

Report of the Modern Studies Excellence Group February 2011

Remit of group

‘*Curriculum for Excellence* aims to raise standards of learning and teaching and equip our young people with the skills they will need for a future in a fast changing world.’ (Scottish Government, 2010) This was part of the introduction that Excellence Groups were given as they set off on their task to ‘take a view on the skills, attributes and features of excellence in education in each of the subject areas, with the aim of promoting deeper learning, better teaching, active learner engagement, the development of skills and enhanced achievement.’ (Scottish Government, 2010)

Succinctly, our remit was to:

- Identify excellence in learning and teaching in Modern Studies
- Identify the challenges that limit excellence in learning and teaching in Modern Studies
- Suggest recommendations that may enhance excellence in learning and teaching in Modern Studies

This report gives a flavour of the excellent practice that goes on in most Modern Studies learning environments. We have tried to ensure that all *Curriculum for Excellence* (CfE) documentation and other relevant publications have been considered when reaching our conclusions. The challenges and recommendations are only a snapshot of the ways in which the Modern Studies Excellence Group suggest progress to ensure that Modern Studies continues to contribute to excellence in Scottish schools in the 21st century.

Value of Modern Studies

Modern Studies has a fundamental part to play in delivering *Curriculum for Excellence* (CfE).

A knowledge and understanding of democratic ideas and political institutions is essential to maintain a stable, inclusive society. Against a background of rising voter apathy and increased political cynicism, it is very important that young people in Scotland continue to have the opportunity to understand the value of democracy and, wherever possible, are given the opportunity to engage with decision makers.

In a fast changing and competitive world, young people must be given the chance to reflect on the challenges facing society today if they are to be part of the solution for tomorrow. In Modern Studies, learners develop relevant knowledge and understanding and discrete and distinct higher order skills that allow them to respond effectively to these challenges both currently and in the future.

Aims of Modern Studies

The aim of Modern Studies is to enable learners to have a knowledge and understanding of the contemporary political, social and economic challenges affecting citizens today and to develop the skills that will allow them to respond effectively.

The main features of the Modern Studies curriculum should provide learners with an:

- Understanding of the democratic political process
- Understanding of the rights and responsibilities of individuals and groups in a democratic society
- Understanding of the challenges facing contemporary society and the ways in which these challenges may be addressed
- Understanding of the reasons for conflict and the ways conflict can be resolved
- Awareness of the interdependency of the modern world

Modern Studies programmes must provide young people with the skills to access and process the information they receive. Programmes of learning should be designed to allow learners to analyse, synthesise and evaluate information. Effective learning and teaching in Modern Studies should seek to add to the deeper learning experience that *Curriculum for Excellence* seeks to bring about. It is anticipated that new national qualifications will reflect the principles of *Curriculum for Excellence* (Appendix A).

Studying Modern Studies encourages learners to engage with society on the issues of importance to them and society as a whole. Opportunities must be provided for learners to investigate and research such issues for themselves both in and out of the school environment.

Perspectives from Modern Studies Practitioners: What is best practice in learning and teaching in Modern Studies?

The Modern Studies Association (MSA)¹ carried out a national survey of its members in November/December 2010². As well as establishing the unique contribution Modern Studies makes to the learning experience, the aim was also to attempt to capture aspects of what practitioners regard as best practice in Modern Studies. Below is a summary of the findings.

¹ The Modern Studies Association (MSA) is the professional association of Modern Studies teachers.

² Responses to the Modern Studies Excellence Group CfE Survey will be posted on the MSA website <http://www.msa-scotland.co.uk/>

In Modern Studies there is already a great deal of excellent practice taking place. Best practice in Modern Studies, as shown in the snapshot survey, is represented by:

