

**COURSE NOTES 1:****The Curriculum for Excellence 3 – 18**

Enshrined within the Curriculum for Excellence are 3 broad aims:

- more freedom for classroom teachers
- greater choice and opportunity for pupils
- a single coherent curriculum from 3 – 18

**The purposes of the new curriculum**

The purposes of this new curriculum are to enable all young people to develop in such a way that they will be:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors to society

These are known as the 4 Capacities.

From the 4 Capacities comes the idea of active learning. This means learning

*which engages and challenges children's thinking using real-life and imaginary situations .....to develop vital skills and knowledge and a positive attitude to learning.*  
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**The Levels**

The levels which children have to reach in class have also become much broader in this new curriculum.

<b>Level</b>	<b>Experiences and outcomes for most children or young people</b>
early	in pre-school and in primary 1
first	by end of P4, but earlier for some
second	by end of P7, but earlier for some
third	in S1-S3, but earlier for some
fourth	fourth level broadly equates to SCQF level 4
senior	in S4-S6, but earlier for some

## The 4 Capacities as applied to Social Studies

### 1. Developing successful learners

Here the aim is to challenge children to learn how to use information from different sources and use evidence to help them develop critical thinking skills.

Development of literacy and numeracy skills is a key factor within this capacity too.

### 2. Developing confident individuals

Here the emphasis is very much on cultural identity:

*In learning about their environment and about their community and country's past and present they can develop an understanding of the political and social changes which have shaped Scotland.*

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### 3. Developing responsible citizens

Great emphasis is now placed on citizenship subjects within schools. While it may not immediately seem obvious how museums can help in this role, it is often through looking at examples of human behaviour in the past that teachers encourage their pupils to think about current affairs.

Here there is great emphasis on encouraging pupils to compare and contrast facts enabling them to form values and understand others values.

### 4. Developing effective contributors

From that which has gone before, pupils develop their investigative, creative and critical thinking skills as their knowledge and understanding broadens.

These are the skills that will take them through life and help them to contribute to the society they live in at all levels.

There are 7 principles which underpin all learning experiences of the 3 – 18 Curriculum for Excellence.

1. **Challenge and enjoyment:** learning should be challenging, engaging and motivating. The aim here is that every child achieves his or her potential.
2. **Breadth:** whatever they are learning should provide a broad range of experiences. This means that subjects will be allowed to overlap more than ever before.
3. **Progression:** each stage of learning should build on what has gone before and children should be able to progress at a rate that suits them.
4. **Depth:** naturally this ties in with breadth and enables pupils to draw different strands of learning together and achieving higher levels of understanding.

**5. Personalisation and choice:**

*the curriculum should respond to individual needs and support particular aptitudes and talents.* LTS The Curriculum for Excellence

**6. Coherence:**

*Taken as a whole, children's learning activities should combine to form a coherent experience. There should be...opportunities for extended activities which draw different strands of learning together.*

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**7. Relevance:** the relevance of what pupils learn should always be apparent to their lives in the present and the future.**How learning will be organised**

The current curriculum areas and subjects have been grouped into **eight** new curriculum areas and will be refreshed and re-focused in accordance with the purposes of the curriculum, the principles underlying the curriculum, and an emphasis on cross-curricular activities.

- Expressive arts
- health and wellbeing
- languages
- mathematics
- religious and moral education
- sciences
- social studies
- technologies

*The new curriculum will include space for learning beyond subject boundaries, so learners can make connections between different areas of learning....*

*Through cross-curricular activities, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts.* LTS The Curriculum for Excellence

**COURSE NOTES 2:****Social Studies****Learning in social studies**

Schools are being encouraged to focus on their community, past and present, and its impact further afield.

Schools are also encouraged to study key periods in Scottish history which are important to the nation's development.

Progress through social studies means the development of **breadth of knowledge** and experience which allows pupils to develop the skills to **compare and contrast**.

As pupils get older they are encouraged to **reach conclusions** on different aspects of social studies. For example it could be human and ethical issues in the past as highlighted by a study of Slavery.

Pupils gradually develop the **ability to form values** in relation to collective and personal responsibilities.

