

RACIAL EQUALITY AND DIVERSITY IN THE CURRICULUM AND WITHIN SCHOOLS IN SCOTLAND

DISCUSSION PAPER

Introduction

1. The Programme for Government (page 110) commits us to finding ways of promoting diversity and better teaching and learning about Black and ethnic minority history and the importance of tackling racism in society today in schools:

In response to the Black Lives Matter movement, and one of the recommendations made by Scottish Government's COVID-19 Ethnicity Expert Group, we will engage with relevant stakeholders to better enable our children and young people to learn about Scotland's colonial and slavery history and the real need today to challenge racism, eliminate racial discrimination and advance equality.

PfG also commits us to:

...ensure that the diversity of our society is recognised and represented in the education workforce at all levels in line with the ambitions of the Race Equality Framework. As part of this work we will address the under representation of Minority Ethnic teachers in Scotland by exploring alternative pathways into teaching for Minority Ethnic and other under-represented groups.

2. This paper sets out what the Scottish Government is already doing, with partners, to do this and seeks views on how this can be further improved and supported in schools.
3. Since the beginning of June we have received more than 1000 items of correspondence relating to the teaching of Black history and racism in education stemming from the Black Lives Matter movement, following the killing of George Floyd in Minneapolis on 25 May.
4. Within the correspondence, a range of issues have been raised including:
 - Curriculum – concerns around consistency and quality of teaching about Black history and heritage including Scotland's role in colonialism and the slave trade, representation of diversity across the curriculum, and anti-racism education. Many are seeking mandatory inclusion of Black history within the curriculum. This was also reflected within the recommendations made by the Expert Reference Group on Ethnicity and COVID-19 which advocated specific proposals for changes to the curriculum framework by BEMIS and CRER.
 - Teaching Profession and Leadership – diversity of representation, at all levels, and racial awareness and competence in the profession.
 - Racist Bullying, amongst pupils and teachers
5. The Deputy First Minister and Cabinet Secretary for Education and Skills has published a statement responding to many of these points, and this can be

accessed at: <https://blogs.gov.scot/education/2020/07/14/Black-history-in-scotlands-curriculum/>

6. The [United Nations Convention on the Rights of the Child](#) (UNCRC) provides the foundation for all our policies including Getting it Right for Every Child, our national approach to improving outcomes and supporting the wellbeing of our children and young people. The UNCRC is an international treaty which sets out the civil, political, economic, social and cultural rights which all children up to the age of 18 years have, regardless of their circumstances. The UNCRC must be seen as a whole: all the rights are linked and no right is more important than another. The UNCRC includes four general principles:
 - for rights to be applied without discrimination (Article 2);
 - for the best interests of the child to be a primary consideration (Article 3);
 - the right to life, survival and development (Article 6); and
 - the right for the child to express a view in matters that affect them and to have that view taken into account (Article 12).
7. The Scottish Government is committed to going further to ensure that children's rights are respected, protected and fulfilled and has introduced a Bill to the Scottish Parliament to incorporate the UNCRC into Scots law. The Bill aims to ensure that children, young people and their families will experience public bodies acting consistently to uphold the rights of all children in Scotland. And, if they don't, children and young people will be able to use the courts to enforce their rights.
8. In line with the UNCRC, diversity and equality are at the heart of policies that underpin all aspects of school education in Scotland, and the Scottish Government is committed to tackling racism, eliminating racial discrimination and advancing equality.
9. Curriculum for Excellence and the values of teaching contained within the General Teaching Council for Scotland's Professional Standards provide a strong basis for responsible and respectful teaching of Black and ethnic minority history and the importance of tackling racism in our schools. However, we recognise and that this is not the experience of many young people in Scotland. The correspondence reinforces this and we are grateful to everyone who took the time to write to us.
10. We are already working with our partners on many of the issues raised in the correspondence, and this work is summarised below with more details in the Annexes.

Race Equality Action Plan

11. The Race Equality Framework sets out the Scottish Government's approach to promoting race equality and tackling racism and inequality between 2016 and 2030. As part of this, we are taking forward the Race Equality Action Plan (REAP) which contains more than 120 actions, 26 of which relate to Education and Lifelong Learning. This includes Staff Resources, Anti-Bullying, Staffing and Staff Development. (See Annex A for more details)

Curriculum

12. The framework for teaching and learning provided by Curriculum for Excellence includes opportunities to learn about Black and minority ethnic history in the curriculum and about equality in society today. In response to the concerns raised in the correspondence and the Black Lives Matter movement, Education Scotland have produced a quick reference guide to supporting resources for teachers.
13. To better support schools to make diverse choices about how they approach the curriculum, Education Scotland officials are in the process of working to exemplify how race equality can be addressed through whole school approaches which seek to build and champion diversity throughout all aspects of the ethos and life of the school, as well as across all curricular areas. (See Annex B for more details)
14. Education Scotland are developing activities with a particular focus on diversity, anti-racist education and culturally responsive pedagogy to be included in their professional learning offer for school leaders and teaching staff.

Diversity in the Teaching Profession

15. The Scottish Government is committed to increasing diversity within the teaching profession. Work is underway to take forward recommendations from a report by Professor Rowena Arshad CBE, of Edinburgh University, Chair in Multicultural and Anti-Racist Education and Co-director of the Centre for Education for Racial Equality in Scotland (CERES) and the first Black and minority ethnic head of a university school of education in Scotland in 2013. Her report and the ongoing work of the Diversity in the Teaching Profession Working Group she chairs, aims to address under-representation of minority ethnic teachers at all levels in our schools. (See Annex C for more detail)

Racist Bullying

16. In August 2019, we introduced a new national approach to recording and monitoring incidents of bullying in Scottish Schools. This approach was introduced without the need to mandate and was a voluntary agreement between this government, COSLA, ADES and teaching unions.
17. The bullying and equalities module on SEEMiS, the schools management information system, has been updated to reflect the new approach. The list of characteristics that can be reported on within SEEMiS includes bullying based on race and racism including culture. In addition, SEEMiS, contains a module that is available to schools and local authorities to record racist incidents. All local authority representatives have been reminded about this module and how this can be activated.
18. A meeting was held with LA representatives earlier this year to build on the guidance and share effective practice around monitoring bullying incidents both

at LA and school level. Every LA has a SEEMIS representative who can provide support and advice on using the system.

