportunities for personal achievement

**Four capacities**

* Successful learners
* Confident individuals
* Effective contributors
* Responsible citizens

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, clusters and across Aberdeenshire;
* enable the development of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

Within Curriculum for Excellence, Social Studies is defined as:

The development of an understanding of the world by learning about other people and their values, in different times, places and circumstances.

In addition, social studies also develops an understanding of the environment and how it has been shaped.

Furthermore, the *principles and practice**paper* outlines the importance of Social Studies:

Children and young people learn about human achievements and 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.

Careful planning using the experiences and outcomes in the three organisers of People, past events and societies, People, place and environment and People in society, economy and business will ensure that children and young people develop the knowledge and understanding, skills, attributes and capabilities outlined in the *Social Studies Principles and Practice* paper.

The development of skills for learning is an essential aspect of learning in Social Studies and the experiences and outcomes provide frequent opportunities for applying these skills in new and more complex contexts. Terms such as ‘investigating’, ‘exploring’, ‘discussing’ and ‘presenting’ are used throughout the experiences and outcomes from early to fourth level, recognising that at all stages, learners are capable of exercising these skills at a level appropriate to their development.

Social Studies provides an important context for the development of literacy and numeracy skills.

Skills in Social Studies are developed through:

* 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.

Skills are to be regarded as a continuum. The professional judgement of teachers is essential in ensuring that individual learners are faced with the appropriate level of challenge in developing skills.

**SKILLS FOR LEARNING, LIFE AND WORK**

All of our young people from the early stages onwards in schools are entitled to opportunities to develop their skills in learning, life and work. The development of these skills is essential to life-long learning. This will enable young people to become flexible and adaptable as they progress into adulthood. Furthermore, this will enhance the development of resilience, self-esteem and confidence that they will require to flourish in the future.

**EFFECTIVE LEARNING AND TEACHING**

The focus for schools will be on the core business of improving the learning experience and pedagogy. The Journey to Excellence, HGIOS and Child at the Centre quality indicators will be used to promote reflection, self-evaluation and planning.

While the content of the curriculum is important, we must provide learning and teaching of the highest quality. The social studies experiences and outcomes will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children and young people. They allow flexibility and choice for teachers and learners which can sustain interest and enthusiasm. In particular, they allow meaningful and real links to the local environment.

A well planned mix of effective learning and teaching approaches should be employed, including

* active learning which provides opportunities to observe, explore, experiment and play;
* use of relevant contexts and experiences familiar to children and young people;
* appropriate and effective use of technology;
* building on the principles of Assessment is for Learning;
* both collaborative and independent learning;
* discussion and informed debate;
* interdisciplinary learning experiences;
* learning outdoors, field trips, visits and input by external contributors.

In Aberdeenshire, we endorse Co-operative Learning as one of the research based approaches which has a positive impact on learning.

Co-operative Learning

Research has shown that co-operative learning provides a rich context for learners to develop personal and social interaction in reaching learning goals and in nurturing personal confidence. For co-operative learning to take place there requires to be:

* Positive Interdependence
* Individual Accountability
* Social Skills
* Face to Face Interactions
* Group Processing

The context of a co-operative learning task sets a core learning goal together with a social goal to allow young people not only to know when they are succeeding in their learning but also how their contribution has helped the group reach their goal. Co-operative learning has shown to be an effective tool in supporting the delivery of many aspects of literacy and English.

Well planned learning, teaching and assessment provide opportunities for learners to experience breadth, challenge and application across the significant aspects of learning in Social Studies.





When teaching for effective learning, reference should be made to Aberdeenshire’s *Learning Teaching and Assessment: Professional Curriculum Tool* which outlines guidance for teachers in supporting the principles of ‘Assessment is for Learning’. (Section 3)

**Success Criteria**

**Learning Intentions**

**The Learner**

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

**Planning together for**

**learning, teaching and assessment**

***Standards and expectations for***

***planned learning***

**Key**

**Professional Practice**

*features of effective professional practice*

**Learning Experiences**

**Evidence**

***Rich experiences planned to take account of the Es and Os and the design principles***

***A range of appropriate evidence***

**The Learner**

**Professional Action**

*professional actions for improvement*

**Assessment Approaches**

**Feedback and Next Steps**

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

***Collaborative approaches to evaluate the evidence of learning***

**Evaluate Learning**

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Social Studies will focus on judgements about the success of children and young people in:

* developing key Social Studiesskills;
* applying their skills in their learning, in their daily lives and in preparing for the world of work.

Evidence of progress in Social Studies should be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete Social Studieslessons. To achieve this, a shared understanding of expectations is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

**BENCHMARKS**

The benchmarks which accompany this framework outline the standards and expectations which will enable schools to identify how their learners are performing at each year stage. In other words, the benchmarks for Social Studiesset out what can reasonably be expected of most pupils by the end of each year of schooling.

Effective benchmarking of standards and expectations for Social Studies needs to be a systematic and rigorous process which:

* starts with the identification of benchmark measures that define the “good standard” against which comparison can be made;
* involves some investigation and/or analysis of the processes and practices that underlie that good performance;
* identifies and/or shares good or excellent practice that school(s) can learn from and use to drive improvement.

By specifying the essential indicators of “good” performance, the benchmarks which accompany this framework will enable schools to:

* indicate how their learners are performing;
* understand how they and their learners perform in comparison to other learners;
* compare performance across schools and year-on-year.

**Benchmarking for Improvement**

The purposes of the benchmarks for Social Studiesare to:

* promote quality teaching and learning in the classroom;
* nurture success for all students;
* assist teachers and schools in monitoring and tracking student progress;
* evaluate the success of teaching and learning programmes;
* inform next steps for learners and their learning;
* target/identify students who need additional support;
* report to pupils and families;
* identify appropriate professional development for staff.

**Aberdeenshire**

**Progression Framework**

**Social Studies**

**Section 2**

**INTERIM December 2015**

**GUIDELINES FOR USING THE PROGRESSION FRAMEWORK**

This framework sets out a clear progression for skills, knowledge and understanding from the following Curriculum for Excellence Social Studies ***Significant Aspects of Learning:***

|  |  |
| --- | --- |
| **understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world**  **developing an understanding of the world by learning about how people live today and in the past**  **understanding economic, political, social and environmental issues**  **becoming aware of change, cause and effect, sequence and chronology** | **using and applying skills in creating models, maps and graphical representation of information**  **locating, exploring and linking periods, people, events and features in time and place**  **gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance**  **developing useful skills for learning, life and work.** |
| **understanding the principles of representative democracy, participation and citizenship by practising democracy**  **through electoral participation and active citizenship in the school and local community** | |

The purpose of this document is to offer a continuum of learning through to the end of the Broad General Education (CfE Early – Third/Fourth Levels). The progression is intended to assist teachers as they plan their social studies curriculum and assess evidence of learning.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| **Early** | The pre-school years and P1, or later for some. |
| **First** | To the end of P4, but earlier or later for some. |
| **Second** | To the end of P7, but earlier or later for some. |
| **Third and Fourth** | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes will not include all of the fourth level outcomes. |

**The aims of the Progression are to:**

* ***enhance planning and assessment;***
* ***provide staff with a framework to promote progression in learning and teaching;***
* ***enable the sharing of standards within schools and across school cluster.***

The document is structured using each of the Social Studies significant aspects of learning. These are then sub-divided further using Curriculum levels and the CfE Experiences and Outcomes. The document details the learner’s progression within and through each of the Levels.