- Confident, motivated and qualified Modern Studies practitioners who employ appropriate teaching methodologies that ensure learning is interesting, engaging and exciting for their learners.
- Teaching and learning that delivers knowledge, understanding and skills that makes links with previous learning and elsewhere across the curriculum and prepares learners thoroughly for their next stage.
- Carefully planned programmes of study that promote the four capacities and cover the experiences and outcomes (knowledge and skills) in a progressive and coherent manner.
- Carefully planned programmes of study that make the best use of available resources and that meet the extensive needs of different learners.
- Learning experiences that actively engage young people and that promote skills such as analysis, synthesis, evaluation and independent and/or collaborative research / presentation skills. Example - participating in a United Nations Mock General Assembly role play having investigated and researched a specific country.
- Learning experiences that promote links across the Social Subjects and with other curricular areas of the school.
- Learning experiences that build on the experiences of learners from primary and that properly prepares learners for life outside of school.
- Learning experiences that make best use of community-based learning opportunities. Examples may include links to schools in other countries or visits to the Scottish Parliament with opportunities to question local MSPs, etc.

Overall, Modern Studies learning and teaching S1-S3 must reflect the four capacities that underpin *Curriculum for Excellence* (CfE).

The CfE Experiences and Outcomes (Es and Os) provide a framework for learning and teaching that will provide a relevant, skills-centred but broad-based education.

Modern Studies programmes of learning should look to overtake the 'People in society, economic and business' experiences and outcomes, as well placing a greater emphasis on literacy, numeracy and health and wellbeing.

Planning for Excellence

Practitioners of Modern Studies are responding positively to the challenges of *Curriculum for Excellence*. They are building on existing good practice and many are planning in flexible innovative ways. In the emerging best practice they are looking creatively across all contexts for learning, in and outwith the classroom, as they plan meaningful learning experiences for young people.

Practitioners, particularly within the secondary sector, have to respond in a flexible way to challenges presented by a range of curricular structures within which they have to plan and deliver the experiences and outcomes. Many schools are continuing with existing structures with young people following a broad education in S1 and S2 then choosing to specialise, for example in one Social Subject as they move into third year. In the best examples of this model, Modern Studies' teachers are working well with colleagues across the Social Subjects and other disciplines to ensure a coherent experience for learners. A range of approaches are emerging which include:

- Subject specific programmes of learning but planned and delivered in a more coherent way to help learners make connections across their learning. For example, planning programmes around a common theme such as The Local Community, Scotland Past and Present, Slavery/Persecution/Genocide, study of an emerging power e.g. China or India or topics linked to responsibilities of Global Citizenship.
- Common skill-based programmes of learning across three Social Subjects often at the start of S1 or as bridging topic across P7 into S1. Practitioners are working with young people to assess and record their skill development as they progress through the experiences and outcomes.
- Integrated Social Subjects Courses in S1 with more subject specific programmes in S2 and S3.

Increasingly, however, practitioners from across the educational spectrum are reflecting on the ways the curriculum can be re-designed to provide the best learning experience for young people and practitioners are becoming more imaginative in their thinking and in their planning. Some exciting/creative examples of the ways in which practitioners of Modern Studies are responding include:

- Planning to provide an experience of all Es and Os in S1 with revisiting in S2-S3 in subject specific and whole schools contexts, including through planned interdisciplinary learning.
- Being part of small teaching teams from across the Social Subjects and beyond to plan and deliver the Es and Os in longer learning blocks, for example one morning a week, as well as through focus weeks and whole school activities around themes like Global Citizenship.

Within these range of models, there are many examples of very effective, detailed planning of programmes emerging which are helping to provide young people with active, engaging, and challenging learning. Increasingly practitioners are working across stages, within the faculty or across Social Subjects to plan these programmes.

In the most effective practice, Modern Studies practitioners are planning learning, teaching and assessment in a coherent way. They are providing opportunities for young people to develop higher order skills, to respond to challenges and apply their learning in new contexts. Staff are using a wide range of assessment tools to support young people's learning and allow them to demonstrate their competence, through, for example, investigations, presentations, use of wikis, blogs and webquests, decision-making exercises as well as in written pieces of work.

An example of a planning tool is contained in Appendix B.