19. *respectme*'s training also includes the importance of recording and monitoring bullying incidents in schools. We provided funding to CRER to work in partnership with *respectme* to produce [guidance for schools](#) on how to effectively address incidents of racist bullying in schools in line with 'Respect for All'. This was published in 2019.
20. A formal evaluation will be carried out in 2021 to assess how successfully and effectively the new system has been introduced. This will be taken forward by the Scottish Advisory Group for Relationships and Behaviour in Schools (SAGRABIS). (See Annex D for more detail on this and other activity to address racist bullying)

Further Opportunities

21. The Deputy First Minister has said he will meet stakeholders to identify what further steps can be taken to help our young people understand Scotland's Black history and how that history impacts our society today. In advance of this, we want to explore the issues in more detail, discuss the work that is already underway, and understand where there may be further key opportunities for change.
22. The following Annexes outline the current position in the key areas of concern identified, as well as activity that is being undertaken. Stakeholders are asked to note the information provided within this document and consider the following points as a starting point for discussion:

Given we are now in the final year of the REAP:

- Do stakeholders consider that the REAP activity is delivering change?
- Are there actions relating to Education and Lifelong Learning that stakeholders consider should be stopped/revised/added in any future iteration of the REAP?

What more is needed to improve the consistency and quality of teaching about Black history and diversity within the curriculum? For example:

- Are there other free resources that stakeholders can identify that Education Scotland could reference to support teaching of Scotland's Black History and promote diversity within the curriculum.
- Are there mechanisms to encourage more diversity in mentors and employer engagement with schools?
- What further professional learning and support do teachers and school leaders need around the teaching of Black history and diversity within Curriculum for Excellence? How can stakeholders support this?
- What further professional learning do school staff need in terms of race awareness?
- Are there other ways to support young people's learning and understanding about Black and ethnic minority history and how to tackle racism?

Race Equality Action Plan (REAP)

The Scottish Government is committed to promoting race equality and tackling racism and inequality. The Race Equality Framework sets out the Scottish Government's approach to addressing these issues between 2016 and 2030. As part of this, we are taking forward the [Race Equality Action Plan](#) (REAP), which contains more than 120 actions spanning employment, health, education and lifelong learning, housing poverty, community cohesion and safety, for all ME communities in Scotland.

Education and Lifelong Learning has 26 actions within the REAP, these are broken down into themes covering Early Learning & Childcare, Careers Guidance, Parental Involvement, Further and Higher Education, Staff Resources, Anti-Bullying, Staffing and Staff Development – much of the work links closely to the issues coming from Black Lives Matters.

The governance model for the REAP consists of a Programme Board and a Delivery Group. Some areas such as Education and Lifelong Learning, have established a Network to help coordinate actions across a portfolio.

The REAP Education and Lifelong Learning Network was set up, primarily, to share best practice and identify cross working opportunities across the Education and Lifelong Learning portfolio. The Network at present, is made up of Education Scotland, Scottish Funding Council as well as SG policy leads from Advanced Higher Education, Fair Work, Employability and Skills, Early Learning and Childcare, Support and Wellbeing and Teacher Education, Workforce and Reform.

The [Race Equality Action Plan Year 2 report](#), was published in March 2020, to update stakeholders on progress made in the second year of the [Race Equality Action Plan \(REAP\)](#). A final report is due to Parliament in 2021.

Curriculum

Some stakeholders and correspondents are calling for the teaching of Black history and Scotland's role in the slave trade to be made mandatory within the curriculum.

The Expert Reference Group on COVID-19 and Ethnicity has recommended that the Scottish Government should make a formal change to the school curriculum as advocated by CRER and BEMIS which is to amend the Curriculum for Excellence Social Studies benchmarks to include a specific experiences and outcomes measure such as:

'I understand Scotland's historical role in empire, colonialism and transatlantic slavery and how that history has manifest the present and also understand the diversity of Scottish society in the past.'

The Group has further recommended that there should also be the potential within the curriculum for a much wider understanding of global Black history.

The Curriculum for Excellence has four central tenets. It aims to ensure that our young people become successful learners, confident individuals, responsible citizens and effective contributors. The curriculum guidance provided to teachers is not prescriptive, but is a flexible framework which focuses instead on the experiences and outcomes children and young people should have during their education. It is designed to ensure that the school and teaching professional can adapt what and how they teach, to the specific circumstances of their learners in their schools.

Within the experiences and outcomes there are many opportunities to teach about any aspect of the history, heritage and culture of Scotland, for example in social studies, which is taught from early to fourth level in all schools. There are also opportunities in the National Qualifications for History at National 5, Higher and Advanced Higher.

To better support schools to make diverse choices about how they approach the curriculum, Education Scotland officials are in the process of working to exemplify how race equality can be addressed through whole school approaches which seek to build and champion diversity throughout all aspects of the ethos and life of the school, as well as across all curricular areas. An external reference group, including BEMIS and CRER, are informing the work and a race equality in education resource for practitioners is nearly complete, due for launch in September. The initial focus has been on curriculum mapping and highlighting resources, and the next phase will look at how work with Community Learning and Development and with parents and families can support whole school approaches.

As part of this wider work, Education Scotland have reviewed the social studies Experiences and Outcomes and benchmarks. They confirm that these provide opportunities for teaching and learning about Black history and about race equality in Scotland today (see Annex F). To highlight these opportunities, they have developed a quick reference guide to key resources for practitioners to support investigations into Scotland's Black history and teaching about Minority Ethnic heritage and culture as well as the slave trade and Scotland's role in it. Further resources will be included within this as they are developed and identified. These resources will help teachers to plan and provide Black history in schools in ways that reflect their learners' needs and local contexts.