**understanding economic, political, social and environmental issues**

**Significant Aspects of Learning**

**(SALs)**

**becoming aware of change, cause and effect, sequence and chronology**

**understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world**

**developing an understanding of the world by learning about how people live today and in the past**

**developing useful skills for learning, life and work**

**understanding the principles of representative democracy, participation and citizenship by practising democracy through electoral participation and active citizenship in the school and local community**

**gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance**

**using and applying skills in creating models, maps and graphical representation of information**

**locating, exploring and linking periods, people, events and features in time and place**

Within the “***Professional learning paper: Assessing progress and achievement in learning in Social Subjects”*** it highlights that children and young people have an entitlement to develop the knowledge and understanding, skills, attributes and capabilities outlined in the Social studies: Principles and Practice paper. This should be done through careful planning using the experiences and outcomes in:

* ***people, past events and societies;***
* ***people, place and environment;***
* ***people in society, economy and business.***

**9 *Developing useful skills for life and work*, permeates all other significant aspects of learning.**

Children and young people will develop a range of skills through learning about aspects of Social Studies. They will begin to describe the world around them and events that happened in the past. They will develop listening skills and a respect for other’s views. At the next level, they will be able to develop an argument related to a local social, political, economic or environmental issue. They will assess data and decide why they support an argument. As they progress, they will be able to evaluate evidence to support, and argument and manipulate increasingly complex data. They will move on to be able to consider a range of arguments, evaluate, compare and contrast evidence and develop and use this to develop an informed view on a range of social, political, economic and environmental issues.

Through learning in Social Studies, learners will develop important transferrable skills for learning, life and work. These skills include being able to:

* Analyse and evaluate their own work and the work of others
* Solve problems of increasing complexity
* Collaborate effectively
* Think and act creatively
* Develop and use their digital competencies

Further details of skills for learning, life and work can be found in the Aberdeenshire Guidance on Skills for Learning, Life and Work.

**1 Understanding the place, history, heritage and cculture**

**of Scotland and appreciating local and national**

**heritage within the world**

**Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Significant Aspect of Learning 1 Understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world** | | | | |
| **Early Level** | | | | |
| I am aware that different types of evidence can help me to find out about the past.  **(Also in SAL 2) SOC 0-01a**  I am aware that different types of evidence can help me to find out about the world around me.  **(Also in SAL 2) SOC 0-15a**  I explore and discover the interesting features of my local environment to develop an awareness of the world around me.  **(Also in SAL 6) SOC 0-07a** | * I can explore and share different types of evidence that can help me find out about the past and the world around me. * I can talk about my local environment and the natural world around me. | | * I can sort different types of evidence that can help me find out about the past and the world around me and discuss my choices. * I can recognise and describe the main features of my local environment. | |
| **First Level** | | | | |
| I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.  **(Also in SAL 2) SOC 1-01a**  By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history.  **SOC 1-02a**  I can use evidence to recreate the story of a place or individual of local historical interest.  **SOC 1-03a**  I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  **(Also in SAL 6 and 7) SOC 1-07a**  Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.  **SOC 1-09a**  Having explored the landscape of my local area, I can describe the various ways in which land has been used.  **(Also in SAL 3, 6 and 7) SOC 1-13a**  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.  **(Also in SAL 6) SOC 1-14a** | * I can examine and describe sources of evidence. * I can examine and describe an artefact, recording information about it. * I can discuss how an object or place has changed over time. * I can examine and describe a piece of evidence. * I can recount information learned from a piece of evidence. * I can draw simple conclusions from evidence. * I can record the main features of my local environment – sketch, photograph, modelling with a variety of media. * I can give examples of food grown in Scotland at certain times of the year – strawberries in summer. * I can explain that all food comes from either a plant or an animal. * I can find out how people use the land in my local environment – transport, housing and natural focus. | * I can make a list of places that I can find evidence about the past. * I can examine sources of evidence, decide whether it is reliable and use it to find out about the past and the world around me. * I can put items/artefacts in order to show my understanding of chronology. * I can examine evidence to help build up a picture of a place or individual of local historical interest. * I can locate and identify features of the landscape on a map of my local environment. * I can give examples of foods that are available in Scotland in different seasons. * I can talk about the nutritional needs of the community and how these are met locally. * I can sort foods depending on their origin and seasonality. * I know that food changes from farm to fork. * I can say how land in my local environment is used – farming and industry focus. | | * I can take part in discussions about the different forms of historical evidence their validity. * I can use more than one source of evidence to understand an event, person or place in the past. * I can apply my knowledge of artefacts and evidence when explaining the impact people in the past have had on the lives of Scottish people. * I can identify places that help people to remember and preserve Scottish history (e.g museums, monuments, libraries). * I can use a map to locate and identify key features of the local environment and landscape on a map. * I can order several key events in Scottish history. * I can apply what I have learned about a place or individual of local historical interest to recreate the story. * I can find out about how the land is used for farming in the local area – maps, community walks etc. * I can describe the different types of farming that occur in Scotland – arable, livestock, dairy, fish, fruit etc. * I describe the different ways that land can be used – transport, housing, farming, leisure, industry, natural, and can give examples of each type of land use from my local environment. |
| **Second Level** | | | | |
| I can use primary and secondary sources selectively to research events in the past.  **(Also in SAL 2) SOC 2-01a**  I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology.  **(Also in SAL 4 and 7) SOC 2-02a**  I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.  **(Also in SAL 2) SOC 2-03a**  I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.  **(Also in SAL 4 and 7) SOC 2-06a**  I can describe the major characteristic features of Scotland’s landscape and explain how these were formed.  **(Also in SAL 6 and 7) SOC 2-07a**  Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.  **(Also in SAL 6) SOC 2-10a** | * I can identify primary sources. * I can identify secondary sources. * I can select primary and secondary sources while researching. * I can identify historical evidence to support my research. * I can interpret this evidence. * I can identify characteristic features of periods in Scottish history and present my findings. * I can identify and investigate significant people and events in history. * I can describe actions of significant individuals or groups. * I can observe and describe geographical features of the local landscape. * I can identify and compare places to live, work, relax and visit in my local area, and present this information in a variety of ways. | * I can explore and evaluate primary and secondary sources. * I can compare and contrast information from primary and secondary sources. * I can sequence events within periods of Scottish history. * I can compare features of different periods of Scottish history. * I can explore and evaluate the significance of an event, individuals and groups. * I can investigate the impact of people and events in history and present my findings. * I can identify geographical features of Scotland’s landscape. | | * I can analyse and use information from a wide variety of sources. * I can place a range of periods in Scottish history in time order. * I use information gathered from historical evidence to explain how Scotland’s traditions, culture and customs have evolved. * I can apply my knowledge of Scottish historical events, individuals, and groups to analyse how they have shaped Scottish society. * I can give examples of important people and events in the past and explain their lasting importance to our society. * I can place people and events in time order. * I can explain how features of Scotland’s landscape were formed. |

