



# **Highland Council**

# **Social Studies**

## **Primary Progression Pathway**

## Acknowledgement

The Highland Social Studies Primary Progression Pathway is based on the work of Highland schools, West Lothian Council and Education Scotland.

## Using this document

The Highland Social Studies Primary Progression Pathway has been created to support schools and practitioners through bundling the Experiences and Outcomes (Es and Os) into Learning Contexts and developing progression within and through Curriculum for Excellence (CfE) Early, First and Second Levels.

The Curriculum Maps for First Level (pg.3) and Second Level (pg.4) indicate a suggested three year programme, using the Learning Contexts, driven by the Es and Os and the Significant Aspects of Learning (SALs). These contexts are only one suggestion of how to bundle the Social Studies Es and Os.

Level	Social Studies Learning Contexts
Early	Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.
First	1 x Historical context per year (Plus the study of a <b>Significant Individual in History</b> which can be linked to historical context, or as standalone outcome) 1 x Environmental context per year (Plus <b>Food and Farming</b> linked to Health and Wellbeing and <b>Weather and Climate</b> linked to Science within the three year cycle) 1 x People in society, economy and business context per year (Contexts may be linked to other Interdisciplinary Learning (IDL) themes and aspects of the life and ethos of the school as a community during the three year cycle)
Second	1 x Historical context per year (Plus the study of a <b>Significant Individual in History</b> can be linked to historical context, Science or as standalone outcome) 1 x Environmental context per year – 1) Our Landscape      2) Environmental Tourism      3) Weather and Disaster 1 x People in society, economy and business context per year – 1) Rights and Responsibilities 2) Parliamentary Election 3) Ethical Trading Enterprise

The remainder of this document (pg.5 – pg.32) details the progression of knowledge and skills within each of the Learning Contexts, linked directly to the Es and Os and the SALs. Page five onwards is arranged under each of the three organisers detailed on page two.

## Social Studies

### Organisers

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

### Significant Aspects of Learning

1. understanding the place, history, heritage and culture of Scotland and appreciating local and national heritage within the world
2. developing an understanding of the world by learning about how people live today and in the past
3. understanding economic, political, social and environmental issues
4. becoming aware of change, cause and effect, sequence and chronology
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
6. using and applying skills in creating models, maps and graphical representation of information
7. locating, exploring and linking periods, people, events and features in time and place
8. gaining business enterprise skills and knowledge and an understanding of the importance and methods of managing finance
9. developing useful skills for learning, life and work\*

*\* SAL 9 is an overarching Significant Aspect of Learning which will permeate through the various learning contexts and be linked to aspects of the life and ethos of the school as a community, including recommendations 2, 3, 15 and 26 of the [Wood Report \(2014\)](#).*

## Social Studies – Primary Curriculum Map

*The suggested curriculum map will support coverage and progression of skills in Social Studies*

<b>Early Level</b>	Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.																
	People, past events and societies <b>Pg.5</b>					People, place and environment <b>Pgs.6 – 7</b>					People in society, economy and business <b>Pgs.8 – 9</b>						
	<b>Organiser</b>	<b>Year One</b>				<b>Year Two</b>				<b>Year Three</b>				<b>Overarching/ Standalone</b>			
<b>First Level</b>  <i>Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.</i>	People, past events and societies	<b>Historical context</b> <i>Think about local circumstances</i> SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a <b>Pg. 10</b> SAL 1 2 3 4 5 6 7 8 9				<b>Historical context</b> <i>Think about local circumstances</i> SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a <b>Pg. 10</b> SAL 1 2 3 4 5 6 7 8 9				<b>Historical context</b> <i>Think about local circumstances</i> SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a <b>Pg. 10</b> SAL 1 2 3 4 5 6 7 8 9				<b>Significant Individual in History</b> <i>Can be linked to historical context, or as standalone outcome – think about local/Scottish individuals</i> SOC 1-06a <b>Pg. 11</b> SAL 1 2 3 4 5 6 7 8 9			
		People, place and environment	<b>Environmental context</b> SOC 1-07a SOC 1-08a SOC 1-11a SOC 1-13a SOC 1-13b SOC 1-14a <b>Pgs. 12 – 14</b> SAL 1 2 3 4 5 6 7 8 9				<b>Environmental context</b> SOC 1-07a SOC 1-08a SOC 1-11a SOC 1-13a SOC 1-13b SOC 1-14a <b>Pgs. 12 – 14</b> SAL 1 2 3 4 5 6 7 8 9				<b>Environmental context</b> SOC 1-07a SOC 1-08a SOC 1-11a SOC 1-13a SOC 1-13b SOC 1-14a <b>Pgs. 12 – 14</b> SAL 1 2 3 4 5 6 7 8 9				<b>Food and Farming</b> <i>Linked to Sciences/ Health and Wellbeing</i> SOC 1-09a <b>Pg. 15</b> SAL 1 2 3 4 5 6 7 8 9		
	People in society, economy and business		<b>Community/Charity</b> SOC 1-15a SOC 1-16a SOC 1-20a <b>Pg. 16</b> SAL 1 2 3 4 5 6 7 8 9				<b>Rights and Responsibilities</b> SOC 1-15a SOC 1-17a SOC 1-18a <b>Pg. 17</b> SAL 1 2 3 4 5 6 7 8 9				<b>Enterprise</b> SOC 1-15a SOC 1-21a SOC 1-22a <b>Pg. 18</b> SAL 1 2 3 4 5 6 7 8 9				The contexts have been organised under suggested year groups. Although the outcomes are covered once in depth, these may be linked to other interdisciplinary themes during the three year cycle and a part of the life and ethos of the schools as a community.		

## Social Studies – Primary Curriculum Map

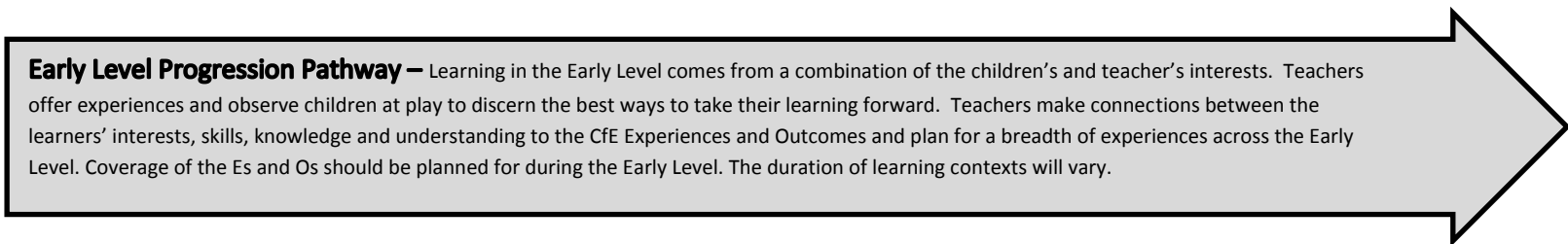
*The suggested curriculum map will support coverage and progression of skills in Social Studies*

	Organiser	Year One	Year Two	Year Three	Overarching/ Standalone
<b>Second Level</b>  <i>Contexts for learning will vary in length and should offer a breadth and balance of skills, knowledge and understanding over the school year.</i>	People, past events and societies  Historical context <i>Think about local circumstances</i> SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a Pgs. 19 – 20	Historical context <i>Think about local circumstances</i> SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a Pgs. 19 – 20	Historical context <i>Think about local circumstances</i> SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a Pgs. 19 – 20	Historical context <i>Think about local circumstances</i> SOC 2-01a SOC 2-02a SOC 2-03a SOC 2-04a Pgs. 19 – 20	<b>Significant Individual in History</b> <i>Can be linked to historical context, Science through SCN 2-20a, or as standalone outcome</i> SOC 2-06a Pg. 21
	People, place and environment  Our Landscape SOC 2-07a SOC 2-08a SOC 2-08b SOC 2-13a Pg. 22	Environmental Tourism SOC 2-09a SOC 2-10a SOC 2-14a SOC 2-19a IDL with Science/ Technology outcomes – SCN 2-04a SCN 2-04b SCN 2-17a TCH 2-02b Pgs. 23 – 24	Weather and Disasters SOC 2-07b SOC 2-12a Pg. 25	The contexts have been organised under suggested year groups; however, could be adjusted to suit the needs of learners.	
	People in society, economy and business  Rights and Responsibilities SOC 2-15a SOC 2-16a SOC 2-16b SOC 2-16c Pgs. 26 – 27	Parliamentary Election SOC 2-15a SOC 2-17a SOC 2-18a Pgs. 28 – 29	Ethical Trading Enterprise SOC 2-15a SOC 2-19a SOC 2-20a SOC 2-21a SOC 2-22a Pgs. 30 – 32	The contexts have been organised under suggested year groups; however, could be adjusted to suit the needs of learners. These may be linked to other interdisciplinary themes during the three year cycle and a part of the life and ethos of the schools as a community.	

**People, past events and societies – Early Level**

**Experiences and Outcomes**

**Early Level Progression Pathway** – Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.



I am aware that different types of evidence can help me to find out about the past.

**SOC 0-01a**

SAL	1	2	3	4	5	6	7	8	9
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- I can look at interesting items (e.g. objects, photographs, audio and visual clips, books).
- I can ask questions to help me find out information about the past and/or other places.

- I can look at different items and decide if they are from then or now (from past or present).
- I can sort artefacts into then and now (chronological order).
- I can ask questions about items from the past.
- I can give reasons for my opinions.
- I can share my thoughts and opinions about items from the past with my peers.

I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.

**SOC 0-02a**

SAL	1	2	3	4	5	6	7	8	9
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- I can explore items relating to my past.
- I can reflect on the recent past (e.g. - yesterday).

- I can find out about my past by looking at different types of evidence (e.g. objects, photographs, audio and visual clips).
- I can make links between items and myself/important people and/or special events in my past.
- I can reflect on past events in my life.
- I can talk about important people in my life.

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.

**SOC 0-04a**

SAL	1	2	3	4	5	6	7	8	9
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- Through play, I can experience a time zone and become familiar with life at that time.
- I can look at interesting items (e.g. objects, photographs, audio and visual clips, books) and start to become aware that things were different from now.
- I can ask questions to help me find out about the past.
- I can begin to use common words and phrases relating to the passing of time e.g. before, after, a long time ago.
- I can contribute to a display about life in the past.

- I can show some awareness of how things have changed over time.
- Through play I can become more familiar with how people lived in the past.
- I can look at interesting items (e.g. objects, photographs, audio and visual clips, books) and I am aware that things were different from now.
- I can ask relevant questions and describe how people in the past lived.
- I can offer suggestions/ideas to help create a relevant role play area in the classroom.
- I can explain with reasons what it should look like, what should be in it, which characters should be there.
- I can use common words and phrases relating to the passing of time e.g. before, after, a long time ago.
- I can illustrate the difference between life then and now.

**People, place and environment – Early Level**

**Experiences and Outcomes**

**Early Level Progression Pathway** – Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.  
**SOC 0-07a**

SAL	1	2	3	4	5	6	7	8	9
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- I can look at various documents and I can identify which is a map.
- I can explore my local area.
- I understand a map helps people find their way.
- I understand a map is from a view above.
- I can discuss features I see as I explore my local area.
- Collaboratively with my peers and teacher I can create a map of my nursery/classroom.

