



Barthol Chapel Primary School

Social Studies Policy

Introduction

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

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

Features for Effective Learning

It's important to consider that effective learning through social studies requires the following key features:-

- a) Coherent Curriculum
- b) Learning and Teaching
- c) Support for Pupils
- d) Leadership
- e) Partnership Working

Skills of effective learning will be founded on the idea that learners learn best when:

- They understand clearly what they are trying to learn, and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to make improvements
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.

Aberdeenshire 3-18 Curriculum Framework

Curriculum Organisers in Social Studies

Children and young people have an entitlement to develop the knowledge and understanding, skills, attributes and capabilities outlined in the Social studies. The curriculum organisers are

- People, past events & societies
- People, place & environments
- People in society, economy & business

Coherent Curriculum

Teachers will use the Aberdeenshire Progression Framework for Social Studies to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries. Within the teaching and learning of skills and knowledge focus is placed on the four capacities: confident individuals, effective contributors, successful learners and responsible citizens to allow each child and young person to reach their full potential.

Children and young people as they learn within the social studies will develop a range of skills including:

- Observing, describing and recording
- Comparing and contrasting to draw valid conclusions
- Exploring and evaluating different types of sources and evidence
- Development of curiosity and problem solving skills and capacity to take initiatives
- Interacting with others and developing an awareness of self and others
- Planning and reviewing investigation strategies
- Developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- Discussion and informed debate
- Developing reasoned and justified points of view
- Developing and using maps in a variety of contexts

Learning and Teaching

In social studies, effective learning and teaching will draw upon a variety of approaches including;

- Active learning which provides opportunities to observe, explore, experiment and play
- Use of relevant contexts and experiences familiar to children and young people
- Appropriate and effective use of technology
- Building on the principles of Assessment is for learning
- Both collaborative and independent learning
- Discussion and informed debate
- Interdisciplinary learning experiences
- Learning outdoors, field trips, visits and input by external contributors.

Curriculum for Excellence: Social Studies Principles and Practice

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity, depth, breadth and progression.

Barthol Chapel School practitioners aim to engage every child and young person in a range of planned, quality learning experiences which will meet their needs.

Planning

Teachers and other practitioners in planning together will ensure that experiences are relevant and realistic for the child or young person in his or her circumstances. Provide the children with knowledge and skills for learning for life and work.

- Within the experiences and outcomes which span more than one level, careful planning is required to ensure appropriate breadth, progression and pace.
- Teachers and other practitioners will plan and present learning in ways that enable learners to use knowledge and skills in different contexts.
- Teachers should make use of Aberdeenshire Progression Framework for Social Studies and national benchmarks as a support tool.
- Additional curricular planning is also required in an appropriate format to support interdisciplinary projects.

All staff teaching social studies will identify opportunities to develop and reinforce social studies knowledge and skills, both within their own teaching activities and through working with their colleagues to plan interdisciplinary studies and a coherent approach to the development of literacy, numeracy, citizenship, creativity, enterprise and sustainability.

Through self-evaluation staff will plan a balance of learning and teaching approaches, learning that develops all the attributes and capabilities of the four capacities, a coherent approach to important themes such as citizenship and enterprise, progression in skills and understanding, and effective use of interdisciplinary work to deepen and extend learning.

Assessment

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

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

Assessment will also link with other areas of the curriculum, within and outside the classroom, to allow children and young people to demonstrate their increasing awareness of social issues such as

sustainability and enterprise through field trips, visits to local and national heritage sites, and meetings with members of the community.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in;

- Knowledge and understanding
- Skills
- Attributes and capabilities

Resources

It is important that the resources used to deliver social studies experiences and outcomes meet the following criteria:-

- Are relevant to age and stage
- Are current and listed to show whole school progression
- Are purchased to reflect improvement plans
- Have mechanisms for consultation with staff, pupils and parents where appropriate

Monitoring, Evaluation and Review

This policy has been written in consultation with staff, pupils, parents and the wider community.

A copy of the policy will be made available to all stakeholders and monitored and evaluated in line with our Quality Assurance procedures.

This policy is a working document and will be reviewed on an annual basis as informed by local and national developments.