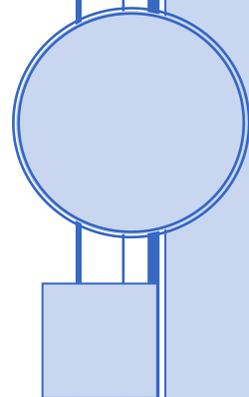




GULLANE PRIMARY SCHOOL

SOCIAL STUDIES POLICY

1/1/2019



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(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Learning and Teaching, Assessment and Support for Learning policies.)

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; 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.’

Social Studies Principles and Practice

AIMS

In Gullane Primary, through our approach to the learning and teaching of social studies we aim to:

- develop understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world
- broaden understanding of the world by learning about human activities and achievements in the past and present
- develop understanding of individual values, beliefs and cultures and those of others
- develop 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 stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

IMPLEMENTATION

Planning

Planning should reflect our commitment to build on previous experiences, learning, interests and abilities and we should use this opportunity to involve our pupils in taking more responsibility for their

own learning. In Gullane Primary, we use the outcomes for Social Studies, along with East Lothian Frameworks to ensure that balance is achieved within each of the three organisers detailed in CfE:

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

It is important that all staff teaching social studies look for opportunities to develop and reinforce social studies knowledge and skills within their teaching activities and plan interdisciplinary studies including a coherent approach to the development of literacy, numeracy, citizenship, creativity, enterprise and sustainability.

Learning and Teaching

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

- planned active learning with opportunities to observe, explore, experiment and play
- use of relevant contexts, familiar to children and young people's experiences
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- collaborative and independent learning
- discussion and debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and external contributors.

Active citizenship is a central feature of learning in social studies for children and young people, developing skills and knowledge to enable and encourage participation. Social studies offer opportunities for children and young people to become involved in their local community and the wider world and are therefore an important vehicle for opportunities to consider and develop their role as active and informed citizens.

The development of skills is an essential aspect of active learning in social studies and the experiences and outcomes should provide frequent opportunities for the development of these skills. Terms such as 'investigating', 'exploring', 'discussing' and 'presenting' are used throughout the experiences and outcomes. Pupils will develop these skills progressively by applying them in new and more complex contexts.

Social studies skills development includes:

- 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
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia.

RESPONSIBILITIES

The **Management Team** (MT) will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others

Teachers will:

- plan in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

Parents' Role

Working in partnership we aim to:

- encourage parents to use their knowledge and skills for enhancement of learning and teaching
- foster home/school links through homework, the school website, parent consultations, written reports and parental involvement in class.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.