








Social Studies

Glasgow

Social Studies Framework

The framework for Social Studies has been organised by level and split by stage. Within each stage there are **suggested** bundles of Curriculum for Excellence Experiences and Outcomes.

These Es & Os are then supported by:

-  Suggested bundles
-  Benchmarks for Assessment
-  Resources to support learning
-  Exemplar IDL planners
-  Key documents

Rationale

Through social studies, children and young people develop their understanding of the world by learning about other people and their values in different, times, places and circumstances. This framework supports practitioners in delivering rich learning experiences, assessment and moderation.

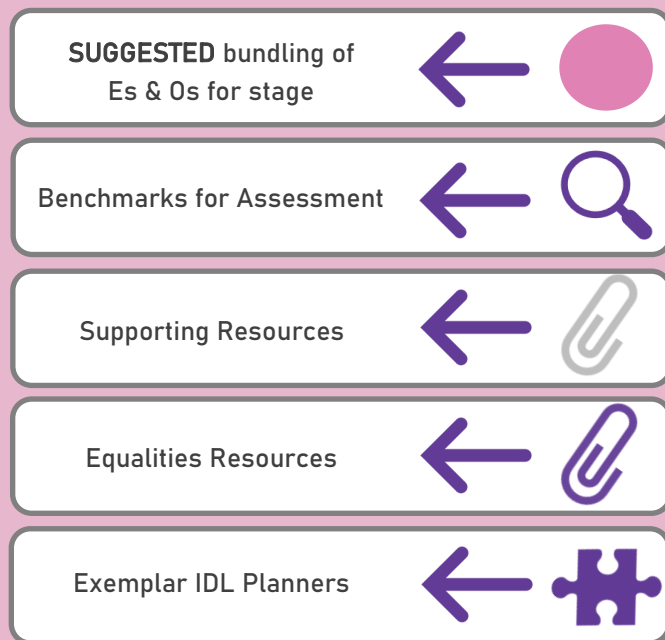
It also provides examples of how social studies link to other curricular areas and how experiences can woven across the curriculum, learning and teaching.

It will provide consistency and progression across and through levels and enhance opportunities for purposeful transitions between early years, primary and secondary.

This framework is a working document and will be updated regularly. Please be flexible in your approach and keep up to date with developments to ensure you can best plan for excellent learning and teaching.

SOCIAL STUDIES FRAMEWORK

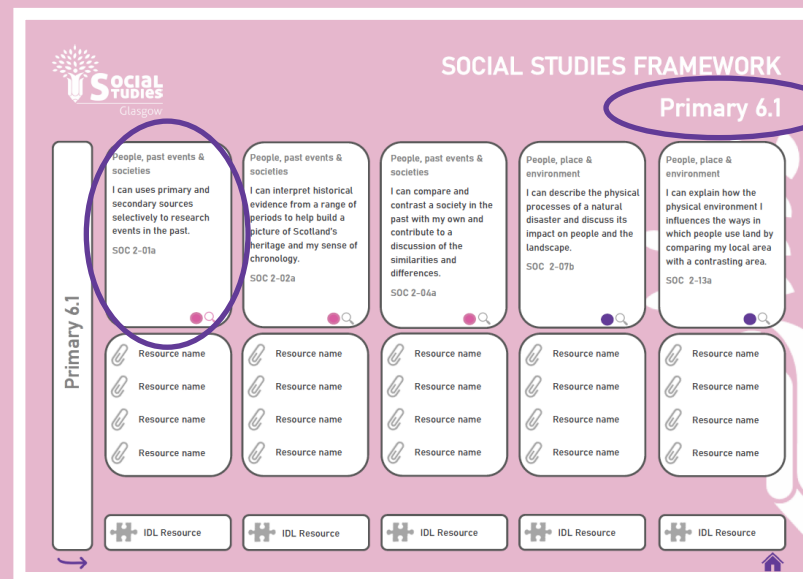
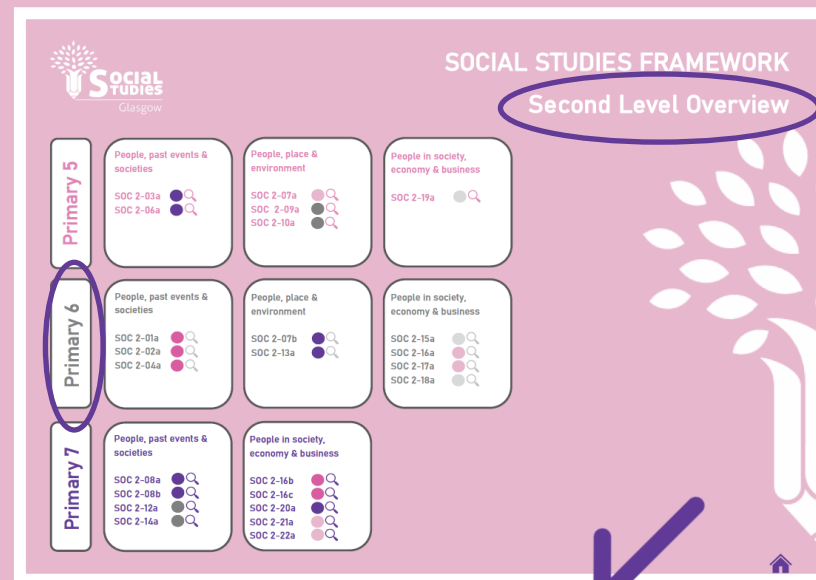
How to Use Guide

