

Glencorse Primary School

'A Small School Building Big Dreams'



Social Studies, Sciences, Health and Wellbeing and Technologies Policy

Vision

Our Vision for the teaching of Social Studies, Science, Health and Wellbeing and Technology at Glencorse Primary is to provide our children with the widest range of experiences possible related to the world around us. We want to ensure that all children have access to purposeful and relevant learning that is progressive and comprehensive, linking learning wherever possible e.g. with Eco activities.

Our pupils come to school with widely varying pre-school experiences and abilities. These differences should always be seen as positive and the starting point for planning challenging and enjoyable experiences that build on what the children already know. We strive to deliver a curriculum that is both exciting and relevant. Learning experiences in class should help develop skills and personal qualities that will enable the children to attain and achieve.

Rationale

At Glencorse, experiences and outcomes in Social Studies, Science, Health and Wellbeing and Technologies have been grouped together to develop interesting contexts for learning. The programme (Appendix 1) has been designed to promote balance across areas and therefore ensures that all children have an opportunity to

develop vital skills equally in each strand. The programme covers all relevant social studies, science, health and wellbeing and technologies outcomes and tries to guarantee that each child will have experience of each outcome at least once.

The programme is designed to meet the principles of *Curriculum for Excellence* by ensuring the principles of curriculum design are taken into account:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance



In addition to our Scottish social studies topics we have a Scottish focus every session. This is in January to coincide with Robert Burns's birthday. As part of this children read and write Scottish poems, stories and learn songs. Parents are invited into an Assembly where the children perform these. Each class also looks at an aspect of the history and geography of Scotland building on knowledge gained the previous year.



Social Studies



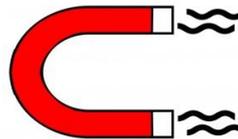
Through learning in social studies, children develop their understanding of the world. By learning about other people and their values, in different times, places and circumstances children also develop their understanding of their environment and of how it has been shaped.

The Social Studies Experiences and Outcomes have been structured under 3 main organisers:

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



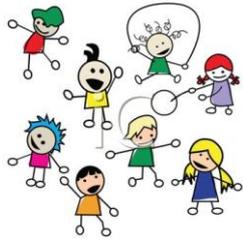
Sciences



Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world.

The key concepts have been clearly identified using 5 organisers:

- **Planet Earth**
- **Forces, electricity and waves**
- **Biological systems**
- **Materials**
- **Topical science**



Health and Wellbeing



"Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area."

Building the Curriculum 1

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Health and Wellbeing Experiences and Outcomes have been structured under 6 main organisers:

- **Mental, emotional, social and physical wellbeing**
- **Planning for choices and changes**
- **Physical education, physical activity and sport**
- **Food and health**
- **Substance misuse**
- **Relationships, sexual health and parenthood**



Technologies



Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. We must develop the skills of critical thinking, collaboration and initiative that are necessary for our children to meet the social, economic and environmental challenges of life in the 21st Century.

At Glencorse, technology is taught alongside the contexts provided by a variety of different curricular areas. Children will experience ICT in discrete lessons and as part of other curricular areas.

The technologies framework has 6 organisers, namely:

- **Technological developments in society**
- **ICT to enhance learning**
- **Business**
- **Computing science**
- **Food and textiles**
- **Craft, design, engineering and graphics.**

Planning

In the programme, contexts have been suggested. However, as the teacher works with learners to unpack these outcomes, the context may change to compliment the interests, events and experiences of the class. Although teachers must ensure that the priority Experiences and Outcomes are sufficiently explored, the context does not need to be restricted to those suggested - learning can be enhanced by making links to Experiences and Outcomes from other contexts.

Teachers should use 'progression pathways' and 'significant aspects' of learning as part of the planning and assessment process to ensure continuity and progression.

When planning, there should also be a focus on the development of skills. (Appendix2)

The development of skills is an essential aspect of learning in social studies and the experiences and outcomes provide frequent opportunities for applying these skills in new and more complex contexts. Terms such as 'investigating', 'exploring', 'discussing' and 'presenting' are used throughout the experiences and outcomes, recognising that at all stages learners are capable of exercising these skills at a level appropriate to

their development. The skills framework ensures that social studies provide an important context for the development of literacy and numeracy skills.

'Teachers will support children and young people as they progressively develop these skills by applying them in new and more complex contexts. Skills are to be regarded as a continuum and should not be 'capped' at any particular level. The professional judgement of teachers is essential in ensuring that individual learners are faced with the appropriate level of challenge in developing skills.'

Taken from Curriculum for Excellence Social Studies Principles and Practise

Approaches to Learning

At Glencorse we try to meet the needs of our learners through providing varied and engaging lessons that take account of the different ways that children learn. We understand that learning is frequently most effective when learners have the opportunity to be active, think and talk together, to discuss ideas, question, analyse and solve problems, without the constant mediation of the teacher. Children must have opportunities to learn with and from each other. Opportunities for quality outdoor learning experiences provide relevance and depth to the curriculum.



To motivate pupils, teachers encourage pupils to be involved in the planning process, share success criteria for experiences and outcomes and ensure appropriate challenge and application of skills for each pupil.



Interdisciplinary Learning



Interdisciplinary learning enables teachers and learners to make connections in their learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways and provides opportunities for deepening learning. Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning.

When planning IDL topics teachers should:

- have a clear focus on a small number of different curriculum areas
- make clear connections with literacy, numeracy and health and wellbeing
- focus on a few carefully selected and relevant experiences and outcomes
- capitalise on themes for development across learning, including developing global citizenship, financial education and outdoor learning
- respond to a significant event
- plan for assessment opportunities



Assessment and Feedback

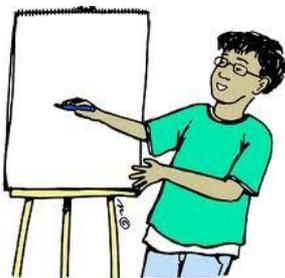


High quality classroom interactions which promote thinking and demonstrate learning and development lie at the heart of assessment as part of learning and teaching. AfL

strategies should be used as part of this. Conversations about learning may take place between teachers and pupils or among the learners themselves and should be part of the planned activity or experience. Children should have the opportunity to show application of skills and knowledge gained in Literacy and Numeracy in Social Studies, Science, Health and Wellbeing and Technologies.

Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they have learned it. When giving formal feedback, teachers should use our Feedback Sheet (Appendix3). This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills.

Pupils demonstrate their progress through the skills using different sources of evidence, by assessing its validity and reliability, and by applying knowledge to present an informed view and sustain a line of argument.



Review

2015-2016 will be the first year for this programme. It will be reviewed and evaluated at the end of the first cycle.

May 2015