**2 Developing an understanding of the world by learning about how people live today and in the past Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Significant Aspect of Learning 2**  **Developing an understanding of the world by learning about how people live today and in the past** | | | | |
| **Early Level** | | | | |
| I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.  **(Also in SAL 4 and 7) SOC 0-04a**  I am aware that different types of evidence can help me to find out about the past.  **(Also in SAL 1) SOC 0-01a**  I am aware that different types of evidence can help me to find out about the world around me.  **(Also in SAL 1) SOC 0-15a** | * I can demonstrate my understanding of how people lived in the past and present through play. * I know that lives in the past were different from my own. * I can explore and share different types of sources and evidence that can help me find out about the past and the world around me. | | * I can present my understanding of the past and present through displays, role play, written and oral reports or models. * I can compare and contrast my life with the lives of others. * I can sort different types of evidence that can help me find out about the past and the world around me. | |
| **First Level** | | | | |
| I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.  **(Also in SAL 1) SOC 1-01a**  I can compareaspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.  **(Also in SAL 4 and 7) SOC 1-04a** | * I can examine and describe sources of evidence. * I can find out about daily life in another time and talk about it to others. * I can contribute to the creation of a historical setting. | * I can make a list of places that I can find evidence about the past. * I can examine sources of evidence, decide whether it is reliable and use it to find out about the past and the world around me. * I can recount information from a visit and state what I learned. * I can ask a visitor/expert relevant questions. * I can describe how daily life now is similar and different from in the past. * I can research appropriate items to include in the recreation of a historical setting to make it realistic. | | * I can take part in discussions about the different forms of historical evidence and their validity. * I can use more than one source of evidence to understand an event, person or place in the past. * I can select one aspect of daily life in the past and identify, describe and explain similarities and differences from my life now. * I can share what I have learned. |
| **Second Level** | | | | |
| I can use primary and secondary sources selectively to research events in the past.  **(Also in SAL 1) SOC 2-01a**  I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.  **(Also in SAL 1) SOC 2-03a**  I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.  **(Also in SAL 4 and 7) SOC 2-04a**  By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.  **(Also in SAL 7) SOC 2-1** | * I can identify primary sources. * I can identify secondary sources. * I can locate primary and secondary sources while researching. * I can identify significant events in Scottish History. * I can identify actions of significant individuals or groups. * I can gather and discuss information about a society in the past. * I can identify lifestyles and cultures which are different from my own. | * I can explore and evaluate primary and secondary sources. * I can compare and contrast information from primary and secondary sources. * I can explore and evaluate the significance of an event. * I can explore and evaluate the significance of individuals and groups. * I can identify similarities and differences between a past and present society. * I can research lifestyles and cultures of people in another country. * I can select and use evidence to compare lifestyles and cultures of people in another country with those of Scotland. | | * I can analyse and use information from a wide variety of sources. * I can apply my knowledge of Scottish historical events, individuals, and groups to analyse how they have shaped Scottish society. * I can select and use evidence to justify my points of view in a discussion / debate. * I discuss similarities and differences between cultures and lifestyles. |

**3 Understanding economic, political, social and environmental issues**

**Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Significant Aspect of Learning 3**  **Understanding economic, political, social and environmental issues** | | | | |
| **Early Level** | | | | |
| By exploring my local community, I have discovered the different roles people play and how they can help.  **(Also in SAL 5) SOC 0-16a**  In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.  **(Also in SAL 8) SOC 0-20a** | * I can talk about the different people, jobs and services in my local community and know that they help us. | | * I can describe and record the different people, jobs and services in my local community and explain how they help us. | |
| **First Level** | | | | |
| I can consider ways of looking after my school or community and can encourage others to care for their environment.  **SOC 1-08a**  By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.  **SOC 1-11a**  By exploring climate zones around the world, I can compare and describe how climate affects living things.  **(Also in SAL 7) SOC 1-12b**  Having explored the landscape of my local area, I can describe the various ways in which land has been used.  **(Also in SAL 1, 6 and 7) SOC 1-13a**  By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.  **SOC 1-13b**  I understand that evidence varies in the extent to which can be trusted and can use this in learning about current issues in society.  **(Also in SAL 5)** **SOC 1-15a**  I can contribute to a discussion of the difference between my needs and wants and those of others around me.  **(Also in SAL 5) SOC 1-16a**  I have developed an understanding of the importance of local organisations in providing for the needs of my local community.  **SOC 1-20a** | * I can find out which resources we need to use more responsibly – water, electricity, paper. * I can look after my local environment by following simple rules. * I can say what type of house I live in. * I can find out about ways in which my house has been or can be changed to support people in need – wheelchair users, elderly. * I can find out how people use the land in my local environment – transport, housing and natural focus. * I can describe some of the major climate zones – Tropical, Temperate, Polar. * I can match animals with their environment. * I can present my learning about one climate zone. * I can find out about a natural environment that is different from my own – river, island, seashore, * I can describe what I need to survive. * I can support a local organisation or service that helps the local community. * I can examine and describe sources of evidence. | * I can explain why it is important to use resources responsibly. * I can implement the “reduce, reuse, recycle” process in my classroom. * I can find out about the types of housing available in my local area (flat, house, sheltered housing/nursing homes). * I can match the needs of a family to appropriate accommodation. * I can find out about the differences between the some of the major climate zones. * I can say why an animal would choose to live in a certain climate zone. * I can say how land in my local environment is used – farming and industry focus. * I can say why a living thing lives in a certain habitat. * I can explain the difference between needs and wants. * I can explain in simple terms how a local organisation/business meet our needs. * I can make a list of places that I can find evidence about current issues in society. * I can examine sources of evidence, decide whether it is reliable and use it to find out about current issues in society. | | * I can communicate a simple environmental message to others which encourages others to care for the environment. * I can identify and describe different groups within my community. * I can consider the needs of different groups within my community and identify the types of housing needed to meet their needs. * I can identify climate zones on a map and explore and discuss the key features of climate zones. * I can compare and describe how climates affect living things. * I can discuss the advantages and disadvantages of living in a certain climate zone. * I can design a creature to live in a climate zone. * I can discuss why my village/town/city was built with reference to land use. * I can compare the living things in different environments. * I can analyse a person’s needs and suggest ways of meeting these needs. * I can find out about how groups of people are supported by local organisations – disabled, elderly, young children. * I can take part in discussions about the different forms of evidence and their validity. * I can use more than one source of evidence to understand a current issue in society. |
| **Second Level** | | | | |
| I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.  **(Also in SAL 4) SOC 2-07b**  I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.  **(Also in SAL 4) SOC 2-08a**  I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.  **(Also in SAL 4) SOC 2-08b**  Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.  **(Also in SAL 4) SOC 2-09a**  By comparing my local area with a contrasting area out with Britain, I can investigate the main features of weather and climate, discussing the impact on living things.  **(Also in SAL 4 and 6) SOC 2-12a**  I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.  **(Also in SAL 6 and 7) SOC 2-13a**  I can use evidence selectively to research current social, political or economic issues.  **(Also in SAL 5) SOC 2-15a**  I can explain how the needs of a group in my local community are supported.  **(Also in SAL 5) SOC 2-16a**  I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives.  **(Also in SAL 5) SOC 2-16b**  I can discuss issues of the diversity of cultures, values and customs in our society.  **SOC 2-16c**  Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.  **(Also in SAL 8) SOC 2-20a**  I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.  **(Also in SAL 8) SOC 2-21a** | * I can observe and identify natural disasters. * I can identify global environmental issues. * I can investigate a proposed land use development. * I can explore different methods of transport. * I can collect data about weather in my area. * I can identify climatic features of my area. * I can investigate the effect of climate and weather on living things in my area. * I can discuss how weather and climate can affect living things. * I recognise why some sources of information are more reliable than others. * I can identify groups and their needs in my community. * I can identify forms of discrimination. * I can develop an awareness of the diversity of cultures, values and customs within Scotland. * I can identify what ethical trading means. * I can compare and contrast basic needs in a variety of societies. * I can draw conclusions about people’s basic needs across the world. * I can identify essential goods and services. * I can identify ways of paying for services. * I can identify features of the physical environment. * I can identify how land is used locally. * I can explain links between the physical environment and land use. | * I can develop and awareness of the processes which cause natural disasters. * I can investigate global environmental issues and present my findings. * I can collect and present my findings in a variety of ways. * I can compare different types of transport. * I can evaluate the environmental impact of different types of transport. * I can investigate the weather and climate of a foreign land. * I can investigate the effect of weather and climate on living things in a foreign land. * I can compare and contrast weather and climate in my area with a foreign land, identifying how weather and climate effects living things. * I can recognise biased opinion. * I can select relevant and reliable sources of evidence * I can explore the needs of the groups. * I can explore forms of discrimination and how this impacts on people’s lives. * I can explore, compare and contrast the different cultures, values and customs within Scotland. * I can research and explain how consumers have the power to influence and support ethical trading. * I can evaluate the impact of ethical trading on people’s basic needs. * I can investigate the benefits and risks of various methods of payment and the potential related outcomes. * I can investigate an area different to my local one. * I can identify its physical characteristics and explain how land is used. * I can compare areas and how land is used. * I can describe the impact of the physical environment on land use. | | * I can analyse the impact on people and the landscape over a period of time. * I can debate causes and effects of human activity on the global environment. * I can identify ways to be environmentally responsible. * I can examine the advantages and disadvantages of a proposed land use development. * I can use my findings to discuss its impact on the community. * I can use my findings to discuss the advantages and disadvantages of different types of transport on the environment. * I can make informed judgements on the impact of weather and climate on living things. * I can draw conclusions on how and why evidence may be persuasive and influence thinking on current issues. * I can report on how these needs are met, by presenting my findings. * I can research ad report on initiatives and policies that are in place to prevent discriminatory behaviour. * I can show respect and empathy for the values and customs of different cultures within our society. * I can develop reasoned and justified points of view. * I can make informed choices. * I can explain, reason and justify my findings about land use. |