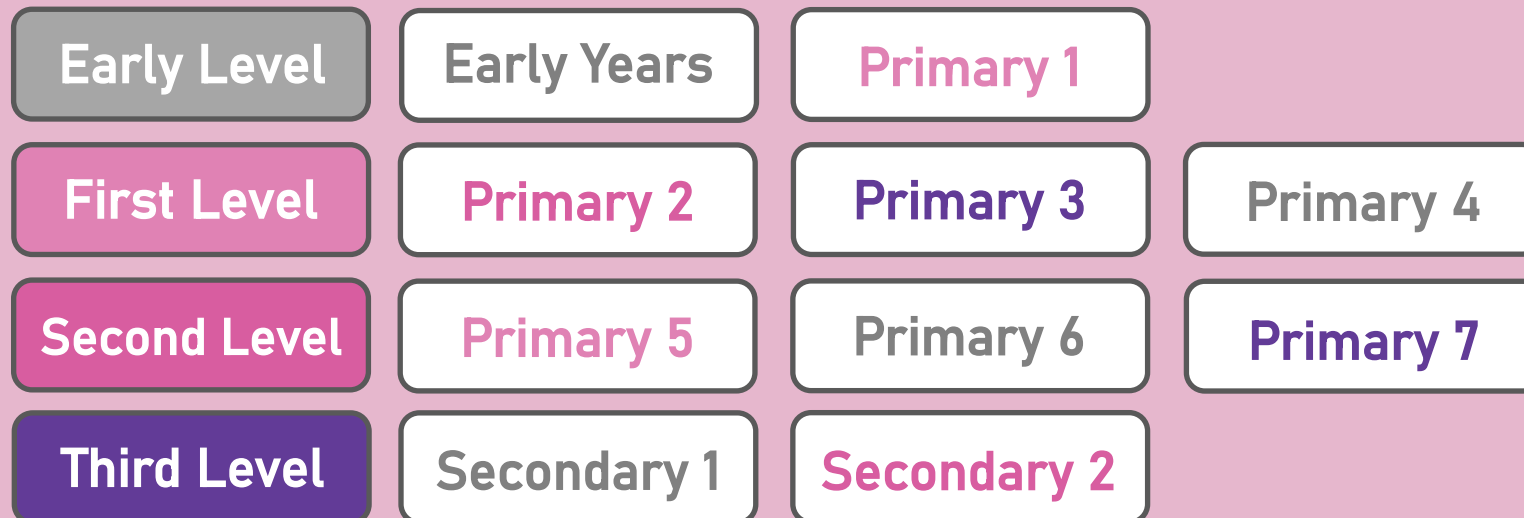


People, past events & societies

I can use primary and secondary sources selectively to research events in the past.

SOC 2-01a











SOCIAL STUDIES FRAMEWORK









Early Level Overview

Early Years

People, place & environment

SOC 0-07a  
 SOC 0-08a  
 SOC 0-12a  

People in society, economy & business

SOC 0-16a  
 SOC 0-17a  
 SOC 0-18a  
 SOC 0-20a  

Primary 1

People, past events & societies

SOC 0-01a  
 SOC 0-02a  
 SOC 0-04a  

People, place & environment

SOC 0-09a  

People in society, economy & business

SOC 0-15a  



SOCIAL STUDIES FRAMEWORK

Early Years

Early Years

People, place & environment

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

SOC 0-07a

People in society, economy & business

By exploring my local community, I have discovered the different roles people play and how they can help.