Learning in social studies can be enriched and reinforced through cross curriculum learning:

Drama, literature, art and music are all subject areas which can enhance learning in social studies.

There are also opportunities for strong links with learning in languages, religious and moral education and science.

Some of the Ideas which underpin social studies:

- identity
- change and continuity
- diversity
- economic, social and environmental issues
- needs and resources
- decision making
- participation as active citizens

Social Study Areas:

**People in the past:**

- people in societies
- people and events in the past

**People in place:**

- people and landscapes
- people and communities

**People and society:**

- society and the economy
- decision-making in a democracy

## COURSE NOTES 3

## Lesson plan: Social studies – Victorians and Christmas

## P4 – 5

With reference to the 4 capacities of learning, this activity will provide an opportunity for the pupils to develop as confident individuals, successful learners, responsible citizens and effective contributors.

<b>Learning outcomes</b>	
<b>Knowledge and understanding</b>	When pupils have finished their activity they will: <ul style="list-style-type: none"> <li>▪ have a greater knowledge and understanding about social structure in the 19<sup>th</sup> century</li> <li>▪ be able to understand how different life is now, but also identify elements of continuity with the past.</li> </ul>
<b>Skills</b>	When the pupils have finished their activity they will: <ol style="list-style-type: none"> <li>8. be able to distinguish in an elementary way between fact and opinion, fact / truth and fiction. (P4)</li> <li>9. Present conclusions giving reasons. (P4)</li> <li>10. Make simple judgements about the usefulness / reliability of information / evidence (P5/6)</li> <li>11. Present conclusions and justify these with reference to the evidence. (P6/7)</li> <li>12. Make judgements about what evidence is relevant and reliable. (P6/7)</li> <li>13. Present conclusions that are well supported by evidence. (P7)</li> </ol>
<b>Attitudes and values</b>	When the pupils have finished their activity they will: <ol style="list-style-type: none"> <li>5. learn how our traditions have developed from Victorian ideas about Christmas</li> <li>6. understand that children led very different lives in the 19<sup>th</sup> century depending on their position in society.</li> <li>7. appreciate that there are other faiths which do not celebrate Christmas</li> <li>8. respect other's opinions</li> </ol>
<b>Enjoyment, inspiration, creativity</b>	While the pupils are engaged in their activity they will: <ul style="list-style-type: none"> <li>▪ be inspired to ask questions, investigate and discuss the evidence</li> <li>▪ enjoy the experience of learning new things in a different environment</li> </ul>
<b>Activity, behaviour, progression</b>	When the pupils have finished their activity they will: <ul style="list-style-type: none"> <li>• know how to behave when they visit a museum</li> <li>• be able to share the experience of their visit with others at school and their families which will hopefully result in a return visit as a family.</li> </ul>

## COURSE NOTES 4

Putting into practice what you have learnt about the Curriculum for Excellence here is a suggested outline for an education pack.

**A Mining Community in East Ayrshire: Education Resource Pack – outline**  
**Social Studies: Knowledge and Understanding - People and Events the Past, Primary 1 – 7; S1 & 2**

Challenge & enjoyment	Breadth	Depth	Progression	Coherence	Relevance
<p>Developing an understanding of distinctive features of life and why certain people &amp; events are regarded as significant.</p> <p>Learning should be challenging, engaging &amp; motivating.</p>	<p>Give examples of people &amp; events in the past that are important to them in relation to their families or their community.</p> <p>Give examples of stories they have heard that give them information about the past &amp; describe what they have learnt.</p>	<p>Describe some features of life in the past for a particular topic.</p>	<p>Describe the diversity of lifestyles of people in the past e.g. life of a peasant as opposed to a landowner</p>	<p>Describe some features of societies, people &amp; events from the past &amp; suggest why they might be significant.</p>	<p>Explain the motives or actions of people in particular historical situations.</p> <p>Explain the values or attitudes that characterised various societies in the past.</p> <p>Explain why particular societies, people &amp; events from the past are thought to be of significance.</p>
<p>Pupils will be inspired to investigate, questions &amp; discuss the evidence &amp; enjoy the experience</p>	<p>Stories of miners who worked in the mine &amp; lived in the local area</p> <p>Important events associated with the mine.</p>	<p>How life was different e.g. growing up in the “rows” with no inside toilet, bathing by the fire.</p> <p>The daily routine around the pit.</p>	<p>Different lifestyles &amp; work patterns – miners &amp; managers.</p> <p>What role women had</p> <p>Social mix at the mine and in the villages.</p>	<p>Examine more closely working life at the mine. What mining is; why it is dangerous; more detailed examination of working day.</p> <p>Significant events related to mining – their local &amp; national importance.</p>	<p>Historical context of the local mine – motives / actions around key periods particularly the 1980s strike.</p> <p>Values &amp; attitudes of miners and their families; also of others within the community e.g. shopkeepers</p> <p>Understand the significance of these events in relation to East Ayrshire and outside world.</p>