The challenges and recommendations in this area:

- It is challenging for practitioners to respond to different curriculum structures and still meet a learner's entitlement in Social Studies for example, where pupils are making early choices. A greater sharing of emerging practice across the country would help Modern Studies' practitioners, particularly in small departments.
- There are many strands to effective planning and practitioners are finding it difficult to bring all the aspects of planning together. In particular they need to ensure planned opportunities for learners to develop higher order skills. More subject/ curricular area specific support in planning coherent programmes of work, for example the provision of 'planning tools' would be helpful.

Teachers need to be involved in more joint planning particularly in relation to assessment approaches and to ensure building on prior learning. Finding time and opportunities for more joint planning across the stage or department and with primary and secondary colleagues does present a challenge.

Planning: Interdisciplinary Learning

Increasingly practitioners are planning learning in a more co-ordinated way which enables learners to make more sense of the natural connections that exist. The interdisciplinary approach already taken by Modern Studies to the study of issues and topics means that it is ideally placed to contribute to interdisciplinary learning across the curriculum. Modern Studies has natural links with other Social Subjects through the common skills developed, however links are also common with a wide range of other curricular areas.

Excellence in interdisciplinary learning involves links with other subjects that are natural and not forced with the necessary time for effective planning to develop agreed, shared

outcomes. Modern Studies can provide that clear focus on links with the contemporary world drawing on outside speakers and partnership work.

In some cases, Modern Studies may take the lead in promoting interdisciplinary learning.

Example: *Whole school mock election*

Context: In the run up to Scottish Parliament election, S3 have been studying decision making for Scotland.

Prior learning would include use of internet (party websites), meeting/emailing candidates, etc., and an understanding of the Scottish Parliament (visit either via MSP's office or Education Service) and its electoral system.

Young people in a range of their subject classes work with their teachers to organise and run a school-based mock election with Modern Studies providing the lead. Mathematics analyse the results (actual result, national results, etc.); English are involved in speech writing/debating; in Art and Design and in Computing young people produce high quality election leaflets and other election material.

Follow up: Evaluation activity whereby learners reflect on their individual contributions and consider ways they could improve their learning in the future. There are also possibilities for formative assessment.

The challenges and recommendations in this area:

- Time and opportunities for joint planning. These should be integral part of the school calendar and school and department improvement planning.
- Programmes of work must be in line with the Es and Os. Artificially created links rarely deliver meaningful experiences.
- Flexible timetable structures that allow planning and delivery of interdisciplinary learning.

Planning: Transitions

The Modern Studies Excellence Group identified the primary - secondary transition as an area for development that would be exemplified in this report. Other transition points are equally challenging. This was highlighted by primary staff, secondary staff, S1 pupils and parents following consultation. (See Appendix C)

Some Modern Studies departments have close links with their associated primary school, in others these links are not as well developed at present. Opportunities to improve transition arrangements should be provided.

Improving opportunities for primary and secondary staff to work together would help to ensure learners made a smooth and coherent transition to secondary school subjects, such as Modern Studies, and enable more consideration for building on prior attainment.

Pupils are already making connections between the subjects they study, sometimes more easily than teachers. Improving links between P7 and S1 and continuing interdisciplinary learning opportunities, already found in some schools, could be ways forward to enhance the learners' experiences.

The challenges and recommendations in this area:

- There is a lot of work being done in the teaching of Modern Studies / People in society, economy and business in primary schools but it is not perhaps identified as Modern Studies before it is being taught. If primary school pupils had a greater awareness of Modern Studies, this could affect the prominence of the subject and learners' confidence when they move to the secondary school.
- A planning tool could also be developed to help greater cohesion with the transition between primary and secondary schools and, for example, the sharing of forward plans and learning journals of pupils.
- The creation of a 'Skills Profile' for pupils, where primary and secondary staff agree on skills to be developed and progress recorded across the Social Studies could ensure more effective transition

The contribution of Modern Studies towards excellence in learning and teaching for young people

“Acting locally, thinking globally”

There is a great deal of essential knowledge in Modern Studies, most especially political literacy (as a strand in Education for Citizenship.) Political literacy is not simply concerned with describing or even analysing political institutions and government but is about enabling our young people to face the major challenges in terms of ‘globalisation, competitiveness, the ever increasing wealth of knowledge and increased social dislocation.’ (Scottish Government, 2010) It is about a ‘useful application of knowledge.’ (Scottish Government, 2010)