- I can look at various documents and I can identify which is a map and give a justified reason why.
- I can use a map to locate key features within my immediate surroundings e.g. steps in the playground, trees on the field etc.
- I can explore and identify the main features in my immediate surroundings.
- I am beginning to use a map to find my way around my school/playground.
- I can discuss features I see as I explore my local area and record the main features e.g. church, school etc.
- I can listen to and follow oral instructions for direction to different areas in the classroom/playground.
- I can give oral instructions for direction to different areas in the classroom/playground.
- I can create a map of my classroom/playground.

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.  
**SOC 0-08a**

SAL	1	2	3	4	5	6	7	8	9
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- I am beginning to understand that plants/animals environments affect them.
- I can encourage wildlife in our garden areas e.g. bird feeders.
- I am beginning to understand that plants/animals live in different environments.
- I can observe the weather and use this knowledge to change our weather chart.
- I can listen to talks from visitors who specialise in looking after our local area or animals e.g. rangers, janitor, zoo lab etc.
- I can participate in role play of the different roles people play in our local environment e.g. pet shop, park attendant, gardener.
- I can record the weather over a given time in a pictorial chart.
- Can pupils show awareness of how they and others care for the local environment?

- I understand that plants/animals environments affect them.
- I can care for our environment by participating in Eco School recycling.
- I can help maintain the school grounds/garden areas.
- I understand that plants/animals live in different environments.
- I can observe the local and weather and discuss how this affects me e.g. what clothing to wear today?
- I can listen to and ask questions to visitors who specialise in looking after our local area or animals e.g. rangers, janitor, zoo lab etc.
- I can participate in role play demonstrating my knowledge and understanding of the different roles people play in our local environment e.g. pet shop, park attendant, gardener.
- I can record the weather over a given time and talk about the changes I have seen.
- I can record in different ways how plants and animals grow/change e.g. butterflies life cycle, sunflower growth chart, photograph/illustration log book.

**People, place and environment – Early Level**

**Experiences and Outcomes**

**Early Level Progression Pathway** – Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.

<p>I explore and discover where foods come from as I choose, prepare and taste different foods. <b>HWB 0-35a</b></p> <table border="1"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	SAL	1	2	3	4	5	6	7	8	9	<ul style="list-style-type: none"> <li>I can participate in tasting sessions to experience food from different celebrations/cultures/countries.</li> <li>I can explore the map of the world and begin to develop an understanding that food can come from other places.</li> <li>I can explain that food comes from plants and animals.</li> <li>I can choose which foods I like.</li> <li>I can participate in cooking sessions to experience food from different celebrations/cultures/ countries.</li> <li>I can contribute to the creation of a class pictogram of favourite foods.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how foods taste.</li> <li>I can compare different foods e.g. sweet and salty.</li> <li>I can record my likes and dislikes relating to foods tasted.</li> <li>I can explore a globe/atlas to locate places food comes from and develop an understanding of how it reaches our supermarket.</li> <li>I can talk about the journey food takes.</li> <li>I can choose which foods I like and explain my opinions.</li> <li>I can sequence the order of a food from farm to plate.</li> <li>I can create a pictogram of the class’s favourite foods.</li> <li>I can record my opinions about foods in a simple table e.g. how many stars for each food?</li> </ul>
SAL	1	2	3	4	5	6	7	8	9			
<p>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. <b>SOC 0-09a</b></p> <table border="1"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	SAL	1	2	3	4	5	6	7	8	9	<ul style="list-style-type: none"> <li>I can identify one main feature in my immediate surroundings.</li> <li>I can explore my local area.</li> <li>I can discuss features I see as I explore my local area.</li> <li>I can use Beebot/Roamer to make journeys.</li> <li>I can contribute to the creation of a class pictograph of how we travel to school.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main features of my immediate surroundings.</li> <li>I can interpret a simple map of my own setting/classroom/local area.</li> <li>I can find out how my peers travel to school and use this information to create a bar graph/pictograph.</li> <li>I can conduct a traffic survey and present the findings in a pictograph.</li> <li>I can use materials to create a play size model of my school, village, garden e.g. lego, bricks, junk, playdough, natural materials etc.</li> <li>I can explore the natural environment within the school grounds and use the natural materials to create art work.</li> <li>I can discuss features I see as I explore my local area and record the main features e.g. church, school etc.</li> <li>I can draw a representation of my classroom/playground/school.</li> <li>I can make a simple map of my own setting/classroom/local area.</li> <li>I can create and map journeys for Beebot/Roamer to move around grid reference maps.</li> </ul>
SAL	1	2	3	4	5	6	7	8	9			
<p>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. <b>SOC 0-12a</b></p> <table border="1"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	SAL	1	2	3	4	5	6	7	8	9	<ul style="list-style-type: none"> <li>I can observe the weather and use this knowledge to change our weather chart.</li> <li>I can observe the local weather and discuss how this affects me e.g. what clothing to wear.</li> <li>I can identify what impact the seasons have on me e.g. activities, clothing etc.</li> <li>I can collaboratively create a weather chart.</li> </ul>	<ul style="list-style-type: none"> <li>I can investigate the height of the sun during the different seasons and explore the affect it has on my shadow.</li> <li>I can watch/listen to weather forecasts and begin to develop an understanding of the symbols and the information given.</li> <li>I can record the weather over a given time and talk about the changes I have seen.</li> <li>I can use a variety of information to track the weather e.g. newspapers/internet and I can use the information to discuss if it is accurate and also use it to plan activities for the days ahead.</li> <li>I can explain how the weather changes during the seasons.</li> <li>I can record the weather over a given time and talk about the changes I have seen.</li> </ul>
SAL	1	2	3	4	5	6	7	8	9			



**People in society, economy and business – Early Level**

**Experiences and Outcomes**

**Early Level Progression Pathway** – Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.

I am aware that different types of evidence can help me to find out about the world around me.  
**SOC 0-15a**

SAL	1	2	3	4	5	6	7	8	9
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- I can begin to learn how to use different types of evidence in my investigations and explorations of my surrounding world e.g. newspapers, internet sites, TV programmes, artefacts, globes, maps, trips, people.
- I am becoming aware that there are different types of evidence that can help me find out about my surrounding world e.g. newspapers, internet sites, TV programmes, artefacts, globes, maps, trips, people.
- I can share my thoughts and opinions about a piece of evidence.
- I can show what I have learned about a piece of evidence through illustrations.

- I can use different types of evidence in my investigations and explorations of my surrounding world e.g. newspapers, internet sites, TV programmes, artefacts, globes, maps, trips, people.
- I am aware there are different types of evidence that can help me find out about my surrounding world e.g. newspapers, internet sites, TV programmes, artefacts, globes, maps, trips, people.
- I can share my thoughts and opinions about a piece of evidence and explain what it tells me about the world around me.
- I can show what I have learned about a piece of evidence through illustrations/writing.

By exploring my local community, I have discovered the different roles people play and how they can help.  
**SOC 0-16a**

SAL	1	2	3	4	5	6	7	8	9
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- Through role play I can investigate the roles people play in my life and in the community.
- I can identify people in my life who help me.
- I can explain what different people do in our community e.g. post-person, police, minister etc.
- I can illustrate my understanding of the jobs people do in our community.

- I can evaluate different sources to develop knowledge about services and the roles of workers in my community.
- I can identify people who have a role in our community.
- I can identify local services that my community provides – post office, bank, shop, church, chemist.
- I can explain how people contribute to our community in different ways.
- I can formulate and ask relevant questions for class visitors e.g. lollipop person, community police, school doctor.
- I can identify and explain how people in my life help me/my community.
- I can illustrate my understanding of the jobs people do in our community.
- I can present my knowledge and understanding in a variety of forms – pictorially, verbally.

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.  
**SOC 0-17a**

SAL	1	2	3	4	5	6	7	8	9
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- I can participate in self and peer assessment tasks.

- I can collaboratively plan my next steps in learning.
- I can contribute my ideas, opinions and suggestions to class KWL grids.
- I can participate in self and peer assessment tasks and explain my thoughts/opinions.
- I can participate in pupil council, eco, health and fair-trade activities.
- I can participate in making up rules for our class, school, playground, garden.
- I can share resources/materials with my peers.
- I can take responsibility for classroom jobs – cloakroom monitor, milk monitor, tidy group tables, tidy shared areas.
- I can follow class and school rules .


**People in society, economy and business – Early Level**

**Experiences and Outcomes**

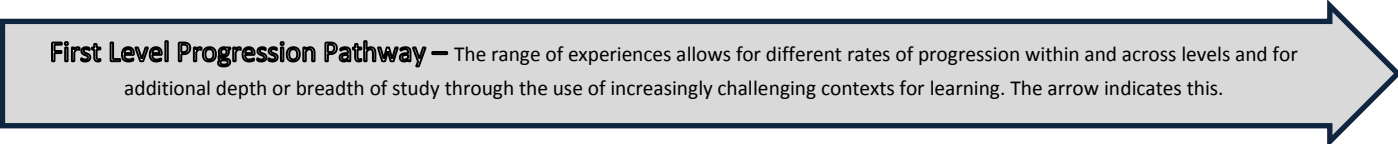
**Early Level Progression Pathway** – Learning in the Early Level comes from a combination of the children’s and teacher’s interests. Teachers offer experiences and observe children at play to discern the best ways to take their learning forward. Teachers make connections between the learners’ interests, skills, knowledge and understanding to the CfE Experiences and Outcomes and plan for a breadth of experiences across the Early Level. Coverage of the Es and Os should be planned for during the Early Level. The duration of learning contexts will vary.

<p>Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. <b>SOC 0-18a</b></p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<ul style="list-style-type: none"> <li>• I can choose which resources to use during my learning activities.</li> <li>• I can choose who I work with.</li> <li>• I can choose where I work.</li> <li>• I can choose how I work.</li> <li>• I am beginning to work cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make informed choices about which resources to use during my learning activities.</li> <li>• I can make informed choices about who I work with.</li> <li>• I can make informed choices about where I work.</li> <li>• I can make informed choices about how I work.</li> <li>• I can work cooperatively with others.</li> <li>• I can make choices to assist in the planning and setting up of learning contexts.</li> </ul>
<p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. <b>SOC 0-20a</b></p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<ul style="list-style-type: none"> <li>• I can identify people who have a role in our community.</li> <li>• I can explore the role of local shops and services through role play.</li> <li>• I can say what things I need in my life.</li> <li>• I can identify people in my life who help me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand that money can be used to buy items.</li> <li>• I can understand that people get paid for doing jobs.</li> <li>• I can explain how people contribute to our community in different ways.</li> <li>• I can identify local services that my community provides – post office, bank, shop, church, chemist.</li> <li>• I can explain which services are important to my daily needs.</li> <li>• I can identify and explain how people in my life help me/my community.</li> <li>• I can illustrate my understanding of the jobs people do in our community.</li> <li>• I can formulate and ask relevant questions for class visitors e.g. lollipop person, community police, school doctor.</li> </ul>


