

Values

Compassion Faithfulness
 Forgiveness Integrity
 Justice Peace
 Respect Service

Experiences and Outcomes (Es & Os)

Es and Os drive curricular forward planning and assessment. Clear learning intentions and success criteria are formulated from the outcomes and shared with learners. Key resources: Clear pathway for pupils to meet social studies Es and Os in a systematic way; school based topic boxes, SLC packs, Learning Unlimited and Phoenix. Interdisciplinary topics are planned in consultation with the pupils and a focus is placed on skill development and development of the four capacities. We provide opportunity for every child to showcase annually and work with visitors to enhance their learning. We make good use of the local community and further afield to enrich learning opportunities

Personal Support

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given meet individual needs. Personal feedback is given throughout the working week. Termly evaluations highlight particular strengths or areas for development and then impact on next term's planning. Cooperative learning enables pupils to work together, supporting each other's learning. Children with specific needs have an in class support plan or an ASP, reviewed termly and shared with all partners including parents and carers. Ongoing assessment and formal assessments are used to ensure pupils are appropriately challenged and working at correct level.

Curriculum Planner – Social Studies

Totality of the Curriculum

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. As they mature children's experiences are broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children learn about human achievements and how to make sense of the changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. The social studies experiences and outcomes have been structures under the three main organizers:

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

Successful Learner

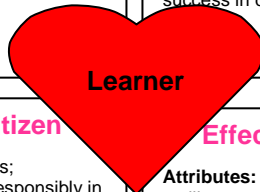
Attributes: Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

Capabilities: use literacy, numeracy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

Confident Individuals

Attributes: self respect; a sense of physical, mental and emotional wellbeing; secure values and belief; ambition.

Capabilities: relate to others and manage themselves; pursue a healthy and active lifestyle; be self aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity.



Responsible Citizen

Attributes: respect for others; Commitment to participate responsibly in political, economic, spiritual, social and cultural life;

Capabilities: develop knowledge and understanding of the world and Scotland's place in it; understand different beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and technological issues; develop informed, ethical views of ethical issues.

Effective Contributors

Attributes: an enterprising attitude; resilience; self-reliance.

Capabilities: Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

Learning and Teaching

Pedagogy: Active learning which provides opportunities to observe, explore, experiment and play uses relevant contexts and experiences familiar to children appropriate and effective use of appropriate 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, visit and impute by external contributors. **Learning intentions and Success Criteria:** The concept of LI and SC are evident throughout the whole school. From Primary 1 to Primary 7 the LI will be displayed for pupils and staff. The LI will highlight the learning taking place and the success criteria should be specific to enable pupils to be successful in their learning. **Formative assessment:** LI and SC will be displayed in all classes. Pupils refer to them throughout learning and understand them clearly. AIFL approaches are used to assess understanding. Traffic lighting is used on written pieces to self, peer and teacher assess.

Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Assessment

In social studies focuses on children's knowledge, understanding and skills in their studies of people, past events, society, place, environment, economy and business. Teachers gather evidence as part of day to day learning as children describe and record, explore and analysis sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking orally, in writing or in a multi media format. Specific assessment tasks are valuable in assessing progress. Assessments are planned with the learning to ensure that they are fit for purpose.

Principles: Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance; Teachers highlight planners to reflect the principle(s) that is being planned.