

# **Social Studies**

## **Skills Progression Framework**

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# Social Studies Skills Progression Framework

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; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be 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 and young people learn about human achievements and about how to make sense of 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.

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.

Social studies is comprised of three areas:

*People, past events and societies*

*People, place and environment*

*People in society, business and economy*

The advice in this support document complements the social studies Experiences and Outcomes and the Benchmarks, and is in line with the Principles and Practice document. Practitioners should plan learning, teaching and assessment using the Experiences and Outcomes.

Social studies is a content heavy subject area, and the ability to learn content is important. However it would not be best practice for a similar content area to be taught repeatedly during the broad general education to gauge the progress of learners. Therefore teachers cannot signpost the next steps for a learner by referring simply to content.

Social studies also has various gaps in the experiences and outcomes, across early to fourth level. As a result it can be difficult for teachers to assess the progress of children and young people.

The purpose of this support document is to guide practitioners in evaluating the progress of children and young people in how skills can be developed from early to fourth level. The skills in the tables below have been identified from the Es and Os and benchmarks. Where that skill is not mentioned in one or more of the five levels across the broad general education, the gap has been filled to enable progression to occur from each level to the next for each skill.

Some of the skills set a specific number of explanations or examples. They are not the same in the Es and Os for all three organisers across social studies, and so cannot be the same in this document either. This must be taken account of in planning. This can make it more challenging for those operating single teacher delivery in the broad general education.

Some of the skills specify a number of explanations or examples. It would expected that teachers would exercise discretion where necessary. For example if a pupil provides two very full and detailed explanations but the framework asks for three detailed one, they may be deemed to have succeeded due to the quality of their work.

The skills noted in the framework are not exhaustive, but appear most frequently within the Es and Os.

**Please note that this document is for support only and is not designed to replace existing effective practice.**

## People, past events and societies

<b>Skill</b>	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<b>Describes</b>	Can provide a simple description of something familiar.	Can provide at least two simple descriptions of something from the school or local community.	Can provide at least two more detailed descriptions from sources in the wider society.	Can provide at least two detailed descriptions from across wider society.	Can provide at least two very detailed descriptions, with evidence if relevant.
<b>Identifies/ Use Sources</b>	Can identify at least two types of sources or evidence.	Can identify a figure from the past <b>or</b> Can identify the difference between more and less trusted sources <b>or</b> Can use sources to tell a story.	Can use at least one primary and at least one secondary source.	Can compare a range of primary and secondary sources to present at least three conclusions about a historical period.	Can identify and use sources to support an argument or judgement.
<b>Gathers information</b>	Can collect information from a source at home or in the learning area	Can collect information from a source in the school or local community	Can collect information from both primary and secondary sources in wider society.	Can collect information from both primary and secondary sources from home, school or wider community and give a basic justification for its use.	Can collect information from primary and secondary sources from home, school or wider community and give a detailed justification for their use.
<b>Draws comparisons</b>	Can draw simple comparisons between life today and the past.	Can draw at least two comparisons.	Can draw at least three comparisons.	Can draw at least three comparisons and provide supporting evidence.	Can draw comparisons between sources and provide

					detailed supporting evidence.
<b>Creates/uses timelines</b>	Can draw a simple timeline of own life so far; date of birth, first visit to nursery, birthdays, Christmases etc.	Can add events outside of own experience to a simple timeline.	Can add more detailed events and people onto a timeline.	Can place details in chronological order.	Can place more detailed events and people in chronological order.
<b>Explain</b>	Can begin to offer a simple explanation of an event in their own life/experience.	Can provide at least one simple explanation of something outside of their own life/experience.	Can provide at least two simple points of explanation as to why people and events were important.	Can provide at least two simple explanations with some supporting evidence.	Can provide at least three explanations, two of which are in some detail to explain the causes or impact of an event.
<b>Draws conclusions &amp; gives reasoned opinions</b>	Can begin offer an opinion or draw a conclusion on something within their own life/experience.	Can give at least one opinion or conclusion from outside of their own experience.	Can provide at least one valid opinion or conclusion with simple reasoning.	Can provide at least two valid opinions or conclusions with more detailed reasoning.	Can provide at least two valid opinions or conclusions with detailed reasoning.
<b>Contributes to discussion</b>	Can begin to contribute to a discussion.	Can contribute one or more points to a discussion.	Can contribute two or more points to a discussion.	Contributes three or more, more detailed points to a discussion.	Can make a valid argument in a discussion and support with evidence.

## People place and environment

<b>Skill</b>	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<b>Describes</b>	Can provide a simple description of a familiar feature.	Can provide at least three simple descriptions of something from the school or local community.	Can provide at least three more detailed descriptions from sources in the wider society.	Can provide at least three detailed descriptions of features from across the world.	Can provide at least three very detailed descriptions of features with evidence if relevant.
<b>Identify features from geographical sources e.g. maps/OS maps/graphs</b>	Can identify simple features eg hill, road.	Can identify at least one geographical feature from a simple map or can extract a piece of information from a simple graph.	Can identify at least two geographical features from a more complex map or can extract two pieces of information from a graphical source to support a conclusion.	Can identify at least three geographical features e.g. increasingly complex features on maps of Scotland, UK, Europe and World. Or uses information from at least two graphical sources to form a conclusion.	Can identify at least four features from more complex geographical sources. Or uses at least two graphical sources to form at least one detailed conclusion.
<b>Gathers information</b>	Can use an instrument to find out some geographical information.	Can use up to two instruments/techniques to collect geographical information.	Can use at least two instruments to collect geographical information and draw a simple conclusion.	Can use at least three instruments/techniques to collect geographical information and draw at least two simple conclusions that link to	Can use at least four instruments /techniques to collect a range of geographical information and draw at least two detailed conclusions that link to