SOC 0-16a

People in society, economy & business

In real-life imaginary play, I explore how local shops and services provide us with what we need in our daily lives.

SOC 0-20a

People, place & environment


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


SOC 0-08a

People, place & environment


While learning outdoors in different weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.


SOC 0-12a

 People Who Help Us


 Calling 999


 Tesco in the Community


 Fruity Bird Feeder

 Weather Stories


 A day in the life of a Police Officer


 ASDA Community Champions


 Bird House Feeding Station


 A day in the life of a Dog Handler


 Morrisons Community


 SSPCA, AnimalWISE

 Equalities Resource

 Equalities Resource

 Equalities Resource

 Equalities Resource

 Equalities Resource



SOCIAL STUDIES FRAMEWORK

Early Years

Early Years

People in society, economy & business

I make decisions and take responsibility in my everyday experiences and play, showing consideration to others.

SOC 0-17a



People in society, economy & business

Within my every day experiences and play I make choices about where I work, how I work and who I work with.

SOC 0-18a



UNCRC



Scottish Alliance
of Children's
Rights



Transport Around
the World



SOCIAL STUDIES FRAMEWORK

Primary 1

Primary 1

People, past events & societies

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

SOC 0-01a

People, past events & societies

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

People, past events & societies

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 people around me.

SOC 0-04a

People, place & environment

I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.

SOC 0-09a

People in society, economy & business

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

SOC 0-15a



National Records of Scotland



Toys of the Past



Exploring your Family Tree



Historic Environment
Scotland: SCRAN



Transport Around
the World



Playground Games
from Around the
World



Playground Games
from Around the
World—Video



Glasgow Subway



First Bus Glasgow



Transport Around
the World



Glasgow Library
Service



Glasgow Library
Schools Outreach



Back in Time for
Birmingham



SOCIAL STUDIES FRAMEWORK

First Level Overview

Primary 2

People, place & environment

SOC 1-11a ● 🔍
SOC 1-13a ● 🔍
SOC 1-14a ● 🔍

People in society, economy & business

SOC 1-18a ● 🔍
SOC 1-20a ● 🔍

Primary 3

People, past events & societies

SOC 1-01a ● 🔍
SOC 1-03a ● 🔍
SOC 1-04a ● 🔍
SOC 1-06a ● 🔍

People, place & environment

SOC 1-08a ● 🔍

People in society, economy & business

SOC 1-15a ● 🔍
SOC 1-16a ● 🔍
SOC 1-17a ● 🔍

Primary 4

People, past events & societies

SOC 1-02a ● 🔍

People, place & environment

SOC 1-07a ● 🔍
SOC 1-09a ● 🔍
SOC 1-12a ● 🔍
SOC 1-12b ● 🔍
SOC 1-13b ● 🔍

People in society, economy & business

SOC 1-21a ● 🔍
SOC 1-22a ● 🔍



SOCIAL STUDIES FRAMEWORK

Primary 2

Primary 2

People, place & environment

By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.

SOC 1-11a

People, place & environment

Having explored the landscape of my local area, I can describe the various ways in which the land can has been used.

SOC 1-13a

People, place & environment

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.

SOC 1-14a

People in society, economy & business

I have participated in decision making and have considered the different options available in order to make decisions.

SOC 1-18a

People in society, economy & business

I have developed an understanding of the importance of local organisations in providing for the needs of my community.

SOC 1-20a



Houses and Homes



Why do we use maps?



Blairvadach:
Outdoor Activity Cards



Maps of Glasgow
Schools



Pablo the Super
Banana



Glasgow Life
Museums Resources



Different Place We
Live



Taste Atlas



Equalities
Resources



Worship Directory
Glasgow



Primary 3

People, past events & societies

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.

SOC 1-01a



People, past events & societies

I can use evidence to recreate the story of a place or individual of local historical interest.

SOC 1-03a



People, past events & societies

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience or recreating an historical setting.

SOC 1-04a



People, past events & societies

Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.

SOC 1-06a



People in the Past



David Livingstone



What is Scottish?