When inspecting schools, HM Inspectors evaluate a school's performance by looking at a number of quality indicators (in [How Good is our school? 4](#)). One of these looks specifically at wellbeing, equality and inclusion (3.1). Evidence from inspection will investigate a number of areas of inclusive practice, which includes the curriculum to ensure that it provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. Inspectors will also use performance data, interviews with pupil groups, analysis of confidential questionnaires from pupils, parents, teachers and others, observations of classroom practice, and inspection of school policies to ensure that children and young people are knowledgeable about equalities and inclusion, and that they feel able to challenge discrimination, xenophobia and intolerance when they come across it.

Teaching Profession and Leadership

Diversity in the Teaching Profession

A report was published in November 2018 by Professor Rowena Arshad CBE, of Edinburgh University, Chair in Multicultural and Anti-Racist Education and Co-director of the Centre for Education in Racial Equality in Scotland (CERES) and the first Black and minority ethnic head of a university school of education in Scotland. Her report - [Teaching in a diverse Scotland - Increasing and retaining minority ethnic teachers](#)

The initial working group involved in writing the report was reconvened and expanded, to drive forward the implementation of the 17 recommendations to not only increase the representation of ME individuals considering and entering the teaching profession but also to improve representation at promoted levels and leadership within Schools.

The recommendations include:

- All levels of education taking steps to encourage young minority ethnic people to see teaching as a profession of choice
- Universities looking at their admissions processes to ensure no barriers or bias exists that could deter applicants
- Aspiring minority ethnic teachers being supported and encouraged to apply for promotion
- Education Scotland's leadership programmes to help schools have a better understanding of racism impacts in the workplace
- Improving availability and quality of curricular materials and anti-racist resources

The working group has now met 5 times, and is due to conclude in the Spring of 2021. It has made good progress in the following areas:

- The endorsement by Education Scotland of SAMEE's Leadership and Mentoring Programme, will help to increase support for ME teachers.
- GTCS in addition to some changes to their Equality and Diversity Guide, have launched two new Equality and Diversity Professional Learning Modules and a new Equality and Diversity Hub, for the start of the new school term (Aug 20).
- GTCS have issued guidance for use in ITE programme and placement handbooks, providing clear advice to students on the support they can access if they experience discrimination or harassment. This will apply to all handbooks published from 2020/21.
- As part of the Professional Learning offer, Education Scotland, working with experts in Race Equality have reviewed the content of their leadership programmes, and professional learning programmes, including their online learning resource with content and learning activities that help leaders develop an understanding on equality, anti-racist education and culturally responsive pedagogy.

There are however some continued areas of challenge, these include:

- A lack of robust data being gathered by universities offering ITE around applications, entrants and qualifiers, which makes tracking the experiences and

progress of ME student teachers difficult, which in turn makes it difficult to identify and overcome any barriers in the system.

- A reticence from some employers to go beyond their obligations under the Public Service Equality Duty, when considering recruitment, retention and promotion, at all levels.
- Further steps required to ensure teaching is an attractive and realistic career aspiration for people from an ME background.

These areas will continue to be areas of focus and priority for the group, over the remainder of its life. A full report and review of progress across the system, against the recommendations, will be produced by Professor Arshad in Spring 2021.

Racial awareness.

Within Scotland's schools the curriculum is clear in saying that responsible citizens must understand different beliefs and cultures and have respect for others. Diversity and equality are at the heart of policies that underpin all aspects of school education.

As set out in the General Teaching Council for Scotland's (GTCS) Standards for Professional Registration, teachers are expected at all stages of their careers to demonstrate professional values and personal commitment to social justice and cultural diversity by engaging learners in real world issues. The [National Framework for Inclusion](#) has also been designed to ensure that all teachers are appropriately guided and supported throughout their careers towards gaining the required knowledge and understanding of inclusive education.

One of the values of the GTCS Code of Professionalism and Conduct is a commitment to "the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation."

Within Curriculum for Excellence (CfE) all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community, engage learners in real world issues and help them to embrace equality and social justice. This is effectively a condition of teachers' ongoing registration with the General Teaching Council for Scotland.

All Local Authorities and schools are expected to have clear, unambiguous anti-bullying policies that reflect the policy development guidance included in 'Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People' and help to create inclusive and safe environments for all children, including minority ethnic young people. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing, underpinned by children's rights, and a focus on positive relationships across the whole school community. These policies should directly reference the Equality Act 2010 and include a clear commitment to challenge all types of prejudice-based bullying and language.

The self-evaluation tool 'How Good is Our School 4' also includes a safeguarding quality indicator and a specific quality indicator on ensuring wellbeing, equality and

inclusion. This supports schools to effectively evaluate their own practice and support self-improvement.

As part of their Professional Learning offer, Education Scotland has been working with experts in Race equality to update their educational leadership and professional learning programmes including their online learning resource with content and learning activities that help teachers, at all levels, develop an understanding on equality, anti-racist education and culturally responsive pedagogy.

Education Scotland's Improving Gender Balance and Equalities officers are also working with schools and early learning and childcare (ELC) settings to highlight practical ways to address gender bias, unconscious bias and stereotyping to tackle inequity in learning. While this has been initially focused on gender, the need to take an intersectional approach has been acknowledged and support and resources will also be useful in enabling teachers to understand wider bias such as race, poverty and disability, for example.

Initial Teacher Education - Equality training

Teacher Education Institutions will differ in the ways in which they deliver content specifically around racism, but all do. The Scottish Council of Deans of Education (SCDE) has identified 'Diversity' as the next thematic focus for its Self-Evaluation activity. This will provide an opportunity for stakeholders to examine progress in all aspects of diversity, while identifying tangible next steps to ensure teacher education institutions deliver appropriate training on all issues of discrimination, including racism.

Racist Bullying

The Scottish Government takes all forms of bullying very seriously. Bullying of any kind, including bullying based on race or belief is unacceptable and must be addressed quickly whenever it arises.