People, past events and societies – First Level

Learning Context	Experiences and Outcomes	<div style="border: 2px solid black; padding: 5px; text-align: center;"> <b>First Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.                      </div>												
<p style="text-align: center;"><b>Historical context</b> <i>Think about local circumstances</i></p> <p style="text-align: center;">SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a</p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td style="background-color: #e0e0e0;">SAL</td> <td style="background-color: #ffff00;">1</td> <td style="background-color: #ffff00;">2</td> <td style="background-color: #ffff00;">3</td> <td style="background-color: #ffff00;">4</td> <td style="background-color: #ffff00;">5</td> <td style="background-color: #ffff00;">6</td> <td style="background-color: #ffff00;">7</td> <td style="background-color: #ffff00;">8</td> <td style="background-color: #ffff00;">9</td> </tr> </table> </div>	SAL	1	2	3	4	5	6	7	8	9	<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. <b>SOC 1-01a</b></p>	<ul style="list-style-type: none"> <li>• I can give examples of different types of evidence.</li> <li>• I can examine and describe a piece of evidence.</li> <li>• I can recount information learned from a piece of evidence.</li> <li>• I can ask a visitor/expert questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make a list of places that I can find evidence about the past.</li> <li>• I can examine evidence and say whether it is a reliable source of information.</li> <li>• I can recount information from a visit and state what I learned.</li> <li>• I can ask a visitor/expert relevant questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select where to source my evidence.</li> <li>• I can select reliable evidence to help me discuss an event from the past.</li> <li>• I can make decisions about the relevance of information collected from a variety of sources.</li> <li>• I can choose a person to question who I think will be able to answer my questions.</li> </ul>
	SAL	1	2	3	4	5	6	7	8	9				
	<p>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. <b>SOC 1-02a</b></p>	<ul style="list-style-type: none"> <li>• I can examine an artefact.</li> <li>• I can describe an artefact.</li> <li>• I can record information about an artefact.</li> <li>• I can discuss how an object or place has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can examine an artefact and describe when in the past I think it is from.</li> <li>• I can sequence a series of artefacts from distinctly different time periods.</li> <li>• I can explain how the lives of people from a specific period in Scottish History have changed lives of people in Scotland today.</li> <li>• I can make a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can identify places that help people to remember and preserve Scottish history (e.g. museums, monuments, libraries).</li> <li>• I can order several key events in Scottish history.</li> </ul>										
	<p>I can use evidence to recreate the story of a place or individual of local historical interest. <b>SOC 1-03a</b></p>	<ul style="list-style-type: none"> <li>• I can examine and describe a piece of evidence.</li> <li>• I can recount information learned from a piece of evidence.</li> <li>• I can draw simple conclusions from evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can examine evidence to help build up a picture of a place or individual of local historical interest.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply what I have learned about a place or individual of local historical interest to recreate the story.</li> </ul>										
<p>I can compare aspects of people’s daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. <b>SOC 1-04a</b></p>	<ul style="list-style-type: none"> <li>• I can find out about daily life in another time.</li> <li>• I can say how daily life now is similar and different from life in the past.</li> <li>• I can contribute to the creation of a historical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose appropriate artefacts to include in a historical setting to make it realistic.</li> <li>• I can discuss how a group of people in the past have changed the way we live our lives (e.g. Romans – road networks, plumbing).</li> </ul>	<ul style="list-style-type: none"> <li>• I can select appropriate artefacts from a variety of sources to include in a historical setting to make it realistic.</li> <li>• I can compare how different groups of people from the past have changed our lives.</li> </ul>											

**People, past events and societies – First Level**

Learning Context	Experiences and Outcomes			
<p><b>Significant Individual in History</b>  <i>Can be linked to historical context, or as standalone outcome – think about local/Scottish individuals</i>                      SOC 1-06a</p>	<p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.  <b>SOC 1-06a</b></p>	<ul style="list-style-type: none"> <li>I can say how the actions of a significant individual from the past are remembered today. (e.g. Burns/St Andrew)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the actions of a significant individual from the past influenced life then and since.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the importance of a significant individual's actions on life then and since.</li> <li>I can explain why a significant individual is remembered and recognised by the local community.</li> </ul>

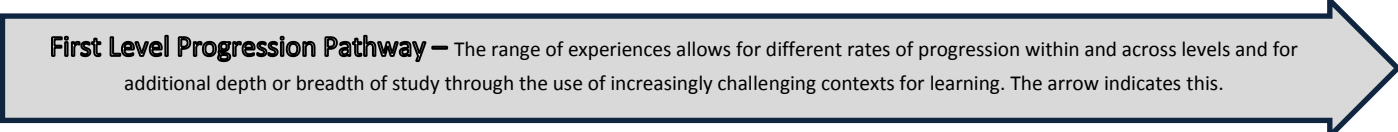
People, place and environment – First Level

Learning Context	Experiences and Outcomes	<div style="border: 2px solid black; padding: 5px; text-align: center;"> <b>First Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.                      </div>												
<p style="text-align: center;"><b>Environmental context</b></p> <p style="text-align: center;">SOC 1-07a SOC 1- 08a SOC 1-11a SOC 1-13a SOC 1-13b SOC 1-14a</p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td style="background-color: yellow;">3</td> <td>4</td> <td>5</td> <td>6</td> <td style="background-color: yellow;">7</td> <td>8</td> <td>9</td> </tr> </table> </div>	SAL	1	2	3	4	5	6	7	8	9	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. <b>SOC 1-07a</b></p>	<ul style="list-style-type: none"> <li>• I can explore the environment around my school (outdoor learning).</li> <li>• I can record the main features of my local environment – sketch, photograph, modelling with a variety of media.</li> <li>• I can make a more complex map of my classroom, school.</li> <li>• I can talk about local places that I have seen/ visited.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore my local environment - looking out of the window, outdoor learning and community walks.</li> <li>• I can locate features of the landscape on a map of my local environment.</li> <li>• I can talk about local places that I have seen/visited and locate them on the map.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a map to locate key features of the local environment on a map of my town.</li> <li>• I can identify different features of the local landscape e.g. woodland, rivers, hills etc.</li> <li>• I can talk about local places that I have seen/visited in the wider community and locate them on the map.</li> </ul>
	SAL	1	2	3	4	5	6	7	8	9				
	<p>I can consider ways of looking after my school or community and can encourage others to care for their environment. <b>SOC 1-08a</b></p>	<ul style="list-style-type: none"> <li>• I can find out which resources we need to use more responsibly – water, electricity, paper.</li> <li>• I can look after my local environment by following simple rules.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why it is important to use resources responsibly.</li> <li>• I can find out about the dangers of littering to animals in our local environment.</li> <li>• I can implement the “reduce, reuse, recycle” process in my classroom.</li> <li>• I can encourage others to use resources responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how pupil activity has an impact on the local environment (or school grounds).</li> <li>• I can encourage others to care for their environment.</li> </ul>										
	<p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. <b>SOC 1-11a</b></p>	<ul style="list-style-type: none"> <li>• I can say what type of house I live in.</li> <li>• I can find out about ways in which my house has been or can be changed to support people in need – wheelchair users, elderly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out about the types of housing available in my local area (flat, house, sheltered housing/nursing homes) from my experiences of community walks.</li> <li>• I can match the needs of a family to appropriate accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can access records to gain information about housing.</li> <li>• I can find out about local organisations who help people who need a place to live – e.g. Highland Homeless Trust.</li> <li>• I can conduct a housing survey.</li> </ul>										
<p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. <b>SOC 1-13a</b></p>	<ul style="list-style-type: none"> <li>• I can find out how people use the land in my local environment – transport, housing and natural focus.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how land in my local environment is used – farming and industry focus.</li> <li>• I can use a simple map to show examples of farming and industry.</li> <li>• I can discuss why these places are a good location for farming/industry.</li> </ul>	<ul style="list-style-type: none"> <li>• I describe the different ways that land can be used – transport, housing, farming, leisure, industry, natural.</li> <li>• I can give examples of each type of land use from my local environment.</li> <li>• I can discuss why my village/town/city was built with reference to land use.</li> </ul>											

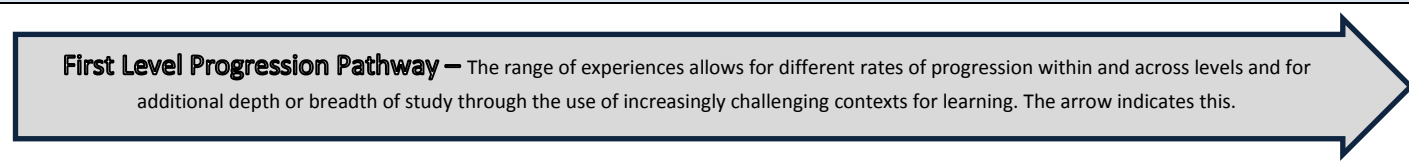
People, place and environment – First Level

Learning Context	Experiences and Outcomes	<div style="border: 2px solid black; padding: 5px; text-align: center;"> <b>First Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.                     </div>												
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	SAL	1	2	3	4	5	6	7	8	9				
<p>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.</p> <p><b>SOC 1-14a</b></p>	<p><i>Through using, reading and interpreting:</i></p> <ul style="list-style-type: none"> <li>I can identify local features on aerial photographs and make connections to real life.</li> <li>I can use photographs to describe landscapes, townscapes and people.</li> <li>I can discuss and identify features in the local environment and in other environments I know.</li> <li>I can make or use a model to navigate a person/vehicle around, discuss directions faced and turned.</li> </ul> <p><i>Through my knowledge of position &amp; orientation:</i></p> <ul style="list-style-type: none"> <li>I can talk about position in terms of North, South, East and West.</li> <li>I can use simple grids.</li> </ul> <p><i>Through drawing:</i></p> <ul style="list-style-type: none"> <li>I can draw freehand maps of a variety of real and imaginary places.</li> </ul>	<p><i>Through using, reading and interpreting:</i></p> <ul style="list-style-type: none"> <li>I can find information from an aerial photograph.</li> <li>I can follow a route on prepared maps and find information.</li> </ul> <p><i>Through my knowledge of position &amp; orientation:</i></p> <ul style="list-style-type: none"> <li>I can follow directions using North, South, East and West.</li> <li>I can discuss relative location of themselves and features they can see using appropriate positional language.</li> </ul> <p><i>Through drawing:</i></p> <ul style="list-style-type: none"> <li>I can map a representation of a real or imaginary place.</li> </ul> <p><i>Through my knowledge of symbols:</i></p> <ul style="list-style-type: none"> <li>I can use own or group agreed symbols on maps.</li> </ul>	<p><i>Through using, reading and interpreting:</i></p> <ul style="list-style-type: none"> <li>I can use large scale map outside.</li> <li>I can compare different features in places and environments they have visited or know.</li> <li>I can recognise features in local area shown in photographs and find these features on a map of the same area.</li> </ul> <p><i>Through my knowledge of position &amp; orientation:</i></p> <ul style="list-style-type: none"> <li>I can use alphanumeric co-ordinates with a plan or large scale map.</li> <li>I can describe routes and give instructions using appropriate directional language.</li> <li>I can use directional compass in a familiar area to find four compass points.</li> </ul> <p><i>Through drawing:</i></p> <ul style="list-style-type: none"> <li>I can make map of small area with features in correct places.</li> </ul>											

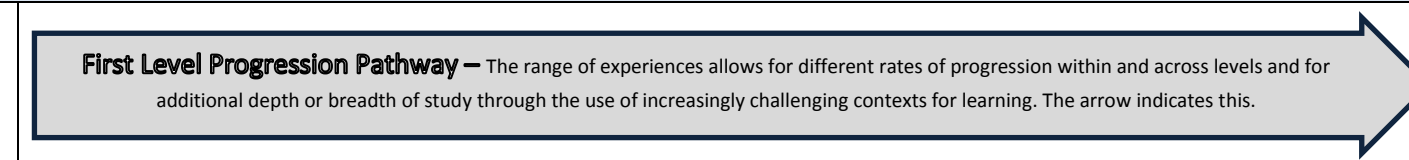
**People, place and environment – First Level**