**4 Becoming aware of change, cause and effect, sequence and chronology**

**Progression**

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| **Significant Aspect of Learning 4**  **becoming aware of change, cause and effect, sequence and chronology** | | | | |
| **Early Level** | | | | |
| I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.  **(Also in SAL 7) SOC 0-02a**  I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.  **(Also in SAL 2 and 7) SOC 0-04a**  While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.  **(Also in SAL 6) SOC 0-12a** | * I can put familiar events/routines in order. * I can explore life in the past through play and recognise that it is different from present day. * I can name seasons. * I can match the weather to the season. | | * I can sequence events in my life and demonstrate my knowledge of chronology. * I can compare and contrast life in the past with my own. I can share this with others. * I can sequence seasons. * I can talk about how the weather changes through the seasons. | |
| **First Level** | | | | |
| Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.  **(Also in SAL 7) SOC 1-06a**  I can compareaspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.  **(Also in SAL 1 and 7) SOC 1-04a** | * I can say how the actions of a significant individual from the past are remembered today. (e.g Burns/St Andrew). * I can find out about daily life in another time and talk about it to others. | * I can explain how the actions of a significant individual from the past influenced life then and since. * I can describe how daily life now is similar and different from in the past. | | * I can evaluate the lasting importance of a significant individual’s actions on life then and since. * I can select one aspect of daily life in the past and identify, describe and explain similarities and differences from my life now. |
| **Second Level** | | | | |
| I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology.  **(Also in SAL 1 and 7) SOC 2-02a**  I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.  **(Also in SAL 2 and 7) SOC 2-04a**  I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.  **(Also in SAL 1 and 7) SOC 2-06a**  I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.  (A**lso in SAL 3) SOC 2-08a**  I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.  **(Also in SAL 3) SOC 2-07b**  I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.  **(Also in SAL 3) SOC 2-08b**  Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.  **(Also in SAL 3) SOC 2-09a**  By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.  **(Also in SAL 3 and 6) SOC 2-12a** | * I can identify historical evidence to support my research. * I can interpret this evidence. * I can identify characteristic features of periods in Scottish history and present my findings. * I can gather and discuss information about a past society. * I can identify and investigate significant people and events in history. * I can identify global environmental issues. * I can investigate a proposed land use development. * I can explore different methods of transport. * I can collect data about weather in my area. * I can identify climatic features of my area. * I can investigate the effect of climate and weather on living things in my area. * I can discuss how weather and climate can affect living things. * I can observe and identify natural disasters. | * I can sequence events within periods of Scottish history. * I can compare features of different periods of Scottish history. * I can identify similarities and differences between a past and present society. * I can investigate the impact of people and events in history and present my findings. * I can investigate global environmental issues and present my findings. * I can collect and present my findings in a variety of ways. * I can compare different types of transport * I can evaluate the environmental impact of different types of transport. * I can investigate the weather and climate of a foreign land. * I can investigate the effect of weather and climate on living things in a foreign land. * I can compare and contrast weather and climate in my area with a foreign land, identifying how weather and climate effects living things. * I can develop an awareness of the processes which cause natural disasters. | | * I can place a range of periods in Scottish history in time order. * I use information gathered from historical evidence to explain how Scotland’s traditions, culture and customs have evolved. * I can use my evidence to justify my points of view in a discussion / debate. * I can give examples of important people and events in the past and explain their lasting importance to our society. * .I can place people and events in time order. * I can debate causes and effects of human activity on the global environment. * I can identify ways to be environmentally responsible. * I can examine the advantages and disadvantages of a proposed land use development. * I can use my findings to discuss its impact on the community. * I can use my findings to discuss the advantages and disadvantages of different types of transport on the environment. * I can make informed judgements on the impact of weather and climate on living things by comparing foreign and local areas. * I can analyse the impact of a natural disaster on people and the landscape over a period of time. |

**5 Understanding the principles of representative democracy, participation and citizenship by practising democracy through electoral participation and active citizenship in the school and local community**