In November 2017, the Scottish Government published updated anti-bullying guidance 'Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People' which provides the overarching framework for all adults working with children and young people to address all types of bullying including prejudice-based bullying.

Local Authorities and schools should have clear, unambiguous anti-bullying policies that reflect Respect for All and help to create inclusive and safe environments for minority ethnic young people. These policies should directly reference the Equality Act 2010 and include a clear commitment to challenge all types of prejudice-based bullying and language.

In August 2019, we introduced a new national approach to recording and monitoring incidents of bullying in Scottish Schools. This approach was introduced without the need to mandate and was a voluntary agreement between this government, COSLA, ADES and teaching unions.

Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools' was published in May 2018. CRER and a wide range of stakeholders with expertise in this area helped developed the guidance. In addition, the working group agreed the changes to the Bullying and Equalities module on SEEMiS, the schools management information system which was updated to reflect the new approach. The list of characteristics that can be reported on within SEEMiS includes bullying based on race and racism including culture. This is a voluntary framework at present, and there are stakeholder calls for it to be made mandatory. Introducing a mandatory requirement to record and monitor incidents of bullying would require an absolute definition of bullying to be created. Bullying can be both behaviour and impact, creating a definition in law, could therefore mean a substantial definition being required. The introduction of the national approach has introduced consistency across all schools as to how they should record and monitor incidents of bullying.

A consistent and uniform approach to recording and monitoring bullying incidents will help identify key measures and actions that can be undertaken to address bullying.

A formal evaluation will be carried out in 2021 to assess how successfully and effectively the new system for recording and monitoring bullying incidents in schools has been introduced. This will be taken forward by the Scottish Advisory Group for Relationships and Behaviour in Schools (SAGRABIS) and discussed at their next meeting (due to take place Oct/Nov 2020). Following the results of this evaluation, the Deputy First Minister and SAGRABIS members will decide if any further action is required to ensure this new approach is working for children and young people. It is anticipated that this will be towards the end of 2021.

respectme, Scotland's anti-bullying service, is fully funded by the Scottish Government to provide direct support to local authorities, youth groups and all those

working with children and young people to build confidence and capacity to address all types of bullying effectively. *respectme* offer a programme of free training and webinars to adults across Scotland. The training provides delegates with an introduction to bullying behaviours and practical strategies which can be used to address bullying behaviour when it occurs, this would include bullying based on race or belief.

respectme worked in partnership with CRER to produce [guidance for schools](#) on how to effectively address incidents of racist bullying in schools. This was published in 2019.

Summary of Resources

A collection of resources designed to support race equality education including: equality advice for schools; understanding racism; race equality organisations; curriculum ideas; support for different ethnic minority groups; intersectionality; and prejudice-based bullying and hate crime can be accessed at:

<https://wakelet.com/wake/EKpqdexEpY3JoNdrIjp36>

Resources to help teachers to plan and provide Black history in schools in ways that reflect their learners' needs and local contexts can be accessed at:

<https://wakelet.com/wake/ikmX1k5YvcHGhZo3cDUQa>

Guidance for schools on how to effectively address incidents of racist bullying in schools can be accessed at:

<http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>

Social Studies with Benchmarks June 2020 Black History

Early Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
People, past events and societies	<p>I am aware that different types of evidence can help me to find out about the past. SOC 0-01a</p> <p>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</p> <p>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 <i>This could apply to any period in the past and any group of people.</i></p>	<ul style="list-style-type: none"> • Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts. • Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party. • Recognises that people in the past lived differently. • Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.
People, place and environment	<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a</p> <p>I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a</p> <p>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</p> <p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and</p>	<ul style="list-style-type: none"> • Identifies simple features of the local environment, for example, hill, river, road, railway. • Talks about something they have done to care for the environment. • Expresses thoughts about which ways of travelling impact the environment both positively and negatively. • Identifies different methods of taking journeys. • Draws or produces simple models of aspects of the local area, for example roads or buildings. • Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method

	<p>how it makes me feel and can relate my recordings to the seasons. SOC 0-12a</p>	<p>of transport which was used.</p> <ul style="list-style-type: none"> Names and talks about at least two different kinds of weather. Draws pictures to record the weather for three days. Describes how weather affects the activities they can undertake. Talks about how they feel about different kinds of weather. Describes which weather is likely to be related to which season.
<p>People in society, economy and business</p>	<p>I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a</p> <p>By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a <i>Could include and anti-racist element.</i></p> <p>I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. SOC 0-17a <i>This could include a discussion about tolerance and fairness</i></p> <p>Within my everyday experiences and play I make choices about where I work, how I work and who I work with. SOC 0-18a <i>Could include and anti-racist element.</i></p> <p>In real-life and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p>	<ul style="list-style-type: none"> Identifies at least two sources of evidence which provide information about the world, for example, newspapers and television. Identifies at least two people who provide help in the community. Talks about ways that each of those people help. Takes on appropriate roles during imaginative play. Identifies at least two different types of shops or services families might use, for example, supermarket or health centre.

First Level

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<p>People, past events and societies</p>	<p>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</p> <p>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</p> <p><i>This can be any type of artefact and could be related to the experiences of slaves.</i></p> <p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p> <p><i>This can be any person of historical interest. Personalisation and choice should enable learners to choose a historical place or figure which is relevant to them, eg Gandhi, Mandela, ML King</i></p> <p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p> <p><i>This could be carried out using any historical period or setting</i></p> <p>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</p> <p><i>This can be any significant individual, from any period of history. Could include for example, Martin Luther King, Nelson Mandela, Bonnie Prince Charlie, Robert the Bruce etc.</i></p>	<ul style="list-style-type: none"> Identifies the difference between a more and less trustworthy source. Uses information learned from sources to relate the story of a local place or individual of historic interest through media such as drawings models or writing. Draws a short timeline and can locate two or more events on the line in the correct order. Draws comparisons between modern life and life from a time in the past. Names a figure from the past and comments on their role in events.
<p>People, place and environment</p>	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a</p> <p>I can consider ways of looking after my school or community</p>	<ul style="list-style-type: none"> Draws or makes a model of features in their local landscape, for example, hill, river, building.