Learning Context	Experiences and Outcomes			
<p><b>Environmental context</b>                      SOC 1-07a                      SOC 1- 08a                      SOC 1-11a                      SOC 1-13a                      SOC 1-13b                      SOC 1-14a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>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.  <b>SOC 1-14a</b></p>	<p><i>Through my knowledge of symbols:</i></p> <ul style="list-style-type: none"> <li>I can understand the need for a key on a map.</li> <li>I can use simple symbols, such as grey for roads, for own maps of routes or places they know.</li> </ul> <p><i>Through my knowledge of perspective (Viewpoint):</i></p> <ul style="list-style-type: none"> <li>I can use vertical height to make plan of objects – a ‘bird’s eye view’.</li> <li>I can make a model using road strips and buildings to show features in local area and discuss about it.</li> </ul> <p><i>Through my knowledge of scale:</i></p> <ul style="list-style-type: none"> <li>I can group objects of different sizes according to relative size and discuss grouping using comparative terms.</li> <li>I can estimate relative distances, using terms such as nearer than, further away.</li> </ul> <p><i>Through what I know about map purpose and style:</i></p> <ul style="list-style-type: none"> <li>I can understand that the purpose of a map is to show ‘where’.</li> <li>I can use large scale maps of familiar area to identify features and discuss what is where.</li> </ul>	<p><i>Through my knowledge of perspective (Viewpoint):</i></p> <ul style="list-style-type: none"> <li>I can use a plan view to follow a route.</li> <li>I can practise drawing a variety of plan views.</li> <li>I can use photographs to identify geographical features.</li> </ul> <p><i>Through my knowledge of scale:</i></p> <ul style="list-style-type: none"> <li>I can draw small objects to scale using squared paper – e.g. 1:1 and 1:2.</li> <li>I can represent different sizes of objects and relation to each other.</li> </ul> <p><i>Through what I know about map purpose and style:</i></p> <ul style="list-style-type: none"> <li>I can discuss what I see in different forms of maps.</li> <li>I can discuss the use of maps to find the way or show the world.</li> </ul>	<p><i>Through my knowledge of symbols:</i></p> <ul style="list-style-type: none"> <li>I can use conventional symbols when reading and making maps of real or imaginary places.</li> <li>I can use a key on maps to show what the pictures, shapes and colours they have used mean.</li> </ul> <p><i>Through my knowledge of perspective (Viewpoint):</i></p> <ul style="list-style-type: none"> <li>I can develop use of higher viewpoints up to and including satellites.</li> <li>I can draw plans and maps of features in an area I can move around in whilst I draw.</li> </ul> <p><i>Through my knowledge of scale:</i></p> <ul style="list-style-type: none"> <li>I can use simple scale of room with whole numbers e.g. 1 sq cm = 1 square tile on the floor moving to 1cm sq = 1 m sq.</li> <li>I can measure inside and outside using a range of measurements, standard and non-standard.</li> <li>I can use metre ruler or trundle wheel measure straight line distances accurately.</li> </ul> <p><i>Through what I know about map purpose and style:</i></p> <ul style="list-style-type: none"> <li>I can extend mental map to wider area to include Scotland.</li> <li>I can use large scale OS maps (1:1250 and 1:2500).</li> </ul>

**People, place and environment – First Level**

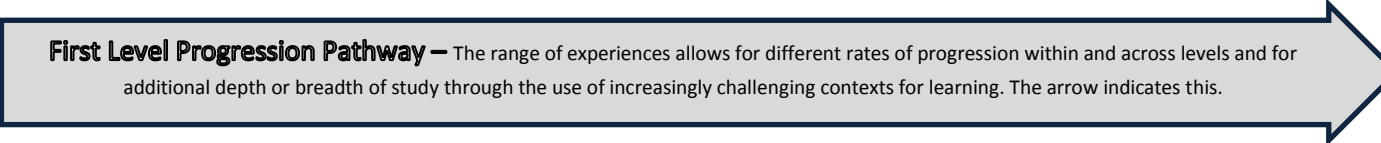
<p><b>Learning Context</b></p>	<p><b>Experiences and Outcomes</b></p>	<p><b>First Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.</p> 		
<p><b>Food and Farming</b> <i>Linked to Health and Wellbeing</i> SOC 1-09a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>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. <b>SOC 1-09a</b></p>	<ul style="list-style-type: none"> <li>I can give examples of food grown in Scotland at certain times of the year – strawberries in summer.</li> <li>I can explain that all food comes from either a plant or an animal.</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of foods that are available in Scotland in different seasons.</li> <li>I can talk about the nutritional needs of the community and how these are met locally.</li> <li>I can find out about how the land is used for farming in the local area – maps, community walks etc.</li> <li>I know that food changes from farm to fork.</li> </ul>	<ul style="list-style-type: none"> <li>I can sort foods depending on their origin and seasonality.</li> <li>I can describe the different types of farming that occur in Scotland – arable, livestock, dairy, fish, fruit etc.</li> </ul>

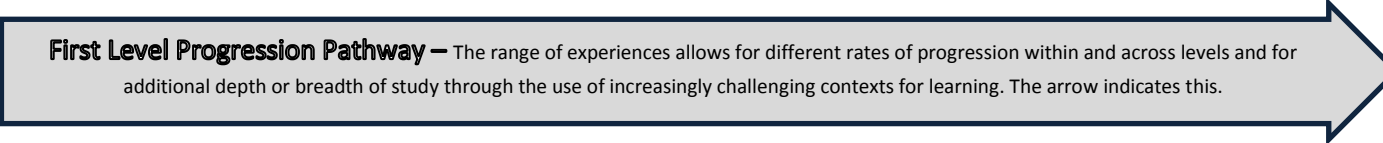
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<p><b>Learning Context</b></p>	<p><b>Experiences and Outcomes</b></p>	<p><b>First Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.</p> 		
<p><b>Weather and Climate</b> <i>Linked to Science</i> SOC 1-12a SOC 1-12b</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. <b>SOC 1-12a</b></p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things. <b>SOC 1-12b</b></p>	<ul style="list-style-type: none"> <li>I can say what the weather is like.</li> <li>I can find out what each type of weather is like using my senses.</li> <li>I can observe the weather and record my findings using simple tables and graphs.</li> <li>I can choose appropriate clothing depending on the weather.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the effects of the weather on the world around me.</li> <li>I can make and use a variety of weather measuring equipment to measure the weather – weather vane (wind direction), rainfall gauge (level of rainfall), and thermometer (temperature). <a href="#">Weather Instruments</a></li> </ul>	<ul style="list-style-type: none"> <li>I can describe the effects of the weather in the wider world.</li> <li>I can make and use a wider variety of weather measuring equipment to measure the weather – anemometer (wind speed) barometer (pressure).</li> <li>I can find out how technology can help us to predict and measure the weather – satellite imaging, weather stations.</li> </ul>
		<ul style="list-style-type: none"> <li>I can describe some of the major climate zones – e.g. Tropical, Temperate, Polar.</li> <li>I can match animals with their environment.</li> <li>I can present my learning about one climate zone.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about the differences between the some of the major climate zones.</li> <li>I can say why an animal would choose to live in a certain climate zone.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the climate zones and give examples of places in the world that have these climates.</li> <li>I can compare climate zones.</li> <li>I can discuss the advantages and disadvantages of living in a certain climate zone.</li> <li>I can design a creature to live in a climate zone.</li> </ul>

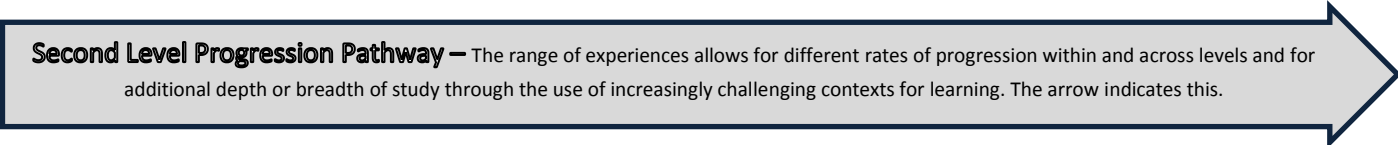


People in society, economy and business – First Level									
Learning Context	Experiences and Outcomes	<b>First Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.							
<b>Community/Charity</b> SOC 1-15a SOC 1-16a SOC 1-20a  SAL 1 2 3 4 5 6 7 8 9	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. <b>SOC 1-15a</b> * Also included within Rights and Responsibilities and Enterprise contexts	<ul style="list-style-type: none"> <li>I can give examples of different types of evidence.</li> <li>I can examine and describe a piece of evidence.</li> <li>I can recount information learned from a piece of evidence.</li> <li>I can ask a visitor/expert questions.</li> <li>I can ask questions about what is happening in the world – current events.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a list of places that I can find evidence about current issue in society.</li> <li>I can examine evidence and say whether it is a reliable source of information.</li> <li>I can recount information from a visit and state what I learned.</li> <li>I can ask a visitor/expert relevant questions.</li> <li>I can create a research question and use this to help me find out about a current issue in society.</li> </ul>	<ul style="list-style-type: none"> <li>I can select where to source my evidence.</li> <li>I can select reliable evidence to help me discuss a current issue in society.</li> <li>I can make decisions about the relevance of information collected from a variety of sources.</li> <li>I can choose a person to question who I think will be able to answer my questions.</li> <li>I can create a series of research questions and use these to help me find out about a current issue in society.</li> </ul>					
	I can contribute to a discussion of the difference between my needs and wants and those of others around me. <b>SOC 1-16a</b>	<ul style="list-style-type: none"> <li>I can find out what I need to survive.</li> <li>I can present information about my needs and wants.</li> <li>I can explain that I do not need everything I want.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the difference between needs and wants.</li> <li>I can give examples of different people's needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse a person's needs and suggest ways of meeting these needs.</li> </ul>					
	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. <b>SOC 1-20a</b>	<ul style="list-style-type: none"> <li>I can find out about a local organisation or service that helps the local community.</li> <li>I can ask questions to find out information about the organisation or business.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain in simple terms how local businesses meet our needs.</li> <li>I can link the needs of my local community to the rights of the child.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about how groups of people are supported by local organisations – disabled, elderly, young children.</li> </ul>					

