



EDUCATION AND LEARNING ONLINE RESOURCES
Continued Professional Development for Archivists

Resources Pack: Creating Resources

RESOURCES

1. Seven-step Guide to Creating Resources: *Word document outlining the process*
2. Adams household ammonia advertisement – *sample record*
3. Titanic law suit list 1 – *sample record*
4. Titanic law suit list 2 – *sample record*
5. Catsup label USA – *sample record*
6. Barbed wire patent application – *sample record*
7. Peter Scott underwear advert – *sample record*
8. Peter Scott underwear advert teachers guide - *a sample resource created by The National Archives*
9. The Anna Dispute activity list - *a sample resource created by Borders Heritage Hub from court deposition documents and maps related to a land dispute*
10. Social Studies Curriculum Outcomes document – *one of the collection of curriculum documents published by the Scottish Government. The other documents are available from in the “Guide To the Scottish Curriculum” section of our website or from Education Scotland.*

HOW TO USE THE RESOURCES

Use the materials individually or (preferably) in a small group, working through the steps of the process. Sample records and education materials are provided, or you may choose to use your own records. There is no one 'right way' to create education materials and the process described here is intended to be flexible, drawing on your own ideas and imagination.

QUESTIONS AND FURTHER HELP

If you would like further information about this resource, or more general advice and support about archives education work, please contact our Education Development Officer Douglas Roberts at d.roberts@scottisharchives.org.uk.

Resources Pack: Creating Resources

1. SEVEN-STEP GUIDE TO CREATING RESOURCES



A simple step-by-step process for creating education resources from archive records

In our Archives Across the Curriculum and Creating Resources workshops we explored this simple process for creating an education activity from archive records. The process is best undertaken with another person or a small group working together because discussion and speculation often helps good ideas develop quickly.

The process has been developed specifically for the Scottish Curriculum for Excellence but it can be equally effective when developing materials for other curricular environments.

Step 1: Choose the right records

Step 2: Identify what is interesting about your chosen record

Step 3: Choose a curricular area to develop in more depth

Step 4: Create three simple activities that explore what's interesting about the records

Step 5: Create a narrative to link the activities together

Step 6: Devise an engaging starting point

Step 7: Create a finishing activity that allows for practice and points to further possibilities

Step 1: Choose the right records

Some archive records are fascinating to us and others are dull. However their educational potential may be distinct from these personal preferences.

Records with potential might have one or more of the following qualities:

- a mystery to be solved
- an intriguing person
- connection to a famous event
- the bizarre
- a narrative
- local interest (place, people, event, activity, industry)

What else could give records educational potential?

Step 2: Identify what is interesting about your chosen record

- Examine the record you've chosen from different curricular perspectives.
- What questions naturally arise about it?
- What does it look and feel like?
- Why was it kept and where is it housed?
- What people, places and stories arise from it?

Be wide-ranging and 'soft-focussed' about this. Jot down everything that occurs to you about the record, however random it seems

Create a 'spider diagram' from the record, exploring the points of interest under different curricular areas. At this stage it's important to identify the history and literacy potential alongside other less obvious areas.

Step 3: Choose a curricular area to develop in more depth.

At this stage it's useful to look at the Experiences and Outcomes within appropriate Curriculum for Excellence curricular areas to identify where potential for development lies.

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Use the Education Scotland website <http://www.educationscotland.gov.uk> or the Curriculum for Excellence section of the Scottish Council on Archives website <http://www.scottisharchives.org.uk> to access the CfE documents.

Identify one or two Experiences and Outcomes that can be addressed with approaches you've identified in your spider diagram.

Curricular outcomes are not the only determinant of educational purpose, but they provide us with a guide and help us stay relevant to good practice in schools.

It's important that archives-related education work keeps the business of archives as part of its focus. If a lesson achieves the outcome of raising students' awareness of archives and adding to their understanding of the purpose and processes of archiving then it has achieved an essential educational outcome.

Step 4: Create three simple activities that explore what's interesting about the records

A good lesson consists of a number of activities which are connected together with a narrative.

Educational activities should involve students in examining, questioning or speculating about information.

Each activity should be focussed on one aspect of learning. For example a close reading activity may contain questions which invite scanning the text for an answer, or discussing possible answers with others.

Three activities is sufficient, but you can go on to create as many as you like. More than six should be split into separate learning modules

Step 5: Create a narrative to link the activities together

A narrative might be a progression of acquired skills, a sequence of events, a revealing of information through investigation, the completion of a process.