Mary, Queen of Scots



Historic Environment Scotland



Equalities Resource



Black History Month



Famous Black Scots



Thomas Blacklock



Marion C Gray



Primary 3

People, place & environment

I can consider ways of looking after my school or community and can encourage others to care for their environment.

SOC 1-08a

People in society, economy & business

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.

SOC 1-15a

People in society, economy & business

I can contribute to a discussion of the difference between my needs and wants of those of others around me.

SOC 1-16a

People in society, economy & business

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.

SOC 1-17a



Nature on your Doorstep



Bag Gardening



Would we starve



Barclays: Money & Fraud



UNCRC



Rights Respecting Schools



World Environments



School Environments



Myths of Immigration



A Scottish Year



The Journey—Refugees



Marvellous Max—Autism



Comparing Needs and Wants



Primary 4

People, past events & societies

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways in which we remember and preserve Scotland's history.

SOC 1-02a

People, place & environment

Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.

SOC 1-09a

People in society, economy & business

I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.


SOC 1-21a


People in society, economy & business


I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.


SOC 1-22a


 Historic Environment Scotland


 National Trust for Scotland

 Where Food Comes From


 KSB: Food & the Environment

 KSB: Food Sustainability

 Farming: A Year in the Life


 Barclays: Life Skills

 NatWest: Money Sense


 RBS: Money Sense

 Local Explorers

 Locavore Study Visits

 Values, Money and Me

 World currency

 International Women's Day

 Equality Human Rights—Pass it On



Primary 4

People, place & environment

I can describe and recreate the characteristics of my local environment by exploring the features of my landscape.

SOC 1-07a



People, place & environment

By using a range of instruments, I can measure and record the weather and discuss how weather affects my life.

SOC 1-12a



People, place & environment

By exploring climate zones around the world, I can compare and describe how climate affects living things.

SOC 1-12b



People, place & environment

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things.

SOC 1-13b



Maps of Glasgow
Schools



Climate Zones



Ordnance Survey
Resources



Weekly Weather
Recordings



An accessible day
out



Plant for the Planet



The Climate Crisis
isn't fair



Everyday Stories of
Climate Change



World Water Day

SOCIAL STUDIES FRAMEWORK

Second Level Overview

Primary 5

People, past events & societies

SOC 2-03a ● 🔍
SOC 2-06a ● 🔍

People, place & environment

SOC 2-07a ● 🔍
SOC 2-09a ● 🔍
SOC 2-10a ● 🔍

People in society, economy & business

SOC 2-19a ● 🔍

Primary 6

People, past events & societies

SOC 2-01a ● 🔍
SOC 2-02a ● 🔍
SOC 2-04a ● 🔍

People, place & environment

SOC 2-07b ● 🔍
SOC 2-13a ● 🔍

People in society, economy & business

SOC 2-15a ● 🔍
SOC 2-16a ● 🔍
SOC 2-17a ● 🔍
SOC 2-18a ● 🔍

Primary 7

People, place & environment

SOC 2-08a ● 🔍
SOC 2-08b ● 🔍
SOC 2-12a ● 🔍
SOC 2-14a ● 🔍

People in society, economy & business

SOC 2-16b ● 🔍
SOC 2-16c ● 🔍
SOC 2-20a ● 🔍
SOC 2-21a ● 🔍
SOC 2-22a ● 🔍



SOCIAL STUDIES FRAMEWORK

Primary 5

Primary 5

People, past events & societies

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

SOC 2-03a

People, past events & societies

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

People, place & environment

I can describe the major characteristic features of Scotland's landscape and explain how these are formed.

SOC 2-07a

People, place & environment

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.

SOC 2-09a

People, place & environment

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

SOC 2-10a



Famous Scots



National Trust:
Famous Scots



The Victorians



Clyde in the
Classroom



Go Bananas



Housing Types in
Glasgow



Equalities
Resource



Equalities
Resource



Equalities
Resource



SOCIAL STUDIES FRAMEWORK

Primary 5

Primary 5

People in society, economy & business

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.

SOC 2-19a



Global Homes



Equalities
Resource



SOCIAL STUDIES FRAMEWORK

Primary 6

Primary 6

People, past events & societies

I can use primary and secondary sources selectively to research events in the past.

SOC 2-01a

People, past events & societies

I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology.

SOC 2-02a

People, past events & societies

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

People, place & environment


I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.


SOC 2-07b


People, place & environment

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.