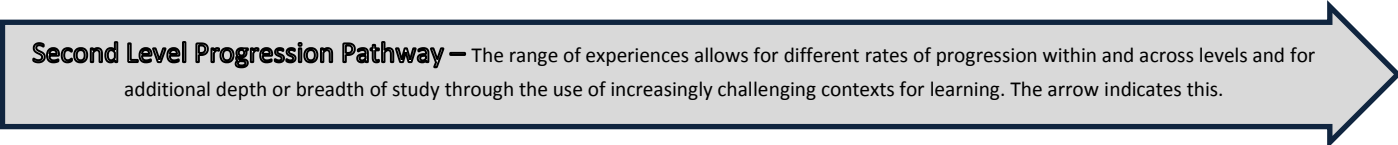
People in society, economy and business – First Level				
Learning Context	Experiences and Outcomes			
<p><b>Rights and Responsibilities</b> SOC 1-15a SOC 1-17a SOC 1-18a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. <b>SOC 1-15a</b> <b>* Also included within Community/ Charity and Enterprise contexts</b></p>	<ul style="list-style-type: none"> <li>I can give examples of different types of evidence.</li> <li>I can examine and describe a piece of evidence.</li> <li>I can recount information learned from a piece of evidence.</li> <li>I can ask a visitor/expert questions.</li> <li>I can ask questions about what is happening in the world – current events.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a list of places that I can find evidence about current issue in society.</li> <li>I can examine evidence and say whether it is a reliable source of information.</li> <li>I can recount information from a visit and state what I learned.</li> <li>I can ask a visitor/expert relevant questions.</li> <li>I can create a research question and use this to help me find out about a current issue in society.</li> </ul>	<ul style="list-style-type: none"> <li>I can select where to source my evidence.</li> <li>I can select reliable evidence to help me discuss a current issue in society.</li> <li>I can make decisions about the relevance of information collected from a variety of sources.</li> <li>I can choose a person to question who I think will be able to answer my questions.</li> <li>I can create a series of research questions and use these to help me find out about a current issue in society.</li> </ul>
	<p>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. <b>SOC 1-17a</b></p>	<ul style="list-style-type: none"> <li>I can find out about some of the rights of the child – education, safe environment.</li> <li>I can contribute to the creation of classroom rules/charter.</li> <li>I can follow simple classroom rules.</li> <li>I can illustrate what a familiar place would be like without rules.</li> </ul>	<ul style="list-style-type: none"> <li>I can extend my understanding of rights of the child.</li> <li>I can explain that rules help to keep us safe and make the world a better place.</li> <li>I can search for rules within and beyond the school environment.</li> <li>I can contribute to the creation of classroom rules/charter.</li> <li>I can ask questions to find out who makes rules and decisions about me.</li> <li>I can explain that I have the right to say what I think should happen when adults are making decisions which involve me.</li> </ul>	<ul style="list-style-type: none"> <li>I can sort rights into categories to help me understand which rights are relevant to me – survival, protection, development, participation.</li> <li>I can present information about my rights.</li> <li>I can share how my participation in decision making has impacted on the people and environment around me.</li> </ul>
	<p>I have participated in decision making and have considered the different options available in order to make decisions. <b>SOC 1-18a</b></p>	<ul style="list-style-type: none"> <li>I can make decisions about my learning.</li> <li>I can make decisions about the way I behave.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss my point of view when decisions are being made that affect me.</li> <li>I can consider a variety of options before making a decision.</li> <li>I can consider the consequences of my decisions.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider a variety of options in order to make a fair decision.</li> </ul>

People in society, economy and business – First Level														
Learning Context	Experiences and Outcomes													
<p><b>Enterprise</b> SOC 1-15a SOC 1-21a SOC 1-22a</p> <table border="1" data-bbox="100 917 492 941"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	SAL	1	2	3	4	5	6	7	8	9	<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. <b>SOC 1-15a</b> <b>* Also included within Community/ Charity and Rights and Responsibilities contexts</b></p>	<ul style="list-style-type: none"> <li>I can give examples of different types of evidence.</li> <li>I can recount information learned from a piece of evidence.</li> <li>I can ask a visitor/expert questions.</li> <li>I can ask questions about what is happening in the world – current events.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a list of places that I can find evidence about current issue in society.</li> <li>I can examine and describe a piece of evidence.</li> <li>I can recount information from a visit and state what I learned.</li> <li>I can ask a visitor/expert relevant questions.</li> <li>I can create a research question and use this to help me find out about a current issue in society.</li> </ul>	<ul style="list-style-type: none"> <li>I can select where to source my evidence.</li> <li>I can begin to select reliable evidence to help me discuss a current issue in society.</li> <li>I can make decisions about the relevance of information collected.</li> <li>I can choose a person to question who I think will be able to answer my questions.</li> <li>I can create a series of research questions and use these to help me find out about a current issue in society.</li> </ul>
	SAL	1	2	3	4	5	6	7	8	9				
	<p>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. <b>SOC 1-21a</b></p>	<ul style="list-style-type: none"> <li>I can purchase items from a school business – tuck shop, pencil trolley etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse a price list and decide what I wish to buy.</li> <li>I can stick to a budget.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I cannot afford certain items.</li> </ul>										
<p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. <b>SOC 1-22a</b></p>	<ul style="list-style-type: none"> <li>I can find out about roles different people play in running an organisation – e.g. school, supermarket.</li> <li>I can match a job title to a job description.</li> <li>I can take on a role in group work.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about roles different people play in running a business – e.g. farm, shop, food production.</li> <li>I can suggest what might happen if one role in the business was to be removed.</li> </ul>	<ul style="list-style-type: none"> <li>I can examine a business in greater detail – school milk/uniform.</li> <li>I can take on a role in a business enterprise task.</li> <li>I can work as part of a team.</li> <li>I can fulfil the role I have chosen/been assigned.</li> </ul>											

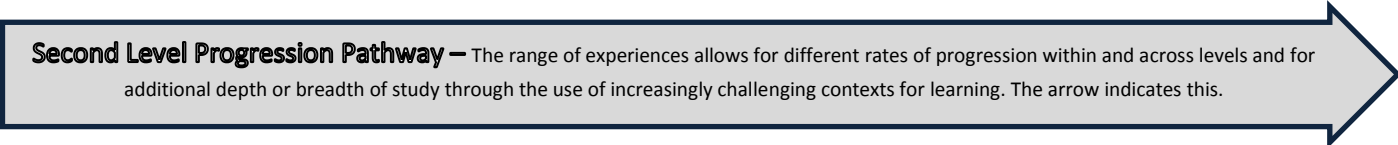
**People, past events and societies – Second Level**

Learning Context	Experiences and Outcomes			
<p><b>Historical context</b>  <i>Think about local circumstances</i></p> <p>SOC 2-01a                      SOC 2-02a                      SOC 2-03a                      SOC 2-04a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>I can use primary and secondary sources selectively to research events in the past.  <b>SOC 2-01a</b></p>	<ul style="list-style-type: none"> <li>I can begin to identify primary and secondary sources.</li> <li>I can use the library and internet for research.</li> <li>I can look at the evidence available and begin to use the use the terms fact and opinion.</li> <li>I can choose relevant material from given sources to present a picture of one aspect of life in time past.</li> <li>I can read more complex information texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise primary and secondary sources.</li> <li>I can use the library and internet for research with increasing confidence.</li> <li>I can compare accounts of events from different sources – fact or fiction.</li> <li>I can select relevant sections of information and use this evidence to build up a picture of a past event.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and discuss the reasons for differences between primary and secondary sources</li> <li>I can use technology and other media skilfully for research.</li> <li>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>I can use a range of sources to bring knowledge gathered from several sources together to find out about aspects of time past.</li> </ul>
	<p>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.  <b>SOC 2-02a</b></p>	<ul style="list-style-type: none"> <li>I can place events from a specific period of Scottish history studied on a timeline.</li> <li>I know and can sequence key events of time studied.</li> <li>I can describe characteristic features of a specific time in Scottish history.</li> <li>I can associate events that happened at the same time in different locations that are related.</li> </ul>	<ul style="list-style-type: none"> <li>I can place current study of Scottish history on a timeline in relation to other studies.</li> <li>I can use terms related to the period and begin to date events.</li> <li>I can describe characteristic features of Scottish history and society at different times.</li> <li>I can associate events that have happened at different times in the same place that are related.</li> </ul>	<ul style="list-style-type: none"> <li>I can name the date of significant events in the past that I have studied and place them on the right place on a timeline</li> <li>I can produce timelines and time segments to help explain chronology and cause/effect.</li> <li>I can describe characteristic features of periods in Scottish history and society at times I have studied, including beliefs, attitudes and experiences.</li> <li>I can recognise the impact of significant individuals on events/attitudes and how the history of Scotland and the wider world has/was changed as a result.</li> </ul>

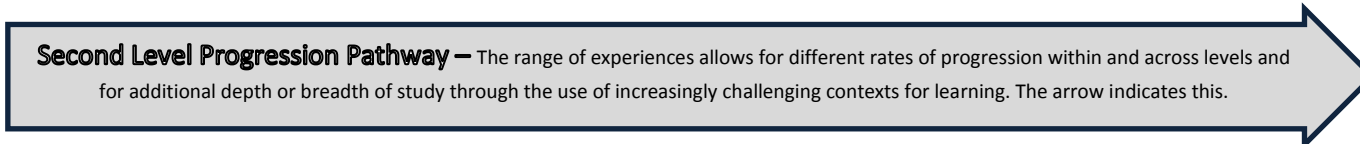
**People, past events and societies – Second Level**

Learning Context	Experiences and Outcomes			
<p><b>Historical context</b>  <i>Think about local circumstances</i>                      SOC 2-01a                      SOC 2-02a                      SOC 2-03a                      SOC 2-04a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.  <b>SOC 2-03a</b></p>	<ul style="list-style-type: none"> <li>I can investigate specific people, groups and events within the context of a given Scottish historical theme.</li> <li>I can create a display which shows information about the main themes.</li> <li>I can construct a timeline to show when the event(s) took place or when the group of individuals lived and any subsequent consequences or effects of the event or their actions.</li> <li>I can work co-operatively to investigate the Who? Where? What? When? Why?</li> <li>I can consider the cause of the event/action and compare to today's society – have there been similar issues? What if the same event happened in today's society? How would people respond? Would it have the same result/effect?</li> <li>I can consider historical evidence and decide what type it is.</li> </ul>	<ul style="list-style-type: none"> <li>I can investigate people, groups and events within the context of Scottish historical themes.</li> <li>I can consider historical evidence and decide what type it is and how reliable it is.</li> <li>I can plot key places involved on a map of Scotland.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply what I have learned to explain how past people, groups and events, within the context of Scottish historical themes, have shaped Scottish society.</li> <li>I can consider historical evidence and decide what type it is, how reliable it is and what value it has</li> <li>I can plot key places involved on a map of Scotland (or wider if appropriate).</li> </ul>
	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.  <b>SOC 2-04a</b></p>	<ul style="list-style-type: none"> <li>I can use relevant sources of information e.g. information books, websites, films to research a specific issue.</li> <li>I can identify similarities and differences between life in a past society and life today.</li> <li>I can make informed comments about life in a past society and life today.</li> </ul>	<ul style="list-style-type: none"> <li>I can use relevant sources of information to research given issues and explore reasons for the differences in the past e.g. lack of technology, government, sanitation facilities, limited materials or skills etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use relevant sources of information to research a variety of issues and explore and give reasons for the differences in the past.</li> </ul>

**People, past events and societies – Second Level**

<p><b>Learning Context</b></p>	<p><b>Experiences and Outcomes</b></p>	<p><b>Second Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.</p> 		
<p><b>Significant Individual in History</b>  <i>Can be linked to historical context, Science through SCN 2-20a, or as standalone outcome</i>                  SOC 2-06a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p> <p>SOC 2-06a</p>	<ul style="list-style-type: none"> <li>• I can learn about specific significant historical figures and events.</li> <li>• I can find out about the relationships between specific significant historical figures and events and place them correctly on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply what I have learned about significant historical figures and events to sequence them accurately.</li> <li>• I can investigate the relationships between significant historical figures and events that I have knowledge of and place them correctly on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make informed comments on why some historical figures and events are significant.</li> <li>• I can confidently discuss the significance of major historical figures and events in Scottish history and create a timeline in the correct historical sequence.</li> </ul>