	<p>and can encourage others to care for their environment. SOC 1-08a</p> <p>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</p> <p>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 <i>This could refer to ethnic minority groups as well as immigrant communities.</i></p> <p>By using a range of instruments, I can measure and record the weather and discuss how weather affects my life. SOC 1-12a</p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p>Having explored the landscape of my local area, I can describe the various ways in which the land has been used. SOC 1-13a</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> Identifies a way in which the school looks after its environment. Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral. Identifies at least two different types of housing and the kinds of households who may inhabit them. Uses instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction. Contributes to a discussion giving reasoned opinions on how the weather affects life. Draws two conclusions about how living things adapt to the climate in any chosen area. Describes at least three different ways in which land is used in the local area, for example shops, houses, farming. Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest. Produces a basic map for a familiar journey.
<p>People in society, economy and business</p>	<p>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</p> <p>I can contribute to a discussion of the difference between</p>	<ul style="list-style-type: none"> Identifies a reliable and an unreliable source of evidence. Identifies needs and wants using examples

<p>my needs and wants of those of others around me. SOC 1-16a <i>This could relate to a different ethnic group to the learner.</i></p> <p>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 <i>This could include a discussion about racist attitudes and how they impinges on the rights of others in society.</i></p> <p>I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a</p> <p>I have developed an understanding of the importance of local organisations in providing for the needs of my community. SOC 1-20a <i>These could be organisations working with specific groups in the community such as immigrants or refugees.</i></p> <p>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</p> <p>I have experienced the different jobs involved in running a business enterprise and understand the role each ones plays in its success. SOC 1-22a <i>Show positive racial and gender role models in various roles.</i></p>	<p>from their own experience.</p> <ul style="list-style-type: none"> • Presents an informed opinion on rights and responsibilities using their own experience. • Makes informed decisions on an issue having listened to others. • Names two local organisations who provide for needs in the local community and describe what they do. • Demonstrates relevant numeracy skills to do a simple budget. • Describes at least two different types of jobs and give a reason why each contributes to the success of the business or enterprise.
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Second Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<p>People, past events and societies</p>	<p>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>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 <i>This could include a discussion about racist attitudes and how they impinges on the rights of others in society.</i></p> <p>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 <i>Could be any historical theme, for example Glasgow and the Tobacco Lords.</i></p> <p>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 <i>This could be any past society</i></p> <p>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 <i>Designed to show an understanding of historical sequence, can use any historical period.</i></p>	<ul style="list-style-type: none"> • Uses both primary and secondary sources of evidence in an investigation about the past. • Places an event appropriately within a historical timeline. • Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. • Describes and discusses at least three similarities and differences between their own life and life in a past society. • Contributes two or more points to the discussion (in any form) as to why people and events from the past were important. • Places those people and events on a timeline.
<p>People,</p>	<p>I can describe the major characteristic features of</p>	<ul style="list-style-type: none"> • Identifies at least three features of Scotland's

<p>place and environment</p>	<p>Scotland's landscape and explain how these are formed. SOC 2-07a</p>	<p>landscape and can provide a basic explanation of how these are formed.</p>
	<p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b</p>	<ul style="list-style-type: none"> • Describes the causes of a natural disaster such as a volcano, earthquake or extreme weather event. • Describes the impact of the natural disaster giving at least three examples for people and one for the landscape. Impact can be positive or negative.
	<p>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</p>	<ul style="list-style-type: none"> • Identifies at least three impacts of human activity on the environment. • Suggests at least three ways in which people can live in a more environmentally responsible way.
	<p>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</p>	<ul style="list-style-type: none"> • Describes at least two advantages and two disadvantages of a land use development proposal. • Explores at least two impacts on the community either verbally or in writing.
	<p>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</p>	<ul style="list-style-type: none"> • Identifies at least four ways in which journeys can be made. • Describes at least one advantage and disadvantage for each form of transport. • Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing.
	<p>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</p>	<ul style="list-style-type: none"> • Presents information in any preferred form on the local area including local area names, two major employers/types of employment, for example, call centres, local attractions, leisure facilities.
	<p>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</p>	<ul style="list-style-type: none"> • Compares and contrasts the differing effects of the weather on the people and society of Britain and a contrasting area, providing at least three similarities and/or differences.
<p>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</p>	<ul style="list-style-type: none"> • Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting areas. 	

	<p>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</p>	<ul style="list-style-type: none"> • Extracts information from more than one kind of map. • Locates continent names, country names, capital cities, rivers and railways on maps of Scotland, the UK, Europe and areas further afield.
<p>People in society, economy and business</p>	<p>I can use evidence selectively to research current social, political or economic issues. SOC 2-15a</p> <p><i>This usually is taught using current issues so for example the Black Lives Matter campaign.</i></p> <p>I can explain how the needs of a group in my local community can be supported. SOC 2-16a</p> <p><i>This could relate to refugees, or asylum seekers.</i></p> <p>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</p> <p><i>This can encompass any ethnic minority group as well as gender equality or rights for the disabled.</i></p> <p><i>I can discuss issues of the diversity of cultures, values and customs in our society.</i> SOC 2-16c</p> <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a</p> <p><i>Understanding the responsibility of all citizens is to accept others equally.</i></p> <p>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</p>	<ul style="list-style-type: none"> • Selects appropriate evidence and uses it to research a social, political or economic issue. • Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples. • Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration. • Discusses in any form at least three issues related to cultures, values and customs in our society, for example, the role of family, traditions and gender stereotyping. • Describes the main features of a democracy. • Identifies links between rights and responsibilities. • Presents information (in any preferred form) about the features of local, national or European elections and discusses the work of the appropriate representative.