**Progression**

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| **Significant Aspect of Learning 5**  **Understanding the principles of representative democracy, participation and citizenship by practising democracy through electoral participation and active citizenship in the school and local community** | | | | |
| **Early Level** | | | | |
| I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.  **(Also in SAL 8) SOC 0-18a**  By exploring my local community, I have discovered the different roles people play and how they can help.  **(Also in SAL 3) SOC 0-16a**  I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  **SOC 0-17a** | * I know and can explain how to care for my environment. * I can name some people in my school community who can help me. * I can make decisions. * I can understand that my decisions affect others. | | * I can contribute and take some responsibility for looking after nature and my environment. * I can give examples of ways in which people in my community help me. * I can take responsibility for my decisions and how they impact on others. | |
| **First Level** | | | | |
| I understand that evidence varies in the extent to which can be trusted and can use this in learning about current issues in society.  **(Also in SAL 3) SOC 1-15a**  I can contribute to a discussion of the difference between my needs and wants and those of others around me.  **(Also in SAL 3) SOC 1-16a**  By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.  **SOC 1-17a**  I have participated in decision making and have considered the different options available in order to make decisions.  **(Also in SAL 8) SOC 1-18a** | * I can examine and describe sources of evidence. * I can share my ideas about needs and wants. * I can explain why we need classroom rules and can contribute to the creation of classroom rules/charter. * I can share ideas to make a decision. | * I can make a list of places that I can find evidence about current issues in society. * I can examine sources of evidence, decide whether it is reliable and use it to find out about current issues in society. * I can give examples of different people’s needs and wants and can relate this to rights and responsibilities. * I can extend my understanding of rights of the child. * I can consider a variety of possible options before making a decision. | | * I can take part in discussions about the different forms of evidence and their validity. * I can use more than one source of evidence to understand a current issue in society. * I can explore and explain the rights and responsibilities that apply to me and compare and contrast this to others. * I can present information about my rights. * I can consider a variety of options in order to make a fair decision. |
| **Second Level** | | | | |
| I can use evidence selectively to research current social, political or economic issues.  **(Also in SAL 3) SOC 2-15a**  I can explain how the needs of a group in my local community are supported.  **(Also in SAL 3) SOC 2-16a**  I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives.  **(Also in SAL 3) SOC 2-16b**  I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.  **SOC 2-17a**    I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.  **SOC 2-18a** | * I recognise why some sources of information are more reliable than others. * I can identify groups and their needs in my community * I can identify forms of discrimination * I can identify the main features of a democracy. * I can identify the main features of an election. | * I can recognise biased opinion. * I can select relevant and reliable sources of evidence * I can explore the needs of the groups. * I can explore forms of discrimination and how this impacts on people’s lives. * I can identify my rights and responsibilities within a democratic society * I can research the roles of elected members at all levels. | | * I can draw conclusions on how and why evidence may be persuasive and influence thinking on current issues. * I can report on how these needs are met, by presenting my findings * I can research and report on initiatives and policies that are in place to prevent discriminatory behaviour * I can identify how the rights and responsibilities of citizens can have an impact on society. * I can apply my knowledge to create a mock election. |

**6 Using and applying skills in creating models, maps and graphical representation of information**

**Progression**

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| **Significant Aspect of Learning 6**  **Using and applying skills in creating models, maps and graphical representation of information**  **Early Level** | | | | |
| I explore and discover the interesting features of my local environment to develop an awareness of the world around me.  **(Also in SAL 1) SOC 0-07a**  I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.  **SOC 0-09a**  While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.  **(Also in SAL 4) SOC 0-12a** | * I can use a simple map in my play. * I can describe a journey I make regularly. * I can identify different methods of travel. * I can observe and talk about the weather. | | * I can create and use a simple map to locate things in the classroom and playground. * I can record different journeys on a map. * I can describe different methods of travel. * I can identify appropriate ways to travel. * I can observe and record the weather over a period of days. | |
| **First Level** | | | | |
| I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  **(Also in SAL 1 and 7) SOC 1-07a**  By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.  **SOC 1-12a**  Having explored the landscape of my local area, I can describe the various ways in which land has been used.  **(Also in SAL 1, 3 and 7) SOC 1-13a**  Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.  **(Also in SAL 1) SOC 1-14** | * I can make a more complex map of my classroom, school. * I can observe the weather and record my findings using simple tables and graphs. * I can find out how people use the land in my local environment – transport, housing and natural focus. | * I can locate features of the landscape on a map of my local environment and can talk about local places that I have seen/visited and locate them on the map. * I can describe the effects of the weather on me. * I can make and use a variety of weather measuring equipment to measure the weather – weather vane (wind direction), rainfall gauge (level of rainfall), thermometer (temperature). * I can use a simple map to show examples of farming and industry and can discuss why these places are a good location for farming/industry. | | * I can use a map to locate key features of the local environment on a map of my town and can identify different features of the local landscape e.g. woodland, rivers, hills etc. * I can select and use appropriate instruments to measure and record weather. * I can give examples of how weather affects my life. * I can find out how technology can help us to predict and measure the weather – satellite imaging, weather stations. * I can produce a more detailed land use map which describes how land is being used in my local area. * I can recreate my local environment demonstrating an understanding of key landscape features which have affected the area. |
| **Second Level** | | | | |
| I can describe the major characteristic features of Scotland’s landscape and explain how these were formed.  **(Also in SAL 1 and 7) SOC 2-07a**  Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.  **(Also in SAL 1) SOC 2-10a**  By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.  **(Also in SAL 3 and 4) SOC 2-12a**  I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.  **(Also in SAL 3 and 7) SOC 2-13a**  To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.  **SOC 2-14a** | * I can observe and describe geographical features of the local landscape. * I can identify places to live, work, relax and visit in my local area. * I can collect data about weather in my area. * I can identify climatic features of my area. * I can investigate the effect of climate and weather on living things in my area. * I can discuss how weather and climate can affect living things. * I can identify features of the physical environment. * I can identify how land is used locally. * I can explain links between the physical environment and land use. * I can identify different types of maps. * I can identify key features of each type of map. | * I can identify geographical features of Scotland’s landscape. * I can investigate the weather and climate of a foreign land. * I can investigate the effect of weather and climate on living things in a foreign land. * I can compare and contrast weather and climate in my area with a foreign land, identifying how weather and climate effects living things. * I can investigate an area different to my local one. * I can identify its physical characteristics and explain how land is used. * I can compare areas and how land is used. * I can describe the impact of the physical environment on land use. * I can select the correct type of map for a given purpose. | | * I can explain how these features were formed. * I can present my information in a variety of ways. * I can make informed judgements on the impact of weather and climate on living things by comparing foreign and local areas. * I can explain, reason and justify my findings about land use. * I can interpret different types of maps * I can locate key features of countries and the world. |