**Social Studies: Change & Continuity, Cause & Effect - People and Events in the Past, Primary 1 – 7; S1 – 2**

Challenge & enjoyment	Breadth	Depth	Progression	Coherence	Relevance
<p>Change &amp; continuity, cause &amp; effect:</p> <p>developing an understanding of change &amp; continuity over time, &amp; of cause &amp; effect in historical contexts.</p> <p>Learning should be challenging, engaging &amp; motivating.</p>	<p>Give some examples of changes that have affected their own and other people's lives and the life of their community. Develop concepts of before, past and present.</p> <p>Give some reasons why these changes took place.</p>	<p>Describe changes that have led to present circumstances in relation to their own lives; e.g. how homes, lighting, clothes etc have changed.</p> <p>Give reasons why these changes took place.</p> <p>Give examples of continuity in relation to their own lives.</p>	<p>Make a comparison between present lifestyles/ circumstances / features</p> <ul style="list-style-type: none"> <li>- what is different,</li> <li>- what is the same?</li> </ul> <p>Give some reasons for the differences &amp; for aspects of continuity.</p>	<p>Identify important features of a development that have changed over an extended period of time.</p> <p>Explain in simple terms why these features were important &amp; describe what effects they had on people's lives.</p>	<p>Events important to Barony:</p> <ul style="list-style-type: none"> <li>• the disaster</li> <li>• the strike</li> <li>• closure</li> </ul> <p>These events are put into historical context and the consequences of these events to the miners, their families, their community &amp; Scotland.</p>

<b>Challenge &amp; enjoyment</b>	<b>Breadth</b>	<b>Depth</b>	<b>Progression</b>	<b>Coherence</b>	<b>Relevance</b>
<p>Pupils are motivated to compare and contrast their lives with those of the miners</p>	<p>Investigate whether any of their family was involved in mining locally; what jobs they are doing now and why they are no longer in mining.</p> <p>Investigate how the loss of mining has affected their community.</p> <p>Understand that local mine belongs to “the past” and that they are investigating it from the perspective of “the present.”</p> <p>Reasons why there is no mining now.</p>	<p>Opportunity to investigate the different methods used today to produce electricity and the move from coal as the only source of heat in the home.</p> <p>Reasons for these changes.</p> <p>Some homes may still have a coal fire which is lit for special occasions like Christmas.</p>	<p>Compare &amp; contrast their lives today with the lives of miners’ families, particularly when the “rows” were in existence.</p>	<p>Working life of a miner – implementation of mechanization into mining compared to 19<sup>th</sup> – early 20<sup>th</sup> century techniques; impact on workforce; development of new skills.</p> <p>Family life: Housing – life in the “rows” compared to life in the “scheme” ; impact of move on family life.</p>	<p>Events important to the mine For example:</p> <ul style="list-style-type: none"> <li>• the strike</li> <li>• closure</li> </ul> <p>These events are put into historical context and the consequences of these events to the miners, their families, their community &amp; Scotland.</p>