	<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.</p> <p style="text-align: right;">SOC 2-19a</p> <p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.</p> <p style="text-align: right;">SOC 2-20a</p> <p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method.</p> <p style="text-align: right;">SOC 2-21a</p> <p>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.</p> <p style="text-align: right;">SOC 2-22</p>	<ul style="list-style-type: none"> • Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country. • Describes the basic needs of human beings. • Draws valid conclusions as to why some countries can meet these needs better than others. • Describes and pros and cons of using Fairtrade products and community service providers such as credit unions. • Identifies which goods and services would be essential in society. • Describes the main ways of paying for goods and services acknowledging that there may be advantages and disadvantages of each method. • Identifies the main business functions such as production, sales, marketing, and administration. • Takes a role in setting up or running a small enterprise. • Evaluates the success of the enterprise. • Identifies profit and non-profitmaking organisations/enterprises including those who services are free at the point of delivery, for example health and education.
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Third Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<p>People, past events and societies</p>	<p>I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a <i>This can relate to any historical period, which could include the Slave Trade era in Scotland.</i></p> <p>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 <i>The people and events can come from any period in Scotland's history and any relevant group, including those who have immigrated from other countries.</i></p> <p>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 <i>This is can be any group from history, just as easily the Windrush generation as the Vikings.</i></p> <p>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 <i>There are opportunities here to study Scotland in comparison to slaves in the USA, or to the experience of Black people in Civil Rights movement in the USA in the 50s and 60s, or the experience of those in the townships of South Africa for example.</i></p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess</p>	<ul style="list-style-type: none"> • Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period. • Draws on previous work to provide a simple explanation of how people and events have contributed to the development of the Scottish nation. Providing at least two reasoned conclusions. • Provides at least two simple explanations as to why a group of people from beyond Scotland settled here. • Describes at least two impacts immigrants have had on life and culture of Scotland. • Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere. • Identifies at least three factors which contributed to a

	<p>the impact on people's lives.</p> <p style="text-align: right;">SOC 3-05a</p> <p><i>This can refer to any period of social, political or economic change</i></p> <p>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.</p> <p style="text-align: right;">SOC 3-06a</p> <p><i>Designed to show an understanding of a turning point, and can be in any context, for example the end of the Slave Trade.</i></p> <p>Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.</p> <p style="text-align: right;">SOC 3-06b</p> <p><i>This can be any conflict</i></p>	<p>major social, economic or political change in the past.</p> <ul style="list-style-type: none"> • Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past. • Provides at least two valid opinions about the possible motives of those involved in a significant turning point or event in history. • Provides a valid opinion of the impact of this significant historical event. • Identifies at least two possible causes of past conflict, using research methods. • Presents in any appropriate form at least two impacts on people at that time.
<p>People, place and environment</p>	<p>Having investigated processes which form and shape landscapes. I can explain their impact on selected landscapes in Scotland, Europe and beyond.</p> <p style="text-align: right;">SOC 3-07a</p> <p>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p> <p style="text-align: right;">SOC 3-08a</p> <p>I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.</p> <p style="text-align: right;">SOC 3-10a</p> <p>I can compare the social and economic differences between more and less economically-developed countries and can</p>	<ul style="list-style-type: none"> • Identifies the processes which form landscapes across the world. • Provides a simple explanation of at least three processes involved in the development of any chosen landscape, for example, coasts, volcanic, rivers or glaciated. • Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they could be managed. • Describes a natural environment different to their own, in terms of climate, physical features and living things. • Provides a simple explanation of at least three links between climate, physical features and living things in that environment. • Identifies at least three social and economic differences between developed and developing

	<p>discuss the possibilities for reducing these differences. SOC 3-11a</p> <p><i>This looks at the inability of some countries to develop their industry because of the trade barriers put in their way</i></p> <p>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</p> <p>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</p> <p>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</p>	<p>countries, for example infant mortality rate, % adult literacy rate, Gross National Product per capita.</p> <ul style="list-style-type: none"> • Suggests possible ways these differences would be reduced, and provide valid opinions as to their likely success. • Demonstrates a basic understanding of the relationship between weather and climate. • Provides a simple explanation for a weather pattern within a selected climate zone, for example, convection rainfall in the rainforest. • Provides at least two explanations as to how landscapes influence human activity, using two contrasting areas. • Reviews at least two simple graphical sources to interpret information and form a conclusion, for example, a map and a graph. • Uses relevant numeracy and digital technology skills to interpret at least two sources of data from maps and graphical information systems. • Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population.
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<p>People in society, economy and business</p>	<p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p> <p style="text-align: right;">SOC 3-15a</p>	<ul style="list-style-type: none"> • Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion. • Presents using appropriate methods an informed view of a current affairs issue.
	<p><i>Any current issue could be used here and should change so that it remains current. So at example at the moment that could be the Black Lives Matter campaign.</i></p>	
	<p>I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.</p> <p style="text-align: right;">SOC 3-16a</p>	<ul style="list-style-type: none"> • Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability. • Makes two or more reasoned suggestions of ways in which this inequality might be addressed.
	<p><i>This could include a discussion about racism, as well as gender equality or rights for disabled people.</i></p>	
	<p>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.</p> <p style="text-align: right;">SOC 3-17a</p>	<ul style="list-style-type: none"> • Identifies their own rights and responsibilities as a Scottish citizen and makes a comparison with a contrasting society. • Gives at least two simple explanations for the differences between their own rights and responsibilities and those in a contrasting society.
	<p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.</p> <p style="text-align: right;">SOC 3-17b</p>	<ul style="list-style-type: none"> • Identifies at least three sources of information that influence the ways in which he/she is informed. • Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration.
<p><i>Could include a discussion about bias in national reporting on TV, in the press and on social media.</i></p>		
<p>I can understand the arrangements for political decision making at different levels and the factors which shape these arrangements.</p> <p style="text-align: right;">SOC 3-18a</p>	<ul style="list-style-type: none"> • Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level. 	
<p>I can describe how the interdependence of countries affects</p>	<ul style="list-style-type: none"> • Describes the unequal nature of trading relationships 	