Modern Studies is real life learning: often called problem-based learning whereby the learners analyse authentic scenarios, applying disciplinary theories as an expert would. By the end of the programme of study, students leave with a much deeper understanding. The approach helps students develop critical thinking, cooperative and oral and written skills. There are countless examples of where Modern Studies is the main contributor to this e.g. during an election where the candidates are interviewed by the students and then they vote having listened to the views of the candidates as well as participating in a mock election as described above. Results can be compared with the real election and then analysed. It is learning in context. It is also learning as enjoyment and by experience. It is also transferability of skills including higher order thinking skills from a known to an unknown situation.

The four capacities of CfE are also embraced naturally within Modern Studies as real life learning. “Modern Studies – A portrait of current practice” (HMIe 2007) stated, ‘Modern Studies has many strengths that can be built upon to help learners develop the four capacities.’ In the last four years, Modern Studies teachers have built on the recommendations of the report thereby ensuring that all pupils who study ‘people in society, economy and business’ become successful learners, confident individuals, responsible citizens and effective contributors.

Learners' experiences in citizenship within Modern Studies and the People in society, economy and business outcomes

Citizenship including global citizenship is central to Modern Studies learning and teaching. It is naturally embedded within the experiences and outcomes of People in society, economy and business and will continue to be an important part of courses leading to qualifications in the senior phase. It has a huge impact on lifelong learning. The views of one young person are that, "we learn cross-curricular topics such as our human rights, politics and basic social skills that are valued highly within the working society." (Appendix C) Eco Schools, The Rights Respecting Schools Initiative, fair trade initiatives, enterprise, outdoor learning, financial education and legal studies are some of the multitude of areas/themes used by teachers of Modern Studies and others across the school to help develop citizenship skills in young people. Many aspects are naturally embedded within the knowledge and understanding and skills set of Modern Studies.

Global citizenship is one of the main themes across learning in CfE and developing global citizens is a key context for learning and ensures that young people can play a 'full and active part in society - politically, socially, economically, environmentally and culturally.' (Learning Teaching Scotland website, accessed 30/01/2011)

Positive experiences in Modern Studies will underpin the contribution of other subjects towards an understanding of citizenship that goes beyond the outcomes in People, society, economy and business. Evaluating and using statistical evidence, for example, are a vital part of developing informed choices and decisions and becoming a responsible citizen. There are also strong and natural connections with many other parts of curriculum.

The Scottish Government's international education agenda outlines a number of main areas including:

- International Education/Developing Global Citizens
- Education for Citizenship
- Education for Sustainable Development, including the UN Decade of ESD
- European Union education policy

The above are all integral to Modern Studies. International education, for example, helps to prepare young people for life and active participation in a global multicultural society, by developing in them knowledge and understanding of the world and Scotland's place in it. (Learning Teaching Scotland, 2009)

Within Modern Studies this can mean school-based experiences often using ICT as well as visits to and exchanges with pupils in other parts of the world. For example, the Modern Studies Association ran a study tour to China for its members. There were 23 participants. As a result of the 3 week tour, several Modern Studies departments have since taken pupils to China, helped set up Confucius hubs within their schools and

ensured that learning and teaching about China is embedded within the curriculum across their schools.

Modern Studies/People in society, economy and business also contribute strongly to a young person's understanding of the law and towards their financial education. There are many papers which highlight the importance of these areas of learning. For example, *Maintaining Momentum: A Partnership Approach to Improving Financial Education in Scottish schools* (December 2010) emphasises the importance of partnership working. We would argue that financial education should, of course, be embedded but not just as part of the numeracy strategy. In Modern Studies, we work with our community partners, both locally and internationally, to ensure that our learners understand the consequences debt, both on a personal level and global level. Again, our learners in Modern Studies involve themselves in the activities of organisations such as Kiva (<http://www.kiva.org/>).

