



Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

Contact: Donnie Macleod Ext: 7561

City wide Social Studies Framework

Purpose of Report:

To advise the Committee on the work of Education Services in creating a city-wide curricular framework to support learning in social studies, in the city's schools and nurseries.

Recommendations:

The committee is asked to consider the content of the report and ask the Executive Director for further updates about the impact of this work.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No

1. Background

- 1.1 Social Studies forms one of the 8 core curricular areas within Curriculum for Excellence (CfE) and represents not simply a collation of discrete subject areas but rather a key driver for the development of interdisciplinary skills and knowledge across the individual subject areas of Geography, History and Modern Studies.
- 1.2 Based on the very successful Glasgow city wide STEM curricular framework, the social studies framework provides a similar format for supporting staff to plan relevant, exciting, and engaging learning experiences which enrich pupil's learning across the broad general education experience P1 through S3.
- 1.3 It provides another meaningful step towards helping staff with day-to-day workload demands by providing a clear, coherent, and easy to follow approach to planning a progressive social studies experience for all learners across early to third level. As with the STEM framework a further development of fourth level experiences is already underway.

2. Social Studies

- 2.1 The GCC Social Studies Framework: Early to Third Level was developed by early years, primary and secondary practitioners. The framework explores suggested bundling of CfE Experiences and Outcomes for each stage from early to third level to ease the planning workload for staff and to enable to explore clear links across the planned experiences. The Framework also provides plentiful linked resources for every experience and outcome to support enriched delivery. The Social Studies Framework is a live working document which will be updated regularly, therefore it is recommended that practitioners don't print the framework out but access it using the link below. This will ensure that establishments are always using the most up-to-date version of the framework. The Social Studies Framework will provide consistency and progression across and through levels and enhance opportunities for purposeful transitions between early years, primary and secondary. Practitioners can access the Social Studies Framework here:

<https://www.stemglasgow.co.uk/Resources/DownloadResourceDocument/116>

- 2.2 The vision for Social Studies across Glasgow is:

'Our young people, practitioners and partners work collaboratively to support the development of social studies-based knowledge, skills and opportunities and increasing the skills for learning, life and work of our young people thereby supporting Glasgow's economic development'.

- 2.3** The working model can be summarized as Improvement through Collaboration and focusses on three main and interrelated priorities:
- (i) Learner experience: ensure all schools deliver on the entitlement for all learners to have a high-quality social studies experience throughout their education journey 3-18.
 - (ii) Staff development: continue to support staff in early years and schools to build their confidence and understanding of social studies, through high quality career long professional learning opportunities.
 - (iii) Partnerships: develop and strengthen our work with partners including families, colleges, universities, business, public sector, charities, third sector and social enterprise to enrich young people's journey.
- 2.4** By supporting staff with a coherent and progressive outline plan we hope the framework ensures that young people will experience a broader, richer, deeper and more relevant and meaningful social studies experience. By supporting staff to provide young people with opportunities to explore People and Place; People and the Past and People and Society thereby helping Glasgow's young people to secure the aspirational capacities of CfE for themselves as confident individuals and responsible citizens of a modern global Glasgow of the future.
- 2.5** The plans follow the three main curriculum organisers as outlined in CfE:
- (i) People in society, economy and business
 - (ii) People past events and societies
 - (iii) People, place and the environment.
- 2.6** Planned learning includes the acquisition of knowledge, skills and dispositions in relation to the addressing the following topics:
- Emigration and immigration
 - Women's equality
 - Black history
 - Children's Rights
 - Discrimination
 - Money and fraud
 - Climate change
 - Slave trade
 - Holocaust memorials
 - Global development
 - World Trade
 - Global goals
 - Money sense
 - Ethical consumers

3. Recent developments.

3.1 The engagement during COP26 from all our establishments was incredible. [The COP26: Glasgow Education Services Approach Paper](#) has now been published providing a helpful summation of all the brilliant work our pupils and staff carried out both in the lead up to COP26 and during the event itself. It also reflects upon the learning and next steps, as Glasgow continues to place importance on the learning for sustainability element of the curriculum and equipping Glasgow's young people to become more engaged and effective global citizens and more responsible and effective contributors to their communities. To see more on all these projects, visit the EdIS YouTube channel [here](#).

3.2 Ongoing professional learning sessions known as 'spotlights' and delivered online after school, have continued, covering aspects of Curriculum Rationale, Curriculum Design, Curriculum Making and Curriculum Co-creating. Many schools have now refreshed their Curriculum Rationales and developed their curriculum thinking further through collaboration with teams of learners, parents, and partners. Further sessions have been developed for schools who are in the early stages of refreshing their curriculum. These sessions use service design tools, working directly with school teams to progress the co-creation of curriculum rationale, curriculum design and curriculum making. Further sessions can be tailored to meet the needs of each school and can be 1-2 hours in length.

Follow up sessions focus on supporting headteachers and their staff to moderate the curriculum offer.

- Looking Outwards - moderation of existing Curriculum Rationales
- Looking Inwards - moderating and reviewing current curriculum
- Looking Forward - Planning our engagement with key stakeholders

Further professional learning sessions include the following:

- Curriculum and GCC Curricular Frameworks
- Using KWL – (what do you know? - what you want to know? and what you have learned?) Grids
- Interdisciplinary Learning
- Planning Interdisciplinary Learning
- Creating Big Qs
- Developing the Young Workforce
- Meta-skills



4. Wider Partnerships

Schools have established supportive links with key Glasgow partners which school staff can work with to further contextualise and enrich their plans to strengthen the social studies learner journey 3-18, examples below:

<https://gallusglasgow.glasgowheritage.org.uk/>

<https://glasgowdoorsopendays.org.uk/>

<https://storymaps.arcgis.com/stories/90bc9223002e4e7fb5661e40032af9ba>

5. Policy and Resource Implications

Resource Implications:

Financial: Within education services budget

Legal: None

Personnel: Within current resources

Procurement: No current implications

**Council Strategic Plan:
Equality and Socio-
Economic Impacts:** Excellent and Inclusive Education 35

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify. Yes

What are the potential equality impacts as a result of this report? Positive impact

Please highlight if the policy/proposal will help address socio-economic disadvantage. More equitable and improved curricular experience for children young people across the city leading to potentially better outcomes and levels of achievement including increased likelihood of securing and maintaining of positive destinations post school.

Climate Impacts:

Does the proposal support any Climate 1 to 5

Plan actions? Please specify:

What are the potential climate impacts as a result of this proposal? NA

Will the proposal contribute to Glasgow's net zero carbon target? NA

Privacy and Data Protection Impacts: None

6. Recommendations

The committee is asked to consider the content of the report and ask the Executive Director for further updates about the impact of this work.