Narrative is essential to students' engagement with learning experiences, and the retention of skills and knowledge acquired.

Step 6: Decide how to start

This is the point where you choose how to introduce students to your series of activities.

Just like a good book, your lesson needs to draw them in at the start.

Good beginnings can involve:

- a mystery or a puzzle to solve
- shock or surprise
- inviting them to help or to go on a journey
- introducing an intriguing character

What else?

Step 7: Decide how to end

To decide how your lesson ends you must first be clear about what you intend your students to learn

Revisit the Experiences and Outcomes, the records and the activities.

- Do they fit together?
- Is there a narrative?
- Is the narrative clear?

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The closing activity should incorporate:

- revision of what has been learned
- creation of a record (this could be a remembered experience, an image, writing, speech, film, performance, web content, or anything else which expresses the students' learning)
- opportunities for further investigation

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2. ADAMS HOUSEHOLD AMMONIA ADVERTISEMENT

• FOR THE LAUNDRY • FOR THE BATH • REMOVES STAINS & GREASE •



AMMONIA ·
· WORKS
GALASHIELS

AMMONIA ·
· WORKS ·
GALASHIELS

"Thanks to
ADAM'S AMMONIA,
Snow white clothes,
and washing done
in half the time"

**Adam's
Household**

AMMONIA

W & A · K · JOHNSTON · L^{TD} · EDIN^B · GLASGOW & LONDON.

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3. TITANIC LAW SUIT LIST (1)

street furs	\$ 300.00
Ermine Collarette	75.00
Ermine Opera Cape	500.00
Brussels Lace Gown	375.00
Persian Over dress	175.00
6 Dinner Gowns (\$75) each)	450.00
Green Lace Gown	175.00
1 Sealskin Jacket	700.00
4 Gowns (\$200 each)	800.00
1 necklace	20000.00
Odd laces	200.00
1 Pearl Brooch	150.00
14 hats	225.00
6 lace shirtwaists,	275.00
6 Embroidered waists, lace	140.00
Silk hosiery	75.00
Lingerie	300.00
Souvenirs (Egypt)	500.00
3 crates ancient models for Denver Museum	500.00
2 Japanese Kimonas	50.00
1 Black Satin Gown	150.00
1 blue and white serge gown	75.00
3 satin evening gowns	450.00
1 Irish lace gown	150.00
3 dozen gloves	50.00
1 hat	35.00
6 shoes (10 Each)	60.00
4 tailored gowns and 2 coats	500.00
3 shoes	35.00
1 evening wrap	150.00
4 Evening slippers	16.00
Brown velvet gown	200.00
Brown velvet coat	100.00
2 black gowns	150.00

\$27887.00

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4. TITANIC LAW SUIT LIST (2)

Yam Hee

SCHEDULE "A"

	£	s
3 blankets	2	5
1 mattress		14
1 suit clothes	2	10
1 jacket	1	5
1 bracelet	2	
1 watch	1	4
underwear	1	10
working clothes		10
4 pair boots and shoes	1	5
4 shirts		5
1 trunk and canvas bag		18
8 pair stockings		6
cash	2	
1 overcoat	1	
2 woolen shirts		18
1 razor		4

£18 14s

Equivalent in U.S. Currency

\$91.05.

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5. CATSUP LABEL USA

HEINZ'S

CHALLENGE

COMPARISON



CATSUP

REG'D

PITTSBURGH

1882

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6. BARBED WIRE PATENT APPLICATION