**7 Locating, exploring and linking periods, people, events and features in time and place**

**Progression**

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| **Significant Aspect of Learning 7**  **Locating, exploring and linking periods, people, events and features in time and place** | | | | |
| **Early Level** | | | | |
| I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.  **(Also in SAL 4) SOC 0-02a**  I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me.  **(Also in SAL 2 and 4) SOC 0-04a** | * I can use photographs/items to talk about people and events in my life. * I can demonstrate my understanding of how people lived in the past and present through play. * I know that lives in the past were different from my own. | | * I can use photographs/items to describe and record important individuals and events in my life. * I can show that these things have happened in the past through discussion. * I can present my understanding of the past and present through displays, role play, written and oral reports or models. * I can compare and contrast my life with the lives of others. | |
| **First Level** | | | | |
| I can compareaspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.  **(Also in SAL 1 and 4) SOC 1-04a**    Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.  **(Also in SAL 4) SOC 1-06a**  I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  **(Also in SAL 1 and 6) SOC 1-07a**  By exploring climate zones around the world, I can compare and describe how climate affects living things.  **(Also in SAL 3) SOC 1-12b**  Having explored the landscape of my local area, I can describe the various ways in which land has been used.  **(Also in SAL 1, 3 and 6) SOC 1-13a** | * I can find out about daily life in another time and talk about it to others. * I can say how the actions of a significant individual from the past are remembered today. (e.g Burns/St Andrew) * I can record the main features of my local environment – sketch, photograph, modelling with a variety of media. * I can describe some of the major climate zones – Tropical, Temperate, Polar. * I can match animals with their environment. * I can present my learning about one climate zone. * I can find out how people use the land in my local environment – transport, housing and natural focus. | * I can describe how daily life now is similar and different from in the past. * I can explain how the actions of a significant individual from the past influenced life then and since. * I can locate and identify features of the landscape on a map of my local environment. * I can find out about the differences between the some of the major climate zones. * I can say why an animal would choose to live in a certain climate zone. * I can say how land in my local environment is used – farming and industry focus. | | * I can select one aspect of daily life in the past and identify, describe and explain similarities and differences from my life now. * I can evaluate the lasting importance of a significant individual’s actions on life then and since. * I can use a map to locate and identify key features of the local environment and landscape on a map. * I can identify climate zones on a map and explore and discuss the key features of climate zones. * I can compare and describe how climates affect living things. * I can discuss the advantages and disadvantages of living in a certain climate zone. * I can design a creature to live in a climate zone. * I describe the different ways that land can be used – transport, housing, farming, leisure, industry, natural, and can give examples of each type of land use from my local environment. |
| **Second Level** | | | | |
| I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology.  **(Also in SAL 1 and 4) SOC 2-02a**  I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.  **(Also in SAL 2 and 4) SOC 2-04a**  I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.  **(Also in SAL 1 and 4) SOC 2-06a**  I can describe the major characteristic features of Scotland’s landscape and explain how these were formed.  **(Also in SAL 1 and 6) SOC 2-07a**  I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.  **(Also in SAL 3 and 6) SOC 2-13a**  By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.  **(Also in SAL 2) SOC 2-19a** | * I can identify historical evidence to support my research. * I can interpret this evidence * I can identify characteristic features of periods in Scottish history and present my findings. * I can gather and discuss information about a past society. * I can identify and investigate significant people and events in history. * I can observe and describe geographical features of the local landscape. * I can identify features of the physical environment. * I can identify how land is used locally * I can explain links between the physical environment and land use. * I can identify lifestyles and cultures which are different from my own. | * I can sequence events within periods of Scottish history. * I can compare features of different periods of Scottish history. * I can identify similarities and differences between a past and present society. * I can investigate the impact of people and events in history and present my findings. * I can identify geographical features of Scotland’s landscape. * I can investigate an area different to my local one. * I can identify its physical characteristics and explain how land is used. * I can compare areas and how land is used. * I can describe the impact of the physical environment on land use. * I can research lifestyles and cultures of people in another country. * I can use my evidence to compare their lifestyles and cultures with those of Scotland. | | * I can place a range of periods in Scottish history in time order. * I use information gathered from historical evidence to explain how Scotland’s traditions, culture and customs have evolved. * I can use my evidence to justify my points of view in a discussion / debate. * I can give examples of important people and events in the past and explain their lasting importance to our society. * I can place people and events in time order. * I can explain how geographical features were formed. * I can explain, reason and justify my findings about land use. * I discuss similarities and differences between cultures and lifestyles. |

**8 Gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance**

**Progression**

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| **Significant Aspect of Learning 8**  **Gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance** | | | | |
| **Early Level** | | | | |
| Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.  **(Also in SAL 5) SOC 0-18a**  In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.  **(Also in SAL 3) SOC 0-20a** | * I can play appropriately with others. * I can use money in my role play. | | * I can choose appropriate activities for my learning. * I can work in collaboration with a variety of my peers. * I can demonstrate how money is used to provide us with services through play/enterprise activities. | |
| **First Level** | | | | |
| I have participated in decision making and have considered the different options available in order to make decisions.  **(Also in SAL 5) SOC 1-18a**  I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.  **SOC 1-21a**  I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.  **SOC 1-22a** | * I can share ideas to make a decision. * I can purchase items from a school business – tuck shop/ class shop. * I can take on a role in group work. | * I can consider a variety of possible options before making a decision. * I can analyse a price list and decide what I wish to buy, sticking to my budget * I can find out about roles different people play in running a business. | | * I can consider a variety of options in order to make a fair decision. * I can describe ways of saving/ raising money. * I can explain how a simple business works. * I can fulfil a role within a business enterprise working as part of a team. |
| **Second Level** | | | | |
| Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.  **(Also in SAL 3)**  **SOC 2-20a**  I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.  **(Also in SAL 3) SOC 2-21a**  By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.  **SOC 2-22a** | * I can identify what ethical trading means. * I can compare and contrast basic needs in a variety of societies. * I can draw conclusions about people’s basic needs across the world. * I can identify essential goods and services. * I can identify ways of paying for services. * I can adopt one of the business roles and take on its responsibilities. | * I can research and explain how consumers have the power to influence and support ethical trading. * I can evaluate the impact of ethical trading on people’s basic needs. * I can investigate the benefits and risks of various methods of payment and the potential related outcomes. * I can work cooperatively as part of a business team. | | * I can develop reasoned and justified points of view. * I can make informed choices. * I can plan for and participate in a business enterprise and evaluate its success. |