	<p>levels of development, considering the effects on people's lives.</p> <p style="text-align: right;">SOC 3-19a</p> <p><i>Could look at the effects of imperialism/colonialism on the ability of countries to trade internationally.</i></p> <p>Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses.</p> <p style="text-align: right;">SOC 3-19b</p> <p>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.</p> <p style="text-align: right;">SOC 3-20a</p> <p>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.</p> <p style="text-align: right;">SOC 3-20b</p> <p>I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs.</p> <p style="text-align: right;">SOC 3-21a</p>	<p>and the consequences on people's socio-economic position, for example, Fairtrade, Arms Trade.</p> <ul style="list-style-type: none"> • Draws valid conclusions about the effectiveness of the response, for example, NGOs, NATO, UN. • Identifies at least two ethical issues related to business practices, for example, Fairtrade, Credit Unions, food banks, zero hours contracts, recycling and packaging. • Describes how different businesses and not for profit organisations help to satisfy needs and wants. • Identifies the advantages and disadvantages of international trade, and issues around free trade agreements. • Provides at least two simple explanations as to why budgeting is important to families and businesses. • Identifies methods (including digital ways) to manage and record financial transactions. • Outlines the costs and benefits of saving and investing money and the costs and benefits of borrowing money. • Describes and uses the practical skills (including digital skills) required to contribute to the success of an enterprise activity.
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Fourth Level Social Studies

Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
<p>People, past events and societies</p>	<p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p style="text-align: right;">SOC 4-01a</p> <p><i>Could be used for any argument within any topic including media coverage of issues such as immigration, refugees and asylum seekers.</i></p> <p>I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.</p> <p style="text-align: right;">SOC 4-02a</p> <p><i>Personalisation and choice in curriculum should ensure that this is relevant to each child regardless of their ethnic background. It can also be a vehicle to talk about racism and other intolerant behaviour.</i></p> <p>By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.</p> <p style="text-align: right;">SOC 4-04a</p> <p><i>This could be the Slave Trade or the Civil Rights movement.</i></p> <p>I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since.</p> <p style="text-align: right;">SOC 4-04b</p> <p><i>Could choose past work belief systems which relate to present day ethnic minorities in Scotland.</i></p>	<ul style="list-style-type: none"> • Demonstrates the ability to provide a valid argument on a historical theme. • Provides at least two valid opinions to support the argument. • Provides at least three reasons with explanation of the importance of respecting the heritage and identity of others. • Draws at least three reasoned conclusions about the reasons for inequality. • Provides at least two arguments including both for and against as to how a group or individuals have addressed inequality. • Describes in detail at least two of the main features of historical conflicting world belief systems. • Presents their own views on the consequences of such conflict and can provide reasons for them. • Compares and contrasts the rights and responsibilities

	<p>I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society.</p> <p style="text-align: right;">SOC 4-04c</p> <p><i>This could be civil rights in the USA or Apartheid in South Africa</i></p> <p>I can present supported conclusions about the social, political and economic impacts of a technological change in the past.</p> <p style="text-align: right;">SOC 4-05a</p> <p>I can evaluate the changes which have taken place in an industry in Scotland's past and can debate their impact.</p> <p style="text-align: right;">SOC 4-05b</p> <p>I have investigated a <i>meeting of cultures in the past</i> and can analyse the impact on the societies involved.</p> <p style="text-align: right;">SOC 4-05c</p> <p>Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.</p> <p style="text-align: right;">SOC 4-06a</p> <p><i>This can be any significant historical. Personalisation and choice should enable learners to study an event which is meaningful to them.</i></p> <p>I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.</p> <p style="text-align: right;">SOC 4-06b</p> <p>I can describe attempts to resolve international conflict and maintain the peace and can present my conclusion about how effective these attempts were.</p> <p style="text-align: right;">SOC 4-06c</p>	<p>of citizens in a more and less democratic society providing at least four comparisons.</p> <ul style="list-style-type: none"> • Identifies the impact of a technological change with at least one of each: social, political and economic impacts and gives a reason for the conclusion. • Suggests at least three changes which have taken place in Scotland's industry. • Provides at least two positive and negative impacts of one of these changes. • Analyses the impact on the societies of the meeting of cultures in the past, drawing at least two valid conclusions. • Uses critical analysis to evaluate the relative importance of the factors which led to an historical event. • Expresses a developed and reasoned opinion about how conflicts have changed over time. Engages considerably in a discussion about the impact on those involved. • Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies.
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	<p>I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.</p> <p style="text-align: right;">SOC 4-06d</p> <p><i>This could include the expansion of the British Empire and the effect on the countries which were colonized.</i></p>	<ul style="list-style-type: none"> Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.
<p>People, place and environment</p>	<p>I can explain how the interaction of physical systems shaped and continue to shape the Earth's surface by assessing their impact on contrasting landscape types.</p> <p style="text-align: right;">SOC 4-07a</p> <p>I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.</p> <p style="text-align: right;">SOC 4-08a</p> <p>Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.</p> <p style="text-align: right;">SOC 4-09a</p> <p>I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.</p> <p style="text-align: right;">SOC 4-09b</p> <p>I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.</p> <p style="text-align: right;">SOC 4-10a</p> <p>I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for society concerned.</p> <p style="text-align: right;">SOC 4-10b</p> <p>Having studied an economic activity, I can explain</p>	<ul style="list-style-type: none"> Explains in some detail how at least two landscape types from across the globe are formed. Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity. Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods. Assesses the impact of developments in transport infrastructure in a chosen area. Contributes to a discussion on the development of sustainable systems. Describes and makes at least three valid conclusions about the impact of human activity on a chosen area. Explains in some detail how any chosen urban area has developed, and evaluates the impact on the society. Explains the impact of an economic activity in a chosen