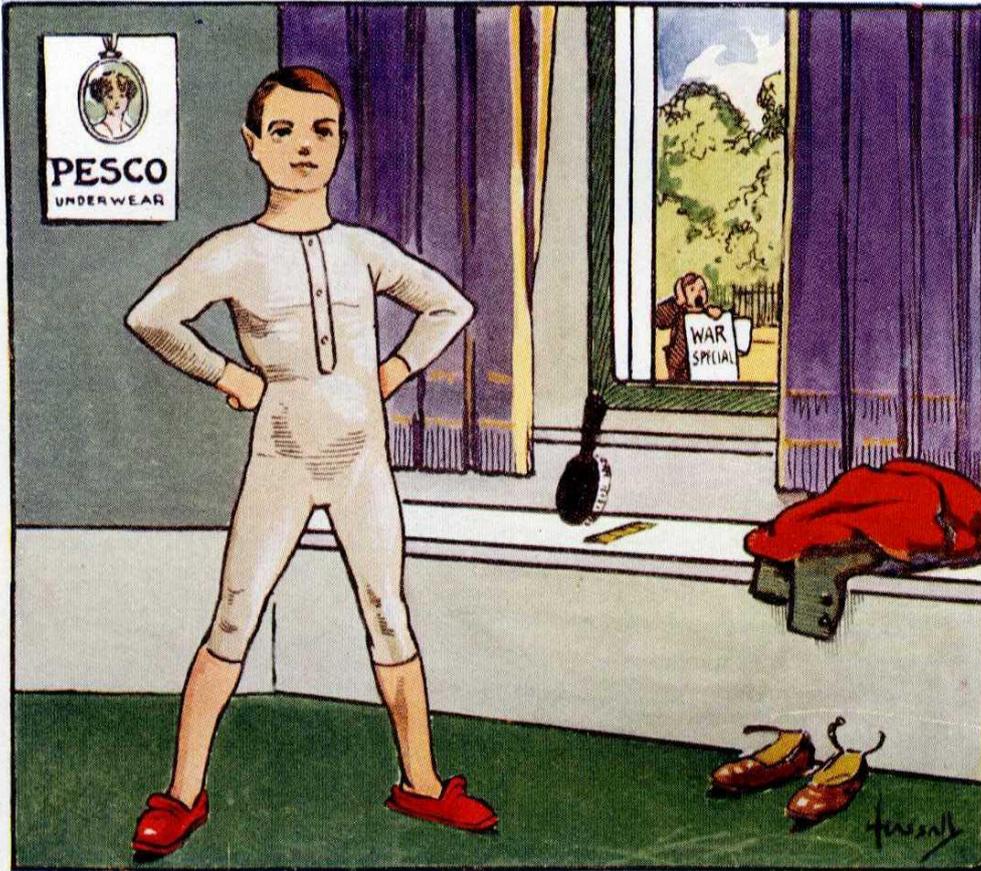
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7. PETER SCOTT UNDERWEAR ADVERT



Indispensable
Pesco
Underwear

"Pesco" is worn by great and
small,
'tis indispensable to all,
Because it never shrinks a bit,
And always keeps a perfect fit.



I'm not afraid of the Germans—NOT IN THESE TROUSERS

*The above is a Reproduction of the
Pesco Advertisement in THE
CHILDREN'S PAINTING
BOOK, published in aid of the
:: Belgian Relief Fund. ::*



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8. PETER SCOTT UNDERWEAR ADVERT TEACHERS GUIDE

Using a famous picture

Peter Scott (Pesco) underwear advert 1914

Activity 1: Understanding the image

For this activity you will need a copy of Hans Holbein's full-length portrait of Henry VIII. There are several reproductions on the internet which are easy to find using an internet search engine.

Show your class the Peter Scott underwear advertisement from 1914, and stimulate a discussion by asking the following questions. Clues and suggested answers are highlighted in red.

1. What is the advert trying to sell?
2. Now look at the portrait of King Henry VIII by Hans Holbein. Can you see a similarity between the two pictures? **The figures' pose**
3. Henry VIII was king of England from 1509-1547. In those days if someone was king, what was his relationship to everyone else in the country? What was his relationship with other countries and their monarchs? **Power over subjects/battling for power with other monarchs**
4. Look at the pose of Henry VIII. What message do you think he is trying to tell people about himself? How does the painting do this?
 - **feet apart and firm on ground – can't be pushed over or pushed around, strong**
 - **wide shoulders – big, power**
5. Look again at the Peter Scott advert. Can you tell what was happening in the world at the time of the advert? **WWI**
6. Think about how it felt to be someone your age during WWI. Your country is at war with other countries nearby. Maybe your father or big brother is fighting at the front and could be killed. What would you feel? **fear**
7. Why does the Peter Scott advert imitate the portrait of King Henry VIII? What is the message of the advert? **Wearing the underwear will make you feel as strong and powerful as a king/no fear**
8. Why do you think it is being used for an underwear advert, rather than another type of clothing? **caught in your underwear, not even clothes for protection, child even more brave than he would be wearing clothes**
9. Who is the **target audience**? **Children/parents buying underwear**

Activity 2: create your own advert

Think of a famous picture that you and your friends know well. It might be a film poster, or a picture from a book.

Choose an item of clothing to sell.

Now design a postcard advertisement using the famous picture to help sell your clothing product.

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9. THE ANNA DISPUTE ACTIVITY LIST

The Anna Dispute

An exploration of the Anna Dispute papers for school groups P4-P7 visiting the Hawick Heritage Hub.

Outline of activities

Introductory session

An introductory session can be presented via GLOW or in-school, to introduce the