People, place and environment – Second Level

Learning Context	Experiences and Outcomes				
<p><b>Our Landscape</b> SOC 2-07a SOC 2-08a SOC 2-08b SOC 2-13a</p>	<p>I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. <b>SOC 2-07a</b></p>	<ul style="list-style-type: none"> <li>I can use a blank map of Scotland to note down the features of Scotland’s landscape I know already.</li> <li>I can explore my own physical surroundings – take photos, make sketches, record film of the kind of landscape surrounding my own area.</li> <li>I can describe some major characteristic features of Scotland’s landscape (forests, woodland, farming land, coastlines, mountains, rivers, lochs etc).</li> <li>I can find out how specific areas of Scotland’s landscape have changed over the years, and continue to do so, due to weather and environmental changes.</li> </ul>	<ul style="list-style-type: none"> <li>I can study maps and pictures from throughout history of the same area and highlight differences in the landscape.</li> <li>I can describe the major characteristic features of Scotland’s landscape and investigate how they were formed.</li> <li>I can explain how areas of Scotland’s landscape has changed over the years, and continues to do so.</li> </ul>	<ul style="list-style-type: none"> <li>I can study maps and pictures from throughout history of the same area and highlight differences in the landscape and I can discuss/detail possible reasons for these changes.</li> <li>I can describe the major characteristic features of Scotland’s landscape and confidently describe how they were formed.</li> <li>I can apply what I have learned about Scotland’s landscapes to explain the formation and historical changes of farming land, forest areas, rocks etc.</li> </ul>	
	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. <b>SOC 2-08a</b></p>	<ul style="list-style-type: none"> <li>I can examine how wider human activity can impact on the environment.</li> <li>I can discuss ways to help minimise or prevent environmental damage.</li> </ul>	<ul style="list-style-type: none"> <li>I can make informed suggestions about how we can live in a more environmentally friendly way.</li> <li>I can participate in activities that show I can appreciate that the future of the earth relies on human activity being more environmentally friendly.</li> </ul>	<ul style="list-style-type: none"> <li>I can work co-operatively to investigate global environmental issues and present the causes and effects to others.</li> <li>I can transfer what I have learned to raise awareness amongst others of the need to be global citizens.</li> </ul>	
	<p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. <b>SOC 2-13a</b></p>	<ul style="list-style-type: none"> <li>I can explain how the physical environment influences local land use.</li> <li>I can identify why the studied land lends itself to its land use.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the physical environment influences land use in a contrasting area.</li> <li>I can research a contrasting area based on key questions or areas identified through class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply what I have learned to make informed comments on the advantages and disadvantages of a proposed land use development.</li> <li>I can compare and contrast land usage in more than one area and make informed comments on the ways people use land.</li> </ul>	

SAL	1	2	3	4	5	6	7	8	9
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People, place and environment – Second Level

Learning Context	Experiences and Outcomes	<b>Second Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.			
<p><b>Environmental Tourism</b>                      SOC 2-09a                      SOC 2-10a                      SOC 2-14a                      SOC 2-19a                      IDL with Science outcomes –                      SCN 2-04a                      SCN 2-04b                      SCN 2-17a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>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.  <b>SOC 2-09a</b></p>	<ul style="list-style-type: none"> <li>I can find out about different modes of transport and the importance of travel locally.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast different modes of transport and the importance of travel locally and beyond.</li> <li>I can understand that physical environment influences the types of transport used in particular areas.</li> <li>I can plan a journey around Scotland detailing the best methods of travelling for variables such as comfort and sight-seeing.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse the impact on the environment of different modes of transport both locally and beyond.</li> <li>I can use what I have learned to present an informed view on the advantages and disadvantages of travel and its impact upon the environment.</li> <li>I can plan journeys around the wider world detailing the best methods of travelling for variables such as speed, comfort, sight-seeing, environmental impact.</li> </ul>	
	<p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.  <b>SOC 2-10a</b></p>	<ul style="list-style-type: none"> <li>I can describe the facilities and amenities within my local area, including tourism.</li> <li>I can use my own knowledge and experiences to gather information on different local facilities and amenities.</li> <li>I can visit a local facility to conduct a class review and create a wall display of photos, postcards, pupils' writing (reviews, personal writing).</li> </ul>	<ul style="list-style-type: none"> <li>I can examine my local business district and the services offered.</li> <li>I can work co-operatively to gather more in-depth information on a selected aspect of local area (housing, leisure, work, tourist spots) and share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to present information on tourism, housing and business in my local area based upon own research.</li> <li>In groups, I can work co-operatively to prepare an effective guide (written, printed, audio or visual) with information on housing, work, leisure and tourist facilities.</li> </ul>	
	<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.  <b>SOC 2-19a*</b>  <i>* People in society, economy and business</i></p>	<ul style="list-style-type: none"> <li>I can learn about the lifestyle and culture of citizens of Scotland.</li> <li>I can begin to consider lifestyle and culture by looking at Scotland – think about my own life.</li> <li>I can discuss traditional Scotland compared with modern-day Scotland.</li> </ul>	<ul style="list-style-type: none"> <li>I can study the lifestyle and culture of citizens of another country.</li> <li>I can identify specific countries I would want to find out more about and decide on categories or key questions I want to find out about. (based on prior knowledge and experiences, items in the news, Internet articles etc.).</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the similarities and differences between cultures.</li> <li>I can discuss the similarities and differences of the lifestyle and culture of citizens of Scotland and another country.</li> </ul>	

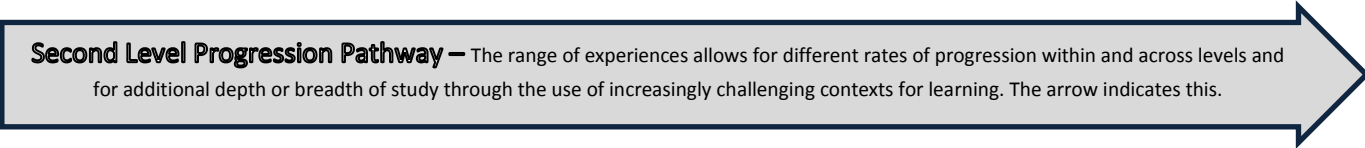


People, place and environment – Second Level

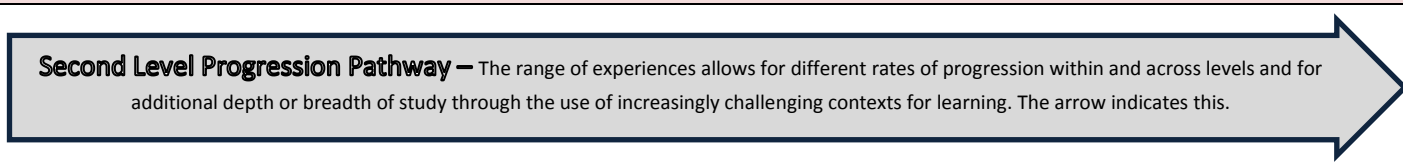
**Second Level Progression Pathway** – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.

Learning Context	Experiences and Outcomes																		
<p><b>Environmental Tourism</b></p> <p>SOC 2-09a SOC 2-10a SOC 2-14a SOC 2-19a</p> <p>IDL with Science outcomes – SCN 2-04a SCN 2-04b SCN 2-17a</p>	<p>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. <b>SOC 2-14a</b></p>	<p><i>Through using, reading and interpreting :</i></p> <ul style="list-style-type: none"> <li>I can use maps of other places to identify information and routes.</li> <li>I can identify different types of feature on atlas &amp; maps e.g. city, country, sea.</li> <li>I can identify features on large scale maps and vertical photographs of my local area.</li> </ul> <p><i>Through my knowledge of position &amp; orientation:</i></p> <ul style="list-style-type: none"> <li>I can add direction instructions up to 8 cardinal points.</li> <li>I can use points of compass to give directions on a map.</li> </ul> <p><i>Through drawing:</i></p> <ul style="list-style-type: none"> <li>I can make a map of a short route with main features in correct order.</li> </ul> <p><i>Through my knowledge of symbols:</i></p> <ul style="list-style-type: none"> <li>I can use Ordnance Survey symbols.</li> <li>I can use map symbols to locate features in the key and on the map.</li> </ul> <p><i>Through my knowledge of perspective (viewpoint):</i></p> <ul style="list-style-type: none"> <li>I can look at smaller scale aerial views.</li> <li>I can make a sketch map from a birds-eye view (real or imaginary).</li> </ul> <p><i>Through my knowledge of scale:</i></p> <ul style="list-style-type: none"> <li>I can use a scale bar on atlas and maps</li> <li>I can use a scale bar to measure straight line distances on a variety of maps.</li> </ul> <p><i>Through what I know about map purpose &amp; style:</i></p> <ul style="list-style-type: none"> <li>I can give maps a title to demonstrate purpose.</li> <li>I can extend my mental map to a wider area to include Britain.</li> <li>I can use larger scale OS maps 1:10000</li> <li>I can use and compare globe with world map and discuss advantages/disadvantages of both.</li> </ul>	<p><i>Through using, reading and interpreting :</i></p> <ul style="list-style-type: none"> <li>I can relate maps to each other.</li> <li>I can develop an awareness of the real distances represented within a local area.</li> <li>I can follow a route on a map from the description of features, direction and distance.</li> </ul> <p><i>Through my knowledge of position &amp; orientation:</i></p> <ul style="list-style-type: none"> <li>I can orientate a large scale map of local area using landmarks and compass points.</li> <li>I can relate position and features I see to their location on the map.</li> </ul> <p><i>Through drawing:</i></p> <ul style="list-style-type: none"> <li>I can make sketch maps of areas using symbols and key.</li> <li>I can create scaled maps of familiar areas using measurements I have made.</li> </ul> <p><i>Through my knowledge of symbols:</i></p> <ul style="list-style-type: none"> <li>I can understand that maps only include key points.</li> <li>I can draw maps and plans using symbols with a key to show features.</li> </ul> <p><i>Through my knowledge of perspective (viewpoint):</i></p> <ul style="list-style-type: none"> <li>I can use models to introduce contours and slope.</li> <li>I can develop my understanding of height and slope with maps, fieldwork and photographs.</li> </ul> <p><i>Through my knowledge of scale:</i></p> <ul style="list-style-type: none"> <li>I can complete scale drawings/models of a familiar area.</li> <li>I can use a scale bar to measure both straight lines and winding distances between points on variety of maps.</li> </ul> <p><i>Through what I know about map purpose &amp; style:</i></p> <ul style="list-style-type: none"> <li>I can extend my mental map to a wider area to include Europe.</li> <li>I can use OS 1:25000 maps.</li> <li>I can understand the information provided with a map, including title, key, grid, scale bar, compass line or rose.</li> <li>I can understand that the layer tints and contour lines show landscape is not flat.</li> </ul>	<p><i>Through using, reading and interpreting :</i></p> <ul style="list-style-type: none"> <li>I can follow routes on smaller scale OS map.</li> <li>I can interpret and identify relief features.</li> </ul> <p><i>Through my knowledge of position &amp; orientation:</i></p> <ul style="list-style-type: none"> <li>I can use 4 figure grid references to locate features on maps.</li> </ul> <p><i>Through my knowledge of alignment:</i></p> <ul style="list-style-type: none"> <li>I can use latitude and longitude on maps.</li> </ul> <p><i>Through drawing:</i></p> <ul style="list-style-type: none"> <li>I can design maps from descriptions.</li> <li>I can draw scale plans.</li> </ul> <p><i>Through my knowledge of symbols:</i></p> <ul style="list-style-type: none"> <li>I can select and use appropriate symbols.</li> <li>I can understand symbols used on a variety of maps including atlas symbols.</li> </ul> <p><i>Through my knowledge of perspective (viewpoint):</i></p> <ul style="list-style-type: none"> <li>I can understand slope and height using contour lines on OS maps.</li> <li>I can select and use appropriate images to use as geographical evidence.</li> </ul> <p><i>Through my knowledge of scale:</i></p> <ul style="list-style-type: none"> <li>I can compare and interpret map scales.</li> <li>I can understand that symbols on small scale maps are disproportionate to the features they represent.</li> <li>I can understand that the same features can be shown by symbols on maps of different scales.</li> <li>I can understand that symbols may vary on maps of different scales.</li> </ul> <p><i>Through what I know about map purpose &amp; style:</i></p> <ul style="list-style-type: none"> <li>I can select appropriate maps for different purposes e.g. thematic, geological, historical.</li> <li>I can realise purpose, scale, symbols and style are related.</li> <li>I can extend my mental map to wider area to include the world.</li> <li>I can understand the globe as a flat map.</li> <li>I can discuss patterns that maps show e.g. distribution of towns and villages.</li> </ul>															
		<table border="1"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	SAL	1	2	3	4	5	6	7	8	9							
SAL	1	2	3	4	5	6	7	8	9										