**Core Learning and Benchmarks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Learning for Significant aspect of learning: Social Studies** | | | | |
| Early | First | Second | Third | Fourth |
| Shows interest and understanding of things and people who can help them to find out about the past, their locality, community and their culture including their family. | Gives accounts of how people, groups and past events have contributed to Scottish culture and how they are remembered and recognised by members of the local community. | Explains how key people, groups and events have influenced the culture of Scotland, its local community, environment and heritage of Scotland and Britain. | Explains why key people, groups and events have influenced the culture of Scotland, its local community, environment and heritage of Scotland, Britain and the world and discusses the importance of this contribution. | Evaluates the impact of developments in society and culture nationally and internationally. |
|  |  |  |  | Assesses key factors which have led to some events or activities of groups having a long-term impact on society and others having a short term impact. |
| Understands that humans change the world in which they live. | Describes why certain people, groups and turning points in Scotland’s past and present have been important. | Gives reasoned accounts of why certain people, groups and key issues in Scotland’s, Britain’s and Europe’s past and present are of lasting importance. | Provides analyses of key events and the activities of key groups in Scotland, Britain, Europe and the world and, using these, explains how these have an impact on our and global society. | Takes account of changing values and moral attitudes relating to key activities in the past or present. |
| Describes the weather and its impact on our everyday life. | Describes the effects of weather and climate on living things. | Compares and contrasts the effects of weather in Britain on people and society with those in a different area. | Describes different natural environments, including the interrelationship between weather and climate, and explains the importance of environmental management for the societies who live there. | Explains links between climate and the natural environment. |
| Shows awareness of how to care for the local environment. | Gives examples of the impact of people on the local environment. | Describes and explains the impact of a local development or transport system on the environment and recognises the importance of sustainable development. | Understands and explains the importance of careful management of the global environment, making detailed reference to relevant examples. | Can explain different strategies of environmental management on a global scale and evaluate the effectiveness of each method. |
| **Core Learning for Significant aspect of learning: Social Studies** | | | | |
| Early | First | Second | Third | Fourth |
| Demonstrates understanding that some unfairness happens in life. | Gives examples of inequalities. | Describes major social or economic inequalities in Scotland. | Describes the causes and effects of inequality on selected groups. | Evaluates the effectiveness of responses to tackle inequalities of selected groups. |
| Displays understanding that some things change over time and place and some things stay the same. | Give accounts of the impact of individuals or groups of people on life in their own time and of how their activities have an impact on our lives today. | Demonstrates how current events and events in the past can have both immediate and long term consequences. | Can explain why current events or events in the past can lead to some aspects of a society changing while other aspects stay the same. | Analyses key factors in the way a society has developed over time. |
| Explores and asks questions about artefacts which inform people about the past and present, life locally and in other places and discusses what they might tell us, their possible age or origin. | Begins to recognise that some sources of evidence are more reliable than others and can use them to discuss a familiar event. | Uses primary and secondary sources to research familiar events, explaining the differences between these types of sources and if the event is from the past, placing it correctly in a chronology of events studied. | Engages with and evaluates the usefulness of a variety of primary and secondary evidence about unfamiliar events (if from the past, placing them correctly in a chronology of Scottish, British, European or world events) and uses these sources to research an issue of their choice. | Draws on and applies their knowledge of events to evaluate sources and set them in context. |
|  |  | Provides informed accounts (with examples) of the similarities and differences between life now and life in the past or between life in Scotland and life in another area of the world. | Provides explanatory accounts how and why society has developed in different ways, comparing Scotland to at least one other society. | Has an opinion about which factors have been key to the development of Scotland, other parts of the world and why. |
| During play with others makes decisions which recognise their participation. | Demonstrates in classroom and school life key features of decision-making such as listening to points of view, supporting points with reasons, being fair about how decisions are made. | Gives an account of the main features of democracy, including elections and the work of elected representatives and relates these to their own life. | Recognises their own rights, responsibilities and can describe the ways in which citizens can participate in politics and the ways in which political decisions are made in Scotland and the UK. | Compares and contrasts rights, responsibilities and methods of participation with a contrasting ideology. |
| Understands that power can be used to achieve goals. | Can identify who holds power in their local community. | Understands how Political decisions are made in Scotland and the UK. | Recognises the role of both the UK and the Scottish Parliament in helping to meet the needs of Scotland’s citizens. | Recognises how political power can lead to conflict and  co-operation. |
| **Core Learning for Significant aspect of learning: Social Studies** | | | | |
| Early | First | Second | Third | Fourth |
| Demonstrates that information comes from a variety of different sources. | Can identify different forms of media. | Gives accounts with examples of the media and their role in a democratic society. | Recognises the existence and bias and exaggeration in the media and can identify, with examples, evidence from relevant media sources. | Gives critical accounts, supported by case studies, of the ways in which the media can influence citizens and decision makers. |
| Looks at simple plans or maps and helps to find things in their local area. | Has a mental map of the local area and organises information from simple maps and other graphical sources such as bar charts to support a conclusion. | Is developing and using mental maps of Scotland, Britain, Europe and the world and relates these to print and online maps. | Has coherent mental maps of Scotland, Britain, Europe and the world and uses these to support their use of print or online maps. | Can evaluate different types of maps, and graphical representations of information to inform discussion on a variety of topics. |
|  |  | Is developing an understanding of the use of different graphical sources. | Can analyse graphical sources to support conclusions. |  |
| Knows the main features of the immediate surroundings. | Gives coherent accounts of the main features of the local landscape. | Describes important features of Scotland’s landscapes and gives general accounts of their formation. | Explains in some detail how landscapes are formed across the globe. | Explains in detail how a variety of different landscapes are formed across the globe. |
|  | Describes how people use the land in the local area. | Compares and contrasts land use of a local environment with that of a contrasting environment. | Explains and illustrates how settlement and human activity are shaped by the landscape at different periods of development. | Can consider how landscape can impact the human activity and evaluate different points of view about this impact. |
| Can identify different roles in society. | Has experiences of different types of jobs involved in running a business. | Learns how to identify different types of enterprise activity. | Works with others to create and develop a business idea, exploring an ethical issue. | Can evaluate different methods of setting up and sustaining an enterprise, including finance, legal aspects. |
| Understands that people in our society need money to buy things. | Explores ways people can make money, including running their own business. | Understands that there are different ways to pay for essential goods and services such as cash, cheques, credit and can explain briefly the advantages and disadvantages of each. | Understands the importance of budgeting and employs, when needed, ways of managing finance. | Can consider different methods of financing a business and evaluate the suitability of each in a variety of situation. |
| **Core Learning for Significant aspect of learning: Social Studies** | | | | |
| Early | First | Second | Third | Fourth |
| Describes to others an important event that happened in the local area. | Develops an argument related to a local social, political, environmental or economic issue they have studied. | Assesses a range of news stories, arguments about environmental issues or views about key turning points from the past and decides with reasons which one(s) they find most trustworthy. | Assesses the evidence developed in arguments about current affairs, the environment or key turning points from the past to develop their own informed ideas. | Analyses evidence to develop an informed opinion about a range of social, political, environmental and economic issues and an understanding of other points of view about these issues. |
| Listens to others’ views and responds with their own relevant point of view. | Assesses given data to support an argument about a local social, political, environmental or economic issue. | Evaluates a range of data and uses it to research a social, political, environmental or economic issue. | Evaluates, compares and contrasts a range of evidence related to an issue and uses it to come to a balanced view. |  |
|  | Compares arguments to develop a view of a local social, political, environmental or economic issue. | Employs evidence to support an argument to develop their own view of a social, political, environmental or economic issue. | Considers a range of arguments and points of view to develop their own balanced view of a social, political, environmental or economic issue. |  |
|  | Uses relevant numeracy skills and organises data from maps and other sources to support a given point of view. | Uses relevant numeracy and ICT skills to interpret data from maps and other sources and create simple graphs. | Uses relevant numeracy and ICT skills to interpret data from maps and a wide range of other sources and create more complex graphs. | Chooses appropriate numeracy and ICT skills to interpret a wide range of data and uses the interpretation to inform a balanced opinion of different social, political, environmental and economic issues. |

**Aberdeenshire**

**Progression Framework**

**Social Studies**

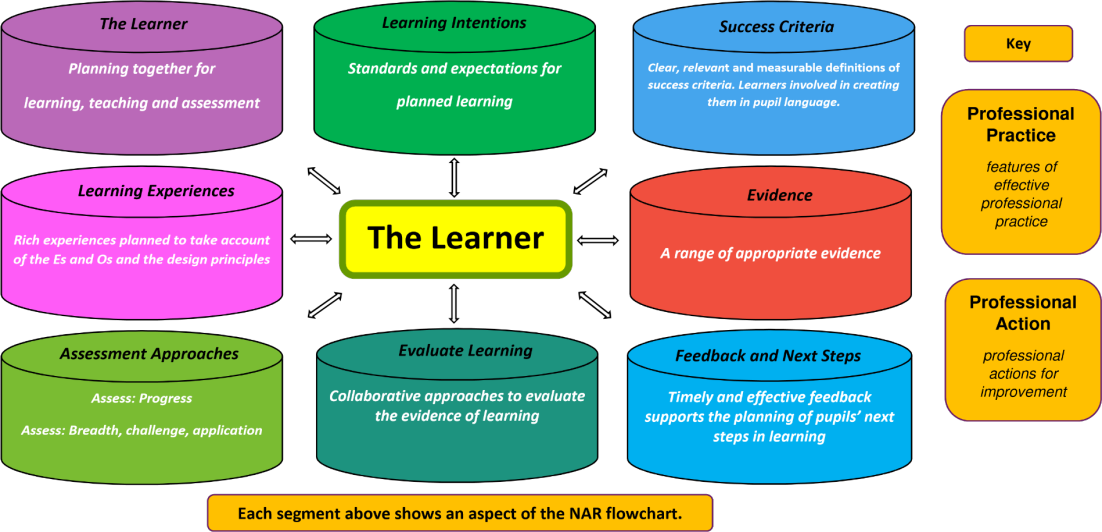
**Section 3**

**Learning, Teaching and Assessment:**

**Professional Curriculum Tool**

INTERIM December 2015

Learning, Teaching and Assessment: Professional Curriculum Tool



This tool can be used

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

Key references used in this resource

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2004)

**The Learner**

**Planning together for**

**learning, teaching and assessment**

Use the experiences and outcomes (Es and Os) to plan your learning, teaching, assessment and moderation approaches and allow you to consider your focus for learners’ experiences.