	<p>its development and assess the impact of change within its locality and beyond.</p> <p style="text-align: right;">SOC 4-10c</p> <p>Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.</p> <p style="text-align: right;">SOC 4-11a</p> <p><i>This could look at the history of imperialism and the impact on industry in the present day.</i></p> <p>I can explain how the distribution and control of important natural resources affects the international power and influences of states.</p> <p style="text-align: right;">SOC 4-11b</p> <p><i>This could look at the historic roots of ownership of resources and the impact on the ability of countries to have power over their own resources and the impact of this.</i></p> <p>I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies.</p> <p style="text-align: right;">SOC 4-11c</p> <p>I can identify threats facing the main climate zones, including climate change, and analyse how these threats impact on the way of life.</p> <p style="text-align: right;">SOC 4-12a</p> <p>I can carry out a geographical enquiry to assess the impact and possible outcomes of climate change on a selected region and can propose strategies to slow or reverse the impact.</p> <p style="text-align: right;">SOC 4-12b</p> <p>I can demonstrate an understanding of weather</p>	<p>area and beyond.</p> <ul style="list-style-type: none"> ● Explains the interdependence of countries and areas of the world and assesses the impact on providers, consumers and the environment, for example low wages and environmental damage in developing countries. ● Explains how the control of important raw materials can affect the international power and influence of states, for example, oil. ● Asks and responds to questions about the future implications of population structures for Scotland and a contrasting area. ● Identifies at least three threats facing main climate zones and analyses how these threats impact on the way of life. ● Suggests the impact and possible outcomes of climate change on a chosen region and proposes reasoned strategies to slow or reverse the impact. ● Explains links between weather and air pressure.
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	<p>and climate by explaining the relationship between weather and air pressure.</p> <p style="text-align: right;">SOC 4-12c</p> <p>I can use specialised maps and geographical information systems to identify patterns of human activity and physical processes.</p> <p style="text-align: right;">SOC 4-14a</p>	<ul style="list-style-type: none"> Evaluates different types of maps, and geographical representations of information to inform discussion on at least three topics.
<p>People in society, economy and business</p>	<p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p style="text-align: right;">SOC 4-15a</p> <p><i>Any controversial issue can be used here.</i></p> <p>I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.</p> <p style="text-align: right;">SOC 4-16a</p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.</p> <p style="text-align: right;">SOC 4-16b</p> <p><i>This can be any social issue including racism.</i></p> <p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.</p> <p style="text-align: right;">SOC 4-16c</p> <p><i>This could include a discussion about what different ethnic groups contribute to society and what strengths can be brought by a multicultural society.</i></p> <p>I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.</p>	<ul style="list-style-type: none"> Discusses the extent to which individuals, organisations or the state should meet the needs of people, or stimulate the demand for goods and services. Suggests the impact of a social issue, for example, poverty and demonstrates the attitudes of those affected. Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, the impact of immigration. Analyses the relative importance of the contribution of individuals or groups such as pressure groups in bringing about change in a significant political event.

	<p style="text-align: right;">SCO 4-17a</p> <p><i>This could include the role of pressure groups from any group seeking change.</i></p> <p>I can evaluate the role of media in a democracy, in assessing its importance in informing and influencing citizens, and explain decisions made by those in power.</p> <p style="text-align: right;">SCO 4-17b</p> <p><i>Could involve a discussion about bias in the media.</i></p> <p>I can compare and contrast two world ideologies to express an informed view on how ideology affects the lives of people.</p> <p style="text-align: right;">SOC 4-17c</p> <p>I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.</p> <p style="text-align: right;">SOC 4-18a</p> <p><i>Could consider institutional racism within public bodies.</i></p> <p>I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy.</p> <p style="text-align: right;">SOC 4-18b</p> <p>I can contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means.</p> <p style="text-align: right;">SOC 4-18c</p> <p>I can present an informed view on how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of those involved.</p> <p style="text-align: right;">SOC 4-19a</p> <p><i>Opportunity to consider the bias of governments and organisations in relation to race.</i></p>	<ul style="list-style-type: none"> • Compares and contrasts two world ideologies and how it affects the lives of people. • Evaluates the impact which decision making bodies have on the lives of people in any chosen area. • Expresses informed views about the importance of participating in a democracy and reasons for the lack of participation by some groups. • Contributes to a discussion on the actions and motives of a chosen group or organisation which seeks to achieve its aims by non-democratic means. • Evaluates the role of media in a democracy, and assesses its importance in informing and influencing citizens and explaining the decisions made by those in power. • Critically examines how at least three economic factors can influence the decisions and behaviours of individuals, businesses or communities.
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	<p>By examining the role and the actions of selected international organisations, I can evaluate how effective they are in meeting their aims. SOC 4-19b</p> <p>I can critically examine how some economic factors can influence individuals, businesses or communities. SOC 4-20a</p> <p>I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders. SOC 4-20b</p> <p>I can evaluate working practices available to employees within different types of business organisations. SOC 4-20c</p> <p>I can evaluate the suitability of finance options available for setting up and supporting different types of business. SOC 4-21a</p> <p>Having considered the financial needs of individuals and businesses, I can evaluate, prepare and present financial information and documents to assist in making appropriate financial decisions. SOC 4-21b</p> <p>By researching the organisation of a business, I can discuss the role of departments and personnel, evaluating how they contribute to the success or failure of the business. SOC 4-22a</p> <p>I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the successes or failure</p>	<ul style="list-style-type: none"> • Exemplifies the purposes and features of different sector organisations: private, public and third sector. • Contributes to a discussion on the relationship between these organisations and their stakeholders, recognising the contribution of entrepreneurial and enterprising behaviours. • Presents an informed view as to how the expansion of power and influence of countries or organisations may impact on cultures, attitudes and experiences of those involved. • Evaluates the effectiveness of any chosen international organisations, for example the UN, NATO or the EU in meeting their aims. • Evaluates at least two working practices available to employees working within different types of business organisations. • Evaluates the suitability of at least two different finance options available for setting up and supporting a range of different types of businesses. • Records and analyses financial information to assist individuals and business in making appropriate financial decisions. • Evaluates the role of at least three different departments and personnel in terms of their contribution to the success or failure of the business. • Identifies internal and external factors influencing planning and decision making and evaluates how these decisions contribute to the success or failure
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SOC 4-22b