Legal studies is an area being promoted by organisations such as the Law Society for Scotland. An area of study within Modern Studies at several levels including proposals within the new Nationals 4 and 5 is Crime and Law. This ensures that our citizens of the present and the future are aware of issues like consumer rights and the causes and effects of breaking the law.

The challenges and recommendations in this area:

- Well chosen exemplification/case studies available for schools/practitioners to adapt in their own schools.
- Time and resources for teachers to develop programmes of work that cover elements of citizenship, international education, financial education and legal studies across 'People in society, economy and business' and beyond into Nationals 4 and 5.
- Opportunities to work with other curricular areas on themes in areas such as financial education and learning outdoors.
- Carefully selected examples of partnership working, locally, nationally and internationally, across all areas of citizenship (in its broadest sense).
- Encourage the use of Glow to discuss and exemplify the above.
- Exemplify the use of ICT for learning and teaching and provide appropriate resources e.g. wifi in all schools, etc.
- Appoint a specific development officer for Modern Studies/People in Society, Economy and Business to address these challenges.

- Ensure that all of the above are rooted in a sound research base by involving partnership with TEIs.

Community-based learning

Modern Studies is well placed to contribute to working with a range of partners particularly outwith the school. The contemporary focus and real issues with which Modern Studies programmes of study address, provide many opportunities to link with a the range of organisations outwith the school environment. These links can stimulate learners with motivating and enjoyable contexts for learning.

Excellence involves detailed planning at a departmental and school level; activities should be integral to programmes of work and should consider the resource implications of any activities. There are many very good examples within Modern Studies of partnership working.

Example: *Show Racism the Red Card (SRTRC) Event*

Context: As part of whole-school anti-discrimination programme or as a ‘rich task’ which is central to a unit on discrimination in contemporary society. S2 learners have been studying the ways in which some groups in society may have experienced inequality and are looking at ways inequality and discrimination are tackled (SOC 3-16a).

Details: Two hours. Event hosted by local SPL football team. Stage: pupils in S2. Coach booked. Funding secured at start of session in bid from school budget. Pupils have watched DVD ‘Show Racism the Red Card’ and visited website (<http://www.srtrc.org/resources/films/srtrc-scotland>) as part of pre-visit preparation. Pupils prepare questions in advance.

On the day: SRTRC organisers give talk/presentation, question and answer session with representatives from SRTRC and SPL club (players and officials), local politicians, community police officers, etc. Event finishes with tour of stadium and pupils meet the players. Each learner is provided with a range of resources leaflets, posters, etc. which are used as part of a follow up exercise.

Follow up: Evaluation activity reflecting on experiential learning and ways in which they could improve their learning in the future.

The challenges and recommendations in this area:

- Modern Studies practitioners must be given time to plan effectively for community-based learning; resources such as time, finance, flexible timetabling, etc., must be made available. There must be rigorous but relatively straightforward mechanisms to allow pupils to participate in out of classroom

experiences; learning must be linked to the Es and Os with the intention of enhancing the learning experience.

- Opportunities must be created to allow follow up issues to be raised including links with other departments; involvement in developing whole school ethos and developing global citizenship.
- Schools/timetables must be sufficiently flexible to allow for community-based learning to occur as an integral part of learning and teaching.

Information Communications Technology

Access to and appropriate use of Information Communications Technology (ICT) is important to an enriched Modern Studies learning experience. Well planned, carefully structured and creative use of ICT enhances pupil motivation, challenges them and develops important skills for life and work. There are many useful websites that Modern Studies learners should be given the opportunity to access and to evaluate. Emerging technologies such as ‘Activote’ software, web and podcasts and on-line, interactive learning packages and Glow all have a role in learning programmes.

Examples of ICT use in Modern Studies:

- MSA Scottish Parliament interactive programme (developed in partnership with *Boardworks*) – software programme that allows pupils to learn about the Scottish Parliament through interactive technology
- ‘Activote’ – keypads allow pupils to make choices to given questions displayed on large screen. System calculates scores, generates tables/graphs, etc.
- ‘Virtual learning’ environments where knowledge and skills can be developed e.g. GlowMeet: Two groups of Modern Studies pupils (in different authorities) met through a GlowMeet to discuss a common theme they were covering. They also prepared questions for an expert who then engaged them in discussion.

