

Aims:

- To broaden pupils' understanding of the world by learning about the past and present, and values underpinning their own society and other societies
- To develop the capacity for critical thinking through accessing, analysing and using information
- To form pupils' beliefs and view of the world and develop their understanding of different values, beliefs and cultures

Rationale:

Through Social Studies, pupils develop their understanding of the world and their heritage by learning about other people and their values. With greater understanding comes opportunity to influence events by exercising informed and responsible citizenship.

Audience:

All staff

Quality

Indicators:

2.2, 2.3, 2.7, 3.3

Principles for Curriculum Design

Challenge and enjoyment

- Set learners challenging goals
- Make learners think hard about their learning
- Ensure that learning is active and engaging to motivate all learners

Breadth

- Use a variety of contexts through which to develop and demonstrate learning
- Give all pupils the opportunity to be involved in all aspects of school life

Progression

- Ensure that all learners have the opportunity to achieve appropriate success
- Ensure that all learners have the opportunity to share and celebrate their achievements
- Share expectations and standards with learners
- Review and evaluate learners' progress
- Provide timely, accurate verbal and written feedback on their learning

Depth

- Give learners the opportunity to develop and apply greater intellectual rigour
- Give pupils the opportunity to develop secure understanding

Personalisation and choice

- Take account of their prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles

Coherence

- Help learners see the link between different aspects of learning
- Provide opportunities for learners to transfer and apply learning in different contexts

Relevance

- Ensure learners understand the purpose of the activity
- Make links with learners experiences, learning and interests within and beyond the school

Learning Experiences

In Social Studies, effective learning and teaching will draw upon a variety of approaches 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.

The development of skills 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. The framework ensures that social studies provide an important context for the development of Literacy and Numeracy skills.

In Social Studies, pupils will also develop a range of skills including:

- 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.

Further information can be found by accessing the Benchmarks for Social Studies on the Education Scotland website.

Experiences and Outcomes Overview

The Social Studies experiences and outcomes have been structured under the three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Contexts for Learning

Social Studies are taught as a component of cross curricular themes and/or interdisciplinary learning, either as a main driver or as vehicle.

Each year group has allocated specific Experiences and Outcomes in Social Studies. This is part of our curriculum design.

Hazlehead has identified and agreed whole world themes across the school to ensure continuity and progression while allowing for flexibility to respond spontaneously to the world around us.

Across the levels, there are specific topics that focus on the history, heritage and culture of Scotland in order to foster an appreciation of our local and national heritage.

The theme worlds which encompass Social Studies are:

- Our Historical World
- Our Global World
- Our Business World

Engaging with the Wider Community

Every year, the school raises the profile of specific subjects by planning cross curricular learning themed worlds. This allows for strong links with the local and wider community to be established and strengthened. There may be people listed in the school's Parental Skills Database to contact for support with planned activities. This also allows pupils to make real life connections between a curricular area and the wider world.

There are also a number of school links in the local/wider community:

- Dobbies Garden Centre
- Local Industry/oil companies, e.g. Anderson Anderson Brown
- Angusfield Care Home
- Friends of Hazlehead
- Local charities, e.g. Charlie House

Assessment

Assessment in Social Studies will focus on pupils' knowledge, understanding and skills in their studies of people, past events, society, place, environment, economy and business.

Teachers can gather evidence as part of day-to-day learning, as pupils describe and record, explore and analyse sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking orally, in writing or in a multimedia format. Specific assessment tasks will be valuable in assessing progress. From the early years pupils can demonstrate their progress through their skills in using differing sources of evidence, in assessing its validity and reliability, and in applying these in everyday life and work. This will include assessment of how well pupils can use their knowledge and understanding to interpret evidence and present an informed view, progressing to being able to sustain a line of argument. Learners can also demonstrate evidence of progress through their abilities in applying their knowledge and skills in increasingly demanding and/or unfamiliar contexts, such as environmental issues, citizenship, and their awareness of the world and Scotland's place in it.

Approaches to assessment should identify the extent to which pupils can apply these skills in their learning and their daily lives and in preparing for the world of work. For example:

- Do they show awareness of the importance of participating in decision-making processes?
- How well are they prepared to contribute to discussions on local, national and global issues?

Pupils can demonstrate progression in knowledge, understanding and skills by how well they deal with increasingly demanding and challenging concepts within a wide range of economic, geographical, historical, political and social contexts. Progress can be seen in their:

- growing abilities to understand the complexity of such issues with increasing maturity and empathy
- increasingly sophisticated views
- skills in supporting these by reference to carefully-considered evidence and sources
- abilities to draw together their learning to demonstrate the depth of their understanding, for example of Scotland's history.

Assessment should also link with other areas of the curriculum, within and outside the classroom, offering children and young people opportunities to develop awareness of social issues such as sustainability and enterprise through field trips, visits to local and national heritage sites, and meetings with members of the community.

Further information can be found by accessing the Benchmarks for Expressive Arts on the Education Scotland website.

Resources

There are numerous resources in school on various themes. Further information can be found at CRIS or Airyhall library. Further resources include:

- Aberdeen Art Gallery
- Provost Skene House
- Blairs Museum
- Maritime Museum
- Castles in the surrounding area
- Aberdeen University
- Hazlehead Park
- Environmental agencies
- Gordon Highlanders' Museum