People, place and environment – Second Level

Learning Context	Experiences and Outcomes													
<p><b>Weather and Disasters</b> SOC 2-07b SOC 2-12a</p> <table border="1" data-bbox="98 708 495 730"> <tr> <td>SAL</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	SAL	1	2	3	4	5	6	7	8	9	<p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. <b>SOC 2-07b</b></p>	<ul style="list-style-type: none"> <li>I can find out about different types of natural disasters that can occur throughout the world i.e. Flood, tsunami, hurricane, tornado, earthquake, volcano eruption, avalanche, drought, famine etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the physical features and causes of a specific natural disaster.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse the impact of specific natural disasters on people and the landscape.</li> <li>I can investigate and report on the supports and interventions required to aid recovery from natural disasters (people and landscapes).</li> </ul>
	SAL	1	2	3	4	5	6	7	8	9				
<p>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. <b>SOC 2-12a</b></p>	<ul style="list-style-type: none"> <li>I can identify the main features of the local weather and climate.</li> <li>I can research / discuss occasions where weather or climate in my own area has impacted on living things (flooding, winds, severe snow etc.).</li> <li>I can collect weather statistics by appropriate means (e.g. weather reports, internet, newspapers)</li> </ul>	<ul style="list-style-type: none"> <li>I can examine the weather and climate of a foreign land.</li> <li>I can describe how weather can affect land use, food sources, living conditions, transport links and the environments of all living things.</li> <li>I can use books, internet, newspaper articles, clips of news reports to explore how weather affects the economy and way of life in a chosen area out with Britain (including positives issues)</li> </ul>	<ul style="list-style-type: none"> <li>I can make informed judgments on the impact of weather and climate by comparing foreign and local areas.</li> <li>I can identify the different challenges and benefits experienced by living things due to the weather and climate.</li> <li>I can use books, internet, newspaper articles, clips of news reports to explore how weather affects the economy and way of life in different areas of the world (including positives issues).</li> </ul>											

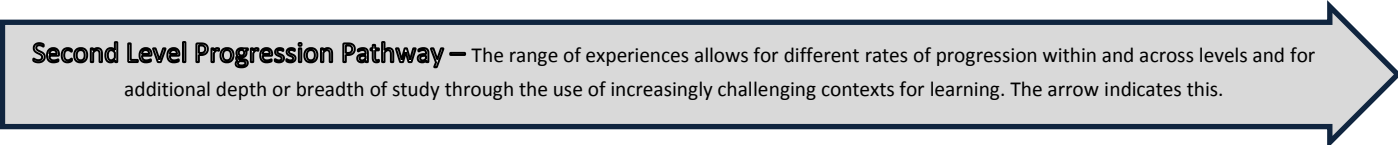
People in society, economy and business – Second Level

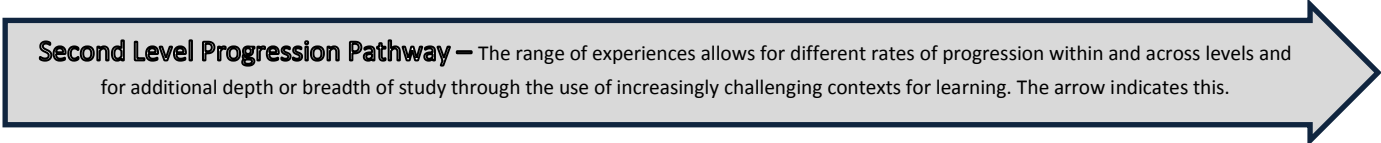
Learning Context	Experiences and Outcomes				
<p><b>Rights and Responsibilities</b>                      SOC 2-15a                      SOC 2-16a                      SOC 2-16b                      SOC 2-16c</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>I can use evidence selectively to research current social, political or economic issues.  <b>SOC 2-15a</b>                      * Also included within <b>Parliamentary Election and Ethical Trading Enterprise contexts.</b></p>	<ul style="list-style-type: none"> <li>I can begin to understand that evidence varies in reliability.</li> <li>I can begin to show understanding of the difference between fact and opinion.</li> <li>I can begin to understand that evidence may be persuasive and influence research on current issues.</li> <li>I can select key information in order to research a specific current social, political or economic issue.</li> <li>I can use a KWL grid to find out prior knowledge and plan research questions to be answered.</li> <li>I can present my findings using a PowerPoint/ media.</li> <li>I can work in a group to discuss/debate issues.</li> <li>I can interview key people about a subject chosen.</li> <li>I can create and carry out a survey about a current social, political or economic issue.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that evidence varies in reliability.</li> <li>I can show understanding of the difference between fact and opinion.</li> <li>I can show that evidence may be persuasive and influence research on current issues.</li> <li>I can select and record specific information for a given purpose from a variety of sources within the learning environment.</li> <li>I can use a graphic organiser to organise notes.</li> <li>I can create a timeline on the topic chosen</li> <li>I can present my findings in a PowerPoint or using other multi-media format.</li> </ul>	<ul style="list-style-type: none"> <li>I can show how evidence can vary in reliability.</li> <li>I can explain and give examples of the difference between fact and opinion.</li> <li>I can draw conclusions on how and why evidence may be persuasive and influence research on current issues.</li> <li>I can select and record information for a given purpose from a variety of sources out with the learning environment.</li> <li>I can take notes from a variety of sources.</li> <li>I can record my observations/findings in a variety of ways.</li> </ul>	
	<p>I can explain how the needs of a group in my local community are supported.  <b>SOC 2-16a</b></p>	<ul style="list-style-type: none"> <li>I can identify and learn about different groups in my local community, including their needs.</li> <li>I can compile a set of questions I would want answered about one of the groups (Are there meeting points? What are their needs? Is there enough provision? Are there improvements which could be made?), while considering how they could be answered– visits, phone calls, newspaper clippings.</li> <li>I can arrange a meeting or visit to speak with representatives from the group.</li> <li>I can work in a group to gather specific information from the representatives.</li> <li>I can use information gathered to compile a suggested improvement e.g. new building, extra provisions, fundraising etc.</li> <li>I can work with others to carry out a fundraising activity to help an organisation within my community.</li> <li>I can write letters to local press / councillors informing them of my work and findings, particularly if there is room for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn to appreciate what different groups need in order to be successful.</li> <li>I can explain how these needs are met and be able to describe the support networks in place.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate how I can support my local community.</li> </ul>	

People in society, economy and business – Second Level									
Learning Context		Experiences and Outcomes		<b>Second Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.					
<b>Rights and Responsibilities</b> SOC 2-15a SOC 2-16a SOC 2-16b SOC 2-16c	I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people’s lives. <b>SOC 2-16b</b>	<ul style="list-style-type: none"> <li>I can find out about different forms of discrimination across a range of people and societies.</li> <li>I can gather newspaper articles, magazine clippings, news reports or report on my own knowledge to compile evidence of discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise discriminatory behaviour and understand how this impacts on people’s lives.</li> <li>I can discuss different groups in society, considering their vulnerability to discrimination – who would be responsible? What would it look like? What could be a solution?</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about and report back about initiatives and policies that are in place to prevent discriminatory behaviour.</li> </ul>					
	I can discuss issues of the diversity of cultures, values and customs in our society. <b>SOC 2-16c</b>	<ul style="list-style-type: none"> <li>I can learn about the diversity of cultures, values and customs in our society, including multi-cultural contributions.</li> <li>I can recognise what makes my society in a <i>local</i> sense – Who’s in it? What happens within it? What facilities are there? Where is this society?</li> <li>I can identify values held and encouraged at school or at home and discuss the need for respecting others’ values.</li> <li>I can explore the difficulties experienced by a minority within any society – racism, bullying, lack of facilities etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn to appreciate how the nature of our traditional society can cause challenges for some cultures.</li> <li>I can think about society in Scotland’s wider sense – What traditionally represents Scotland? <i>Realising Scotland’s history is not totally representative of today’s climate.</i></li> <li>I can research the wide variety of cultures living within modern Scotland.</li> <li>I can take part in an activity where I am aware of how different individuals and groups can be treated differently - discuss feelings, effects this would have in the long term, conflicts arising and the issues of respect and fairness.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the diversity of cultures, values and customs in our society and consider different viewpoints.</li> <li>I can use current news reports, newspaper articles, and internet postings to raise topics for discussion and can identify both positive and negative discussion points.</li> <li>I can take part in many discussions on topics arising from this area of work – giving reasoned arguments/opinions.</li> </ul>					

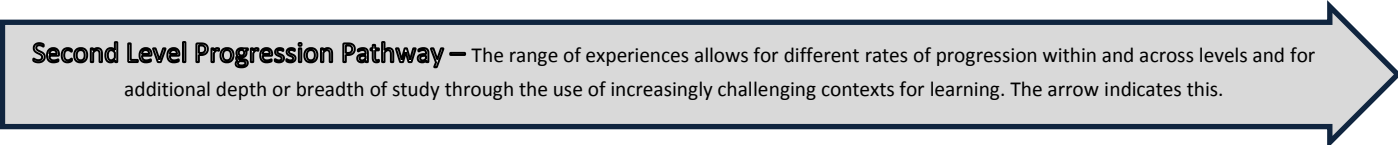
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**People in society, economy and business – Second Level**