Examples of excellence in Modern Studies include: *Dundee City Council / Claverhouse Group and Dundee MSA S4 Powerpoint Competition.*

Background: Teams of three pupils ‘challenged’ to research (using internet) and produce a slideshow on a Modern Studies-based theme. Teams then deliver a talk on their findings to other groups. Criteria for the challenge are accuracy, relevance of research

material, quality of exemplification, team working, use of ICT and presentation/group skills.

The challenges and recommendations in this area:

- Regular access to technology for Modern Studies learners including improved use and functionality of Glow.
- Appropriate CPD for Modern Studies practitioners.
- Support for the development of a greater range of ICT-based Modern Studies learning packages.
- Greater funding in schools/departments to acquire ICT.

Personalisation and Choice

Most secondary schools are at the early stages of enabling pupils to personalise their learning. New and creative use of option choices are only beginning to emerge. Indeed, more exemplification / guidance on what is meant by personalisation and choice would be welcome.

Evidence suggests primary schools appear to have more flexibility within timetabling and planning, allowing more scope for the class teacher to plan with the children, taking into account their prior learning experiences. Where this has happened, evidence suggests learning experiences are more coherent, relevant, meaningful and, most of all, enjoyable for young people.

To enable Modern Studies practitioners to move forward, examples are needed in this area. One example from the primary sector is “Guitar Hero” a topic undertaken by a Primary 7 class. (Appendix D) In the example given, pupils chose the topic, brainstormed it and then planned their learning from there on.

The following is suggested further reading:

- <http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/learningaspersonalddevelopment.asp>

The challenges and recommendations in this area:

- Choice and planning with pupils becomes an integral part of the learning and teaching process.
- Time, curriculum flexibility and resourcing that allow current programmes of study to be adapted to enable pupils to personalise their learning.

- Appropriate CPD and well chosen exemplification that provides Modern Studies practitioners with the knowledge and skills to deliver programmes of learning that provide personalisation and choice.

Summary Recommendations from the Modern Studies Excellence Group

- Every school should have a qualified Modern Studies teacher. They are best placed to provide the expertise and advice in meeting all of the Es and Os in Social Studies in the broad general education phase (S1 – S3) and are required in the planned specialist programmes in Modern Studies in the senior phase.
- Student teachers should be supported in gaining teaching qualifications in more than one Social Subject to enable them as professionals to plan professionally and deliver a more coherent experience. This also provides more flexibility for school planning.
- Schools/authorities should give Modern Studies teachers more time to link with colleagues across the school and from the other sectors such as primary to develop interdisciplinary learning experiences.
- As many Modern Studies departments have only one or two teachers, local authorities should plan for Modern Studies practitioners to network. This would allow colleagues to discuss approaches to delivering CfE and to share aspects of good practice. In the same way and in order to meet identified professional development needs, it should be easier to access subject specific CPD where opportunities to develop subject knowledge and expertise can be addressed.
- In the senior school, Modern Studies departments should look to and be given the opportunity to develop more structured links with higher education institutions. Closer working could involve accessing university libraries for research materials, attending lectures, making use of the academic expertise of lecturers, etc. This would better prepare learners for post-school education, help to raise learner expectations and foster independence.
- The professional associations, including the MSA, should seek to formalise their links with educational bodies including HMIE/LTS and SQA. All stakeholders would benefit from greater co-operation.
- As teachers work hard to extend and develop the learning experiences of young people in line with CfE, it will be important that appropriate resources continue to be available particularly to support real life learning. For example transport costs to Scottish Parliament, access to the most up-to-date ICT, etc.

Thank You

The Chair of the Modern Studies Excellence Group would like to thank the members of the Group for their co-operation, advice and support. Your assistance was greatly appreciated.