**Social Studies: Time and Historical Sequence – People and events in the Past, Primary 1 – 7; S1 – 2**

Challenge & enjoyment	Breadth	Depth	Progression	Coherence	Relevance
<p>Time and historical sequence</p> <p>Learning should be challenging, engaging &amp; motivating.</p>	<p>Demonstrate an awareness of annual patterns &amp; the sequence of events in their own &amp; others' lives</p> <p>Know ways of describing &amp; measuring time</p>	<p>Demonstrate an ability to sequence a small number of pictures/objects from different periods in chronological order.</p> <p>Use the word "century" correctly.</p>	<p>Put a series of events with their dates in chronological order.</p> <p>Use the words "decade" &amp; "millennium" correctly.</p>	<p>Place a number of events from a specific historical development on a timeline.</p>	<p>Explain the relationship between specific dates and the relevant century.</p> <p>Name and place significant historical periods in chronological order</p>
<p>Pupils are helped to develop a sense of the passage of time and their place within it Through problem solving.</p>	<p>Pupils able to see the difference between the kinds of houses they live in compared to the past e.g. miners' "rows"</p> <p>Ways of describing the time:</p> <ul style="list-style-type: none"> <li>• long ago</li> <li>• the past</li> <li>• old</li> </ul> <p>Draw a plan of their house and compare it to a miner's cottage.</p>	<p>Objects or pictures of objects that were used in homes of miners early to mid 20<sup>th</sup> century – washing clothes with wash board etc.</p> <p>Objects identified to relevant century.</p>	<p>Significant dates associated with the mine in correct order.</p> <p>Able to identify different events in different decades.</p>	<p>Significant dates:</p> <ul style="list-style-type: none"> <li>• strikes</li> <li>• closure</li> </ul> <p>Using class timeline add these new dates. Find out what other events taking place in the world at these times.</p>	<p>Significant dates:</p> <ul style="list-style-type: none"> <li>• strikes</li> <li>• closure</li> </ul> <p>Able to see the significance of these dates against the backdrop of what else is going on in Scotland and the wider world.</p>

**Social Studies: Strand 4 Nature of Historical Evidence – People and Events in the Past, Primary 1 – 7; S1 – 2**

Challenge & enjoyment	Breadth	Depth	Progression	Coherence	Relevance
<p>Nature of Historical Evidence</p> <p>Learning should be challenging, engaging &amp; motivating.</p>	<p>Describe what old photographs, films, etc can tell us about people or places in the past.</p>	<p>Suggest simple types of evidence that would tell you about a given person, event, or development from the past</p>	<p>Describe ways in which people remember &amp; preserve the past and suggest reasons why they do this.</p>	<p>Suggest a variety of sources of information about the past and what use they might be.</p> <p>Explain the meaning of the term “heritage” and give some examples.</p>	<p>Suggest ways in which society’s awareness of its own past can affect its development</p>
<p>Pupils are encouraged to work with source material and question the evidence. In so doing they will be inspired to ask questions</p>	<p>Old prints, engravings, drawings, maps, photographs etc of the pit &amp; villages where the miners lived – by examining these, pupils are able to understand how people of that particular time saw the world around them.</p>	<p>Evidence of the period:                      Objects – items in museums                      buildings                      old books – libraries                      maps                      paintings                      newspapers                      letters                      diaries                      poetry                      photos                      oral testimony</p> <p>Possible linked visits with local museum &amp; Scottish Mining Museum</p> <p>From these pupils are able to see these as sources which give us evidence of life in the past.</p>	<p>Objects – items in museums                      buildings                      old books – libraries                      maps                      paintings                      newspapers                      letters                      diaries                      poetry                      photos                      oral testimony</p> <p>Pupils learn why people record things about their lives and the different ways in which they do this.</p>	<p>Objects – items in museums                      Buildings                      old books – libraries                      maps                      paintings                      newspapers                      letters                      diaries                      poetry                      photos                      oral testimony</p> <p>Understanding the different uses of historical evidence and their varying levels of objectivity.                      From their work the pupils are able to understand the meaning of the word “heritage” in the context of their environment.</p>	<p>From their examination of the evidence, coal mining can be seen as significant within the community.</p> <p>The loss of this industry and how it has affected the local communities.</p> <p>The legacy of mining in east Ayrshire.</p>