Learning Context	Experiences and Outcomes													
<p style="text-align: center;"><b>Parliamentary Election</b> SOC 2-15a SOC 2-17a SOC 2-18a</p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <table style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">SAL</td> <td style="padding: 2px; background-color: yellow;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px; background-color: yellow;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px; background-color: yellow;">5</td> <td style="padding: 2px;">6</td> <td style="padding: 2px;">7</td> <td style="padding: 2px;">8</td> <td style="padding: 2px; background-color: yellow;">9</td> </tr> </table> </div>	SAL	1	2	3	4	5	6	7	8	9	<p>I can use evidence selectively to research current social, political or economic issues. <b>SOC 2-15a</b> <b>* Also included within Rights and Responsibilities and Ethical Trading Enterprise contexts.</b></p>	<ul style="list-style-type: none"> <li>• I can begin to understand that evidence varies in reliability.</li> <li>• I can begin to show understanding of the difference between fact and opinion.</li> <li>• I can begin to understand that evidence may be persuasive and influence research on current issues.</li> <li>• I can select key information in order to research a specific current social, political or economic issue.</li> <li>• I can use a KWL grid to find out prior knowledge and plan research questions to be answered.</li> <li>• I can present my findings in a PowerPoint/media.</li> <li>• I can work in a group to discuss/debate issues.</li> <li>• I can interview key people about a subject chosen.</li> <li>• I can create and carry out a survey about a current social, political or economic issue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand that evidence varies in reliability.</li> <li>• I can show understanding of the difference between fact and opinion.</li> <li>• I can show that evidence may be persuasive and influence research on current issues.</li> <li>• I can select and record specific information for a given purpose from a variety of sources within the learning environment.</li> <li>• I can use a graphic organiser to organise notes.</li> <li>• I can create a timeline on the topic chosen</li> <li>• I can present my findings in a PowerPoint or using other multi-media format.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show how evidence can vary in reliability.</li> <li>• I can explain and give examples of the difference between fact and opinion.</li> <li>• I can draw conclusions on how and why evidence may be persuasive and influence research on current issues.</li> <li>• I can select and record information for a given purpose from a variety of sources out with the learning environment.</li> <li>• I can take notes from a variety of sources.</li> <li>• I can record my observations/findings in a variety of ways.</li> </ul>
	SAL	1	2	3	4	5	6	7	8	9				
<p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. <b>SOC 2-17a</b></p>	<ul style="list-style-type: none"> <li>• I can learn about the rights and responsibilities of citizens in Scotland (including myself, and others) and discuss them.</li> <li>• I can contribute to a class display of all the responsibilities pupils have in and out of school and discuss how important it is to face responsibilities, be reliable, know what is expected etc.</li> <li>• I can become actively involved in the decision making process for a current school issue – tuck shop, uniform, school grounds. (*Children to be consulted and allowed to vote – class teacher to be highlighting the democratic nature of the activity).</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the main features of a democracy and describe them</li> <li>• I can participate in a fictional scenario where a group of people will be affected by a decision and work through this as a group, make decisions, vote on and justify my opinions (Web link: <a href="#">BBC - Around Scotland - Citizenship</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how the rights and responsibilities of others can have an impact on society.</li> <li>• I can understand the ‘democratic’ model of decision making. (Set up a fictional ‘government’ in the classroom. Election candidates make their pitch, with reference to how they would change the class or an element of school life. Other children to interview candidates and challenge their ideas before voting for the successful candidate. Highlight the ‘democratic’ model of decision making. Discuss positives and any potential negatives.</li> </ul>											

People in society, economy and business – Second Level				
Learning Context	Experiences and Outcomes			
<p><b>Parliamentary Election</b> SOC 2-15a SOC 2-17a SOC 2-18a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>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.</p> <p><b>SOC 2-18a</b></p>	<ul style="list-style-type: none"> <li>I can learn about the features of elections and why they take place.</li> <li>I can understand that casting a vote contributes to the decision-making process.</li> <li>I can understand the importance of making informed decisions.</li> <li>I can find out who my local government representative is.</li> <li>I can identify issues which I feel strongly about at a local level.</li> <li>I can present discussions/arguments for these issues to share with a local representative.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about the work of elected representatives at local, national or European level.</li> <li>I can find out who my local, National and European government representative is.</li> <li>I can investigate issues which I feel strongly about at a national level. I can present discussions/arguments for these issues to share with a local, national or European government representative.</li> <li>I can construct relevant questions to ask my government representatives.</li> </ul>	<ul style="list-style-type: none"> <li>I can take part in mock election for a class 'prime minister' going through all the correct procedures with ballot papers, confidential voting, ballot boxes, vote counting and announcements being made.</li> <li>I can find out about the history of the vote – timeline events.</li> <li>I can collect information from newspapers and other sources about current work going on in Parliament and I can highlight any changes involving children or education and discuss what that may mean to me.</li> </ul>

**People in society, economy and business – Second Level**

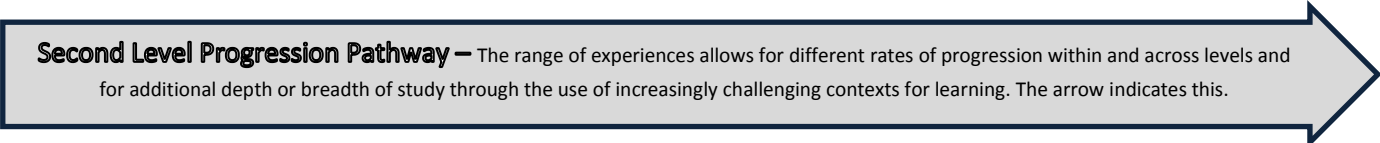
Learning Context	Experiences and Outcomes				
<p><b>Ethical Trading Enterprise</b>                      SOC 2-15a                      SOC 2-19a                      SOC 2-20a                      SOC 2-21a                      SOC 2-22a</p>	<p>I can use evidence selectively to research current social, political or economic issues.  <b>SOC 2-15a</b>                      * <b>Also included within Rights and Responsibilities and Parliamentary Election contexts.</b></p>	<ul style="list-style-type: none"> <li>• I understand that evidence varies in reliability.</li> <li>• I can begin to understand that evidence may be persuasive and influence research on current issues.</li> <li>• I can select key information in order to research a specific current social, political or economic issue.</li> <li>• I can use a KWL grid to find out prior knowledge and plan research questions to be answered.</li> <li>• I can present my findings in a PowerPoint/media.</li> <li>• I can work in a group to discuss/debate issues.</li> <li>• I can interview key people about a subject chosen.</li> <li>• I can create and carry out a survey about a current social, political or economic issue.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand that evidence varies in reliability.</li> <li>• I can show understanding of the difference between fact and opinion, applied to a social, political or economic context.</li> <li>• I can show that evidence may be persuasive and influence research on current issues.</li> <li>• I can select and record specific information for a given purpose from a variety of sources within the learning environment.</li> <li>• I can use a graphic organiser to organise notes.</li> <li>• I can create a timeline on the topic chosen and select the best way of presenting my findings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show how evidence can vary in reliability.</li> <li>• I can explain and give examples of the difference between fact and opinion, applied to a social, political or economic issue.</li> <li>• I can draw conclusions on how and why evidence may be persuasive and influence research on current issues.</li> <li>• I can select and record information for a given purpose from a variety of sources out with the learning environment.</li> <li>• I can take notes from a variety of sources, selecting a preferred format.</li> <li>• I can record my observations/findings in a variety of ways.</li> </ul>	
<p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.  <b>SOC 2-19a*</b>                      * <i>Also in Environmental Tourism context</i></p>	<ul style="list-style-type: none"> <li>• I can learn about the lifestyle and culture of citizens of Scotland.</li> <li>• I can begin to consider lifestyle and culture by looking at Scotland – think about my own life. I can discuss traditional Scotland compared with modern-day Scotland.</li> </ul>	<ul style="list-style-type: none"> <li>• I can study the lifestyle and culture of citizens of another country.</li> <li>• I can identify specific countries I would want to find out more about and decide on categories or key questions I want to find out about (based on prior knowledge and experiences, items in the news, Internet articles etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare the similarities and differences between cultures.</li> <li>• I can discuss the similarities and differences of the lifestyle and culture of citizens of Scotland and another country.</li> </ul>	

People in society, economy and business – Second Level									
Learning Context		<b>Second Level Progression Pathway</b> – The range of experiences allows for different rates of progression within and across levels and for additional depth or breadth of study through the use of increasingly challenging contexts for learning. The arrow indicates this.							
<b>Ethical Trading Enterprise</b> SOC 2-15a SOC 2-19a SOC 2-20a SOC 2-21a SOC 2-22a		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. <b>SOC 2-20a</b>		<ul style="list-style-type: none"> <li>I can find out what is meant by “ethical trading” and how companies can take responsibility for human rights and working conditions.</li> <li>I can identify the basic needs of people in other countries and that everyone is entitled to have these met (including children).</li> <li>I can learn to appreciate and discuss the consequences of not having these rights met.</li> <li>I can explain why some societies are more able than others to meet these needs.</li> </ul>		<ul style="list-style-type: none"> <li>I can plot countries on a map to show the areas where workers’ basic needs are not being met (following class discussion about the country’s history and economic status) and I can annotate the map with descriptions of conditions and reasons.</li> <li>I can explore the consequences of unethical trading by examining and detailing physical and mental effects and use a variety of media to present the information.</li> </ul>		<ul style="list-style-type: none"> <li>I can research and explain how consumers have the power to influence and support ethical trading.</li> <li>I can research various companies to explore their ethical policy – write letters, make phone calls, visit local and national companies – and evaluate the accessibility of information.</li> <li>I can work co-operatively to make multimedia presentation using still images and voiceover showing non-ethical trading and also what can be done to improve the situation.</li> </ul>	
		I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. <b>SOC 2-21a</b>		<ul style="list-style-type: none"> <li>I can explore what is meant by essential goods and services.</li> <li>I can learn about the different ways in which people pay for goods and services.</li> <li>I can discuss the effects of adverts, peer pressure etc. to have certain things in life and the effects they can have – debt, pressure on parents, unhappiness etc.</li> </ul>		<ul style="list-style-type: none"> <li>I can investigate the benefits and risks of various methods of payment and the potential related outcomes.</li> <li>I can audit everything I consume or use in an average day and write a list and can compare my needs and wants.</li> <li>I can work co-operatively to make up a class or group board game based on money decisions and choices, risks and benefits.</li> </ul>		<ul style="list-style-type: none"> <li>I can make a collection of leaflets and adverts for credit card companies, loans, savings banks, shops etc. to show the variety of payment methods available to consumers.</li> <li>I can consider scenarios on managing money, borrowing and lending to friends, saving etc. I can discuss how I would handle each and consider benefits and risks which may arise.</li> <li>I can act on advice to manage my money following a visit to a local bank or visit to school from bank personnel.</li> </ul>	

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People in society, economy and business – Second Level

Learning Context	Experiences and Outcomes	
<p><b>Ethical Trading Enterprise</b>                      SOC 2-15a                      SOC 2-19a                      SOC 2-20a                      SOC 2-21a                      SOC 2-22a</p> <p>SAL 1 2 3 4 5 6 7 8 9</p>	<p>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.</p> <p><b>SOC 2-22a</b></p>	<ul style="list-style-type: none"> <li>• I can develop the skills to set up and run a business, ensuring key roles and processes are identified and in place.</li> <li>• I can study successful businesses locally or nationally to determine what influences and affects their success.</li> <li>• I can learn about profit and loss and how to calculate them (use Business Studies teacher from secondary school, school secretary or local business partner).</li> <li>• I can work co-operatively to identify a potential business opportunity for the class – draw up a business plan – deliver a presentation (pitch) at a school assembly with invited guests – take part in question and answer session with guests</li> <li>• Brainstorm necessary roles/vacancies in the class business for which pupils can write job applications.</li> <li>• I can collaborate and make choices in deciding how to share different roles and responsibilities as part of a business team.</li> <li>• I can visit shops or suppliers to cost core business materials for the project decided on.</li> <li>• I can work in a team to conduct market research by preparing interviews, carrying out questionnaires and collating information.</li> <li>• I can contact a local business person, make links with a secondary teacher or a bank worker for expertise.</li> <li>• I can readily take increasing responsibility for a given task/role and how this contributes to the success of a business.</li> <li>• I can evaluate the success of a business based on agreed plans and related actions through quality discussions, personal/team reflection and review, analysis of profit/loss etc.</li> </ul>