Membership of Modern Studies Excellence Group

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Gordon Black (Chair)	Teacher	Menzieshill High School / Chair of Modern Studies Association
Patrick Carson	Teacher	Clydebank High School
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Rt Hon. George Reid	External Expert	Former Presiding Officer of the Scottish Parliament
Robert Reid	Teacher	Chryston High School
Mairi Timmons	Subject Specialist	HMIE Scotland
Morven Wallace	Teacher	Sunnybank Primary School, Aberdeen

Appendix A –New Qualifications

It is important that the new qualifications in Modern Studies at National 4 and National 5 and beyond build upon the Social Studies principles and practice and experiences and outcomes in order that there is smooth and even progression into the senior phase of education. SQA have engaged greater numbers of stakeholders in the development of the new qualifications than ever before and it is to be hoped that the results of engagement with learners, classroom practitioners and other interested parties are taken account of in the new qualifications.

Qualifications should build upon the best features of current qualifications at Standard Grade and Intermediate but also allow greater flexibility and opportunities for personalisation and choice. The development of transferable skills should be to the fore and assessment of these skills should be in the most appropriate way without imposing excessive burdens on learners or teaching staff. Revisions of qualifications at Access 3, Higher and Advanced Higher also need to ensure a smooth and even progression in learning.

Appendix B – Example of Secondary Planning Grid

Aspects which require to be planned and reinforced across the curriculum	√
Challenge & enjoyment	√
Breadth	
Progression	√
Depth	
Personalisation & choice	
Coherence	
Relevance	√
Literacy	√
Numeracy	
Health and Wellbeing	
Citizenship	√
Enterprise	√
Creativity	
Sustainability	
Successful Learners	√
Confident Individuals	√
Responsible Citizens	√
Effective Contributors	√
Other	

Context for Learning: Power to the People

Experiences and outcomes

Social Studies	Literacy	Numeracy	Health & Wellbeing	Other Curriculum Areas
SOC 3-15a	Lit 302-a	MNU 3-20a	HWB 311-a	TCH 3-04a
SOC 317-b	Lit 304-a		HWB 319-a	TCH 3-07b
SOC 3-18a	Lit 308-a			
SOC 3-20a	LIT 3-05a / LIT 4-05a			
SOC 3-19b				

Key content

- Rules and laws
- People who represent us
- Choosing representatives
- The work of the Scottish Parliament
- Ways of Participating
- Types and functions of the media
- Pressure group activities

Learning & teaching approaches:

Most of this unit involves pupils participating in a ‘real life’ scenario involving the reactions of a local community to the proposal by a large supermarket chain – ASCO - to build a store on local playing fields. Pupils will work collaboratively in groups of four to prepare a campaign and presentation to be given at a ‘public meeting’ at the end of the topic. Groups must adopt the roles of: ASCO, local pressure groups and the media. Presentations will involve the preparation of a variety of materials including speeches, publicity leaflets, media articles etc.

Skills development

- observing, describing and recording;
- **comparing and contrasting to draw valid conclusions;**
- **exploring different types of evidence;**
- development of curiosity and problem solving skills and capacity to take initiatives;
- **interacting with others and developing an awareness of self and others**
- planning and reviewing investigation strategies;
- developing the capacity for critical thinking through accessing analysing and using information from a wide variety of sources;
- **discussion and debate;**
- **developing reasoned and justified points of view;**
- developing and using maps in a variety of contexts;
- developing and applying skills in interpreting and displaying graphical representation of information;
- developing an awareness of sequence and chronology;
- **presentation skills – oral, written, multi-media.**

Appendix C: Modern Studies – Views of Representatives of the Menzieshill High School Parent Teacher Council (PTC)

Feedback from the PTC highlighted:

- The importance of Modern Studies as a subject in the curriculum and, in particular, its contribution towards political literacy;
- The language of CfE can be confusing and can alienate parents who need engagement.

Modern Studies – Views of Pupils at Menzieshill High School in S1 and S6

Feedback from S1 pupils highlighted:

- That pupils enjoy high school and find Modern Studies engaging and interesting;
- There is a need to improve the transition between primary and secondary to help avoid repetition and inspire learners. Pastoral care is good but more must be done to improve curricular links;
- Pupils are making connections between subjects, sometimes easier than teachers are making.