				geographical concept/context.	geographical concept/context.
<b>Draws maps, diagrams or graphs</b>	Can produce a simple map or diagram.	Can produce a basic map, diagram or graph.	Can produce a basic map or annotated diagram, with a least two annotations or draws a basic graph (e.g. a bar graph).	Can produce a map or annotated diagram, with a least three annotations or draws a more complex graph (e.g. a graph with 2 data sets on).	Can produce a detailed map or annotated diagram, with a least four detailed annotations or draws a complex graph (e.g. a wind rose or a transect).
<b>Explain</b>	Can begin to offer a simple explanation of an event in their own life/experience.	Can provide a simple explanation of something outside of their own life/experience.	Can provide at least two simple explanations of geographical issues, features or concepts.	Can provides simple explanation of a geographical issue or concept with supporting evidence Or two simple (brief) explanations of 1 feature with supporting evidence (e.g. causes of climate change, formation of a feature etc).	Can provides at least two explanations in some detail for a geographical issue/concept. Or >2 explanations in some detail of 1 feature?
<b>Compare and contrast</b>	Can make simple compare/contrast statements e.g. old/new, big/small hill.	Can provide a similarity or a difference OR	Can provide two simple similarities or differences. OR	Can provide at least three similarities or differences and use some	Can provide at least three detailed similarities or differences, using

		Can provide an advantage or a disadvantage.	Can provide two simple advantages or disadvantages	evidence to analyse information. OR Can provide at least three advantages or disadvantages and use some evidence to analyse information.	some evidence to analyse information. OR Can provide at least three de
<b>Draws conclusions &amp; gives reasoned opinions</b>	Can begin to draw a conclusion or offer an opinion based on their own experience.	Can draw at least two conclusions or offers at least one opinion with simple reasoning.	Can draw at least two conclusions providing simple reasons or offers at least one opinion with detailed reasoning.	Can draw at least two conclusions with detailed reasons or offers at least two opinions with detailed reasoning.	Can draw at least three reasoned conclusions with detailed reasons and using evidence or offers at least three opinions with detailed reasoning.
<b>Contributes to discussion</b>	Can begin to contribute to a discussion.	Can contribute one or more points to a discussion.	Can contribute two or more points to a discussion.	Contributes three or more, more detailed points to a discussion.	Can make a valid argument in a discussion and support with evidence.

## People and society, business and economy

<b>Skills</b>	<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<b>Describe</b>	Provides a simple description of something familiar.	Provides at least two simple descriptions of something from the school or local community.	Provides at least two more detailed descriptions of information from a source in wider society.	Provides at least two detailed descriptions.	Provides at least two very detailed descriptions of information from different sources in wider society.
<b>Identify sources</b>	Can identify places where information can be found.	Identifies 1 reliable and 1 unreliable source.	Can identify where information can be found in wider society.	Can identify where information can be found in wider society and can outline some of the advantages /limitations of different research methods.	Can explain in detail the advantages/limitations of a wide range of identified research methods.
<b>Gather information</b>	Can collect information from a source at home or in the learning area.	Can collect information from a source in the school or local community using at least two methods.	Can collect information from a source in wider society using at least three methods.	Can collect information from sources in wider society and give a basic justification for its use.	Can collect information from sources in wider society and give a detailed justification for their use.
<b>Compare/discuss similarities and differences</b>	Can use photos/visit/visitors to identify differences or similarities.	Can point out a similarity and a difference.	Can compare and contrast from sources providing at least two similarities and differences.	Can compare and contrast from sources at least two similarities and differences in detail.	Can compare and contrast evidence from a variety of sources and evaluate their usefulness.

<b>Evaluates and uses evidence</b>	Is aware of evidence by exploring local community or local topics/issues.	Can evaluate trustworthiness of sources of evidence.	Can select evidence and use it to research and form a valid conclusion.	Can interpret evidence from basic sources to form and support a valid conclusion.	Can evaluate conflicting evidence to sustain line of argument.
<b>Explain</b>	Can begin to offer a simple explanation of an event in their own life/experience.	Can provide a simple explanation of something outside of their own life/experience.	Can provide at least two simple explanations an event or concepts in wider society.	Can provide at least 2 simple explanations with supporting evidence.	Can explain in some detail a complex event or issue in wider society.
<b>Assess impact/ Analyse</b>			Can evaluate the impact of an event/policy.	Can evaluate the impact and provide evidence to support answers.	Can evaluates impact <b>or</b> analyse the relative importance of factors and provide evidence to support answers.
<b>Present informed view/contribute to discussion</b>	Can begin to contribute to a discussion about a familiar topic.	Can present an informed opinion in a discussion.	Can present informed opinions in a discussion with some justification.	Can present informed views, making 2 or more reasoned suggestions.	Can present informed views and take part in debates about reasoned suggestions.
<b>Make decisions/draw conclusions</b>	Can make choices about familiar topics.	Can make decisions about less familiar topics.	Can draws a valid conclusion and provide evidence for conclusion.	Can draw at least two valid opinions And provide more detailed supporting evidence.	Can draw valid conclusions and provide detailed supporting evidence.

Links to additional support documents:

Benchmarks: <https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/>

Literacy in social studies: <https://education.gov.scot/improvement/learning-resources/literacy-in-social-studies/>

Numeracy in social studies: <https://education.gov.scot/improvement/learning-resources/numeracy-in-social-studies/>

Moderation Cycle: <https://education.gov.scot/improvement/learning-resources/the-moderation-cycle/>

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