SOC 2-13a

 Scotland's History: Interactive Timeline


 People in the Past


 Natural Disasters


 Predicting Earthquakes


 Earthquakes


 Earthquake Response

 Land Use in Scottish Cities

 Quarrying: Managing Damage


 Mass Tourism Case Studies


 WW1&2: Colourful Heritage


 WW1&2: Who was Walter Tull?


 The Victorians—The Missing Chapters


 Black Tudors

 Women on the Frontline


 British Empire during WW1


 WW2: Black History Month


 The Same but Different FIX

 Introduction to Humanity



 The Same but Different

 Introduction to Humanity

 No Ballet Shoes in Syria



Primary 6

People in society, economy & business

I can use evidence selectively to research current social, political or economic issues.

SOC 2-15a

People in society, economy & business

I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.

SOC 2-18a

People in society, economy & business

I can explain how the needs of a group in my local community can be supported.

SOC 2-16a

People in society, economy & business

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.

SOC 2-17a



Middle Eastern
Conflict: Aliah



Scottish Parliament



The Glasgow Girls



United Kingdom
Parliament



Refuweegie



Citizens Advice
Bureau



Mary's Meals



The Boy at the Back
of the Class



Scottish Parliament



Understanding
Migration and
Refugees



Equalities Resource



Migration Scotland



Being part of a
School Community



Mumbai Dabbawala
Lunch Service



Easy Peasy Politics



SOCIAL STUDIES FRAMEWORK

Primary 7

Primary 7

People, place & environment

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

SOC 2-08a



People, place & environment

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

SOC 2-08b



People in society, economy & business

Through exploring ethical trading, I can understand how people's needs are the same around the world, discussing why some societies are more able to meet these needs than others.

SOC 2-20a



People, place & environment

By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate discussing the impact on living things.

SOC 2-12a



People, place & environment


To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

SOC 2-14a





 Scotland's Environment: Climate Change


 Scotland's Environment: Land


 Take One Action: The Barrel


 Visit Scotland: Climate & Weather

 WWF: Climate Change

 Ordnance Survey

 Equalities Resource

 Equalities Resource

 David Livingstone



Primary 7

People in society, economy & business

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

People in society, economy & business

I can discuss issues of the diversity of cultures, values and customs in our society.

SOC 2-16c

People in society, economy & business

I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.

SOC 2-21a

People in society, economy & business

By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.

SOC 2-22a



Sense Over Sectarianism:
The Facts



United Nations:
Discrimination



Stonewall Scotland:
Discrimination



When Mandela
Danced in the
Square



Shelter Scotland:
Discrimination & Human
Rights



Barclays: Money &
Fraud



Enterprising Schools



Myths on
Immigration



Equalities Resource



Gender Equality's



Women's Suffrage



Equalities Resource



Global Citizenship
Education








SOCIAL STUDIES FRAMEWORK

Third Level Overview

Secondary 1

People, past events & societies

- SOC 3-01a 
- SOC 3-02a 
- SOC 3-03a 
- SOC 3-04a 
- SOC 3-06b 

People, place & environment

- SOC 3-07a 
- SOC 3-08a 
- SOC 3-14a 

People in society, economy & business





- SOC 3-15a 
- SOC 3-16a 
- SOC 3-17a 

Secondary 2








People, past events & societies

- SOC 3-05a 
- SOC 3-06a 

People, place & environment

- SOC 3-10a 
- SOC 3-11a 
- SOC 3-12a 
- SOC 3-13a 

People in society, economy & business

- | | |
|--|---|
| SOC 3-17b  | SOC 3-20a  |
| SOC 3-18a  | SOC 3-20b  |
| SOC 3-19a  | SOC 3-21a  |
| SOC 3-19b  | |

SOCIAL STUDIES FRAMEWORK

Secondary 1

Secondary 1

People, past events & societies

I can use my knowledge of a historical period to interpret the evidence and present an informed view.

SOC 3-01a



People, past events & societies

Through researching, I can identify possible causes of a past conflict and report on the impact this has had on the lives of people at the time.

SOC 3-06b



People in society, economy & business

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.

SOC 3-15a



Glasgow: First World War



BBC History for Kids



Historic Scotland: SCRAN



Historic Scotland: Investigating Evidence



Amnesty International: Children's Rights



History of Glasgow: Mary Barbour



Rock Against Racism and the 1970's



The Grunwick Strike: Jayaben Desai



Civil Rights Movement



Equalities Resource



SOCIAL STUDIES FRAMEWORK

Secondary 1

Secondary 1

People, past events & societies

I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation.

SOC 3-02a



People, past events & societies

I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland.

SOC 3-03a



People, past events & societies

I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

SOC 3-04a



People in society, economy & business

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.

SOC 3-16a



People in society, economy & business

I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.

SOC 3-17a



National Library of Scotland: Emigration



Scotland's People: Emigration & Immigration



BBC History for Kids



Glasgow Women's Library: Equality in Progress



CRER: Black History Month



UNICEF: Children's Rights



GCC: Children's Rights



Amnesty International: Children's Rights



History with embedded EAL strategies



Equalities Resource



Equalities Resource



The Concept of Race



The Black History Podcast



The Fox and The White Gazelle: Refugees and Children's rights



Secondary 1

People, place & environment

Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.

SOC 3-07a



People, place & environment

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.

SOC 3-08a



People, place & environment

I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.

SOC 3-14a



Historic Environment
Scotland: Scotland's
Landscape



Ordnance Survey:
DigiMaps



New Scientist:
Environment &
Climate Change



Greenpeace: Climate
Change



OECD: Environment



Equalities
Resource



Climate Change:
How well do you
know your planet?



Equalities
Resource



SOCIAL STUDIES FRAMEWORK

Secondary 2

Secondary 2

People, past events & societies

I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.

SOC 3-05a

People, past events & societies

I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.

SOC 3-06a

People, place & environment

I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.

SOC 3-11a

People, place & environment


By comparing settlement and economic activity in two contrasting landscapes. I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others.


SOC 3-13a


People in society, economy & business


I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives.


SOC 3-19a


 Scotland & the Slave Trade


 Slavery & the Slave Trade


 Scottish Wars of Independence


 Holocaust Memorial Day Trust

 WW2: Rationing & its impact

 WW2: Social Impact of Evacuation

 Centre for Global Development: Rich World, Poor World


 Global Landscapes Forum


 World Trade Organisation


 United Nations


 UNICEF


 African Kingdoms

 Slave Trade and the British Economy

 Benin and other West African kingdoms


 What is colonialism?

 The IMF, World bank and Fairtrade

 Investigating Map Projections

 Peter's Projection

 Peter's Projection Clip

 Qatar World Cup: Human Rights



SOCIAL STUDIES FRAMEWORK

Secondary 2

Secondary 2

People, place & environment

I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.

SOC 3-10a



People, place & environment

I can investigate the relationship between climate and weather and be able to understand the causes of weather patterns within a selected climate zone.

SOC 3-12a



People in society, economy & business

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.

SOC 3-17b



People in society, economy & business

I can understand the arrangements for political decision making at different levels and the factors which shape these arrangements.

SOC 3-18a





People in society, economy & business


Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses.


SOC 3-19b




-  WWF: Effects of Climate Change
-  Scotland's Climate

-  Scottish Parliament
-  United Kingdom Parliament

-  British Red Cross: Conflict & it's Consequences

-  Young Climate Activists of Colour

-  Equalities Resource

-  The Glasgow Girls
-  The Bristol Bus Boycott
-  Origins of the Notting Hill Carnival

-  Equalities Resource

-  Haiti: Rich Country/ Poor Country



Secondary 2

People in society, economy & business

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.

SOC 3-20a



People in society, economy & business

I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond.

SOC 3-20b



People in society, economy & business

I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings risks or borrowing needs.

SOC 3-21a



EDF Energy:
Gleneagles Case Study



Barclays: Life Skills



Ethical Consumer



NatWest: Money Sense



Global Goals



RBS: Money Sense



Young Climate
Activists of Colour



The IMF, World
bank and Fairtrade



Equalities
Resource

Social Studies Framework Bibliography



Click on the icons below to access the documents that aided in the development of the Glasgow, Social Studies Framework.

SOC 2-01a

Social Studies: Experiences & Outcomes



Social Studies: Benchmarks for Assessment



DYW: Career Education Standard



Skills Development Scotland: Skills 4.0



Glasgow's Improvement Challenge

IDL: Ambitious Learning for an Increasingly Complex World

The Future of Education and Skills; Education 2030

OECD Learning Compass



Social Studies: Skills Progression Framework