Feedback from S6 pupils:

- As pupils progress through the school they prefer to work in smaller groups and then on their own. This is due to increased pressure from exams;
- The gap between Higher and Advanced Higher is great. Modern Studies Higher may benefit from having an extend essay similar to that in History;
- The skills Modern Studies provides are important, for example analysis and research. However, the progression of skills and the challenges faced throughout a learner's experience are uneven.

The Excellence Group met with pupils and representatives to Menzieshill High School Parent Teacher Council at its second meeting in November. The Excellence Group would like to thank both the Menzieshill High School PTC and pupils for their co-operation and Ms H. Gray HT of Menzieshill HS, for their support.

Appendix D: Example of Primary School Plan

Social Studies Forward plan				
Topic - Guitar Hero World Tour				
Outcome	Experience Pupils will be able to -	Learning activities What the learners will do	Resources	Assessment and evidence
<p>People, place and environment Second level</p>	<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 wider world</p> <p>I can discuss issues of the diversity of cultures, values and customs in our society</p> <p>By comparing the lifestyle and culture of citizens in</p>	<ol style="list-style-type: none"> 1. Create mind maps using carousel tool. 2. Discuss term world tour and look at world map. Ch to identify places they have visited etc 3. Create world map using colour coding to show borders, sea. 4. Through discussion, with game as stimuli select four countries to study. Discuss each one and the customs and traditions associated with it. Each band to create a leaflet as advertisement. Create power point showing band on tour in selected country. PA each group. 5. Discuss behaviour of bands on tour. Look at websites and newspaper cuttings. Create list of rules when visiting foreign countries. 6. Look at images of celebrities and their belongings, discuss. Create a collage of their interpretation of a celebrity 	<ol style="list-style-type: none"> 1. <i>mind maps</i> 2. <i>atlases, globe</i> 3. <i>art and craft materials</i> 4. <i>guitar hero, Google earth, various stimuli</i> 5. <i>newspaper cuttings, internet access</i> 6. <i>videos, clippings, magazines, art and craft</i> 	<p>2,3,4 Children will be able to locate key features when looking at maps and interpret this into world map <u>EV - discussion and art work</u></p> <p>5 Children will be able to identify the values and morals of bands and rules which have been broken <u>EV - list, discussion and questioning</u></p>

	<p>Scotland with those of another country,</p> <p>I can discuss the similarities and differences</p> <p>I can use primary and secondary sources to selectively research events from the past</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence</p>	<p>lifestyle. SA.</p> <p>7. Compare this to own life in Scotland, similarities and differences and needs and wants. Participate in carousel recording findings.</p> <p>8. Each to study one pop star and gather information. Create database. Share information with peers to extend database.</p> <p>9. Plan, design and create a pop star. Name them and present them to class. PA.</p> <p>10. Create a unique instrument from junk.</p> <p>11. Make a clay model of a guitar. Paint and varnish.</p> <p>12. Introduce term poverty and world aid. Brainstorm this and watch Oxfam and red cross videos. How can music help? Discuss.</p> <p>13. Discuss Live aid and possible benefits from this. Record all. Watch promotional videos and clips from concert, take notes and discuss message.</p> <p>14. Research concerts etc from past and create a table with information. Share with peers.</p> <p>15. Discuss current Pakistan flooding and pop stars who have helped. Why? Discuss term aid.</p>	<p><i>materials</i></p> <p>7. <i>own photos, paper</i></p> <p>8. <i>various media, computers, examples of databases</i></p> <p><i>12,13,14,15 videos from internet, memorabilia, maps, atlases, posters, newspaper cuttings</i></p>	<p>6,7,8,9 <i>Children will develop their awareness and understanding of peoples lives around the world and be able to compare and contrast this to their own</i></p> <p>Children will be able to identify and justify basis needs and wants in life</p> <p><u>EV - art work, observation, questioning, databases</u></p> <p>12,13,14,15 <i>Children will have an understanding of music events from the past which have aided the world and give reasons for them taking place</i></p> <p><u>EV - notes and table</u></p>
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