Professional **Action**

Professional **Practice**

**Learners setting goals**

* help your learners ‘engage’ with their goals
* help them understand the big picture of where they are going
* give learners a structure in which to work   
  i.e. *ask questions/try things out/make connections/ask why*
* use variety of planning techniques  
  i.e. *floor book planning/carousel/ cooperative learning group discussion/ mind maps/interactive wall displays/ KWL grids*
* set group/class goals

**Learner engagement**

* learner should be at centre of planning for learning, teaching and assessment
* quality dialogue with learners should be embedded in practice
* principles and practice papers outline the broad features of assessment

**Learning Intentions**

**Standards and expectations for**

**planned learning**

The learning intention is what learners should know, understand or be able to do by the end of a learning experience.

The focus should be on what is to be learned as opposed to the task, activity or context.

By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned.

When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Professional **Action**

Professional **Practice**

***“Research tells us that goals which are specific, clear, challenging but not outwith the student’s reach have the most effect on performance.”*** *Caroline Gipps*

**Good learning intentions?**

* use SMART criteria
* focus on the specific
* not too broad - not too difficult – not too general
* child friendly, clear language
* skill or knowledge based - not concept
* use ‘learning’ words   
  *know/understand/learn/think/  
  use*
* consider phrasing and   
  tone

**Techniques to use**

* display the LI
* make LI accessible while children are working
* don’t confuse LI with activity
* build the LI into the lesson introduction
* signal the LI especially to younger children
* use examples
* involve pupils in setting SC

**Success Criteria**

**Clear, relevant and measurable definitions of**

**success criteria.**

***Learners involved in creating them in pupil language.***

Success criteria are suggested ways to achieve the learning intention.

Sharing success criteria enables learners to feel confident about how to achieve success in a lesson.

As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Professional **Action**

Professional **Practice**

**Techniques to use**

* link to Learning Intention – “How will you know that … (*link to LI*) ?
* signal the SC throughout the lesson
* use examples by matching SC with a good quality piece of work
* involve pupils in the process
* focus on observable behaviours when tasks are open-ended *i.e. ‘what will ‘good’ look like?’*
* create a SC checklist for pupil use
* create a scoring scale for pupil use

**Good success criteria?**

* closely linked to learning intentions
* clear, easy to understand
* focused on how learning can be identified
* good use of ‘learning’ words  
  *know/understand/learn/think/use*
* looking at the learning not the task

**Learning Experiences**

**Rich experiences planned to take account of the Es and Os and the design principles**

**challenge and enjoyment**

**breadth progression depth**

***personalisation and choice***

***coherence relevance***

Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**.

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Professional **Practice**

Professional **Action**

**Collegiate discussions (moderation)**

* with a colleague, discuss examples of your practice where you have met any or all of the seven design principles
* with a colleague, and using an experience and outcome of your choice, have a go at planning a set of learning experiences which would develop the seven design principles

**Setting Es and Os in context**

* know your children and your community – this will help engage them in their learning
* look at your plans and try to highlight the seven design principles
* refer to the **Aberdeenshire frameworks**
* read the **Assessing Progress and Achievement** curricular papers

***A range of appropriate evidence***

**Evidence**

**Product – artwork, report, project**

**Learners’ Records of Assessment**

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners’ preferences about how to show what they have learned.

Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success.

Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

**Written Responses**

**Observation**

**Dialogue**

Professional **Action**

Professional **Practice**

**Collegiate discussions (moderation)**

* with a colleague, look at evidence you have gathered for a learning experience and agree if it fits with the original planning outline
* discuss whether or not the evidence is valid, reliable and proportionate (balanced)
* with a colleague, plan a variety of possible evidence

**Evidence of learning**

* match planned evidence with kind of learning being assessed
* engage pupils with Es and Os
* pupils help identify learning focus
* pupils select appropriate methods of assessment to inform range of evidence: *make-say-write-do*
* evidence should match Es and Os

**Assessment Approaches**

***Assess: Progress***

***Assess: Breadth, challenge and application***

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

The range and variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Teachers need to consider learning in terms of breadth, challenge and application.

Professional **Practice**

Professional **Action**

**Assessment across learning**

Ensure your planning takes account of

* **Progression** across levels
* **Breadth**  
  the number and range of experiences and outcomes encountered by learners
* **Challenge**the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice
* **Application**   
  application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure - it is about learners becoming flexible and adaptable in the way they apply their learning

**Using Assessment Approaches**

* with a colleague, look at assessment approaches you have used and identify how breadth, challenge and application have been taken into account
* with a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach
* when planning, devise LIs and SC that will span across a level(s) in order to allow for progression
* to support differentiation, provide learners with opportunities to express how challenged they feel in their learning and how they think they are progressing

***Collaborative approaches to evaluate   
the evidence of learning***

**Evaluate Learning**

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group.

Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

Professional **Practice**

Professional **Action**

**Approaches to evaluating learning**

* use examples of completed (anonymous) work as a focus for group or class discussion
* train, support and encourage learners to develop the skills of **self-assessment**
* train, support and encourage learners to develop the skills of **peer-assessment**
* plan self/peer-assessment opportunities alongside the curriculum learning and teaching
* adapt teaching to take account of learner feedback
* ensure learning is evaluated effectively and collaboratively against SC

**Reflecting on learning**

* learners can be helped to reflect on what they have understood and where they still need help or further explanation
* learners should be helped and carefully monitored as they learn how to self-assess
* learner self-assessment should not be a ‘bolt-on’ activity
* learner feedback from self-assessment informs planning
* other people in the learning community should be involved in evaluating progress in learning

**Feedback and Next Steps**

**Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils’ next steps in learning.**

The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.

Professional **Action**

Professional **Practice**

**Feeding back and next steps**

* with a colleague, discuss examples of your practice where learners were given time to reflect, use their feedback and identify next steps
* plan time for learners and peers to reflect on the advice and guidance received and identify next steps
* teach pupils how to be reflective   
  ~ use questions to focus feedback  
  ~ encourage rather than praise   
   e.g. *tell m*e *more/for instance?/so?  
  ~* prompt and probe to extend thinking  
  ~ keep comments positive and specific

**Effective feedback**

* is part of a supportive ethos in which pupils ask for help when they feel they need it
* indicates positive aspects of work
* provides time to discuss with learners the links between their work and the LIs and SC
* helps learners to move on in their learning
* gives suggestions for improvement
* encourages learners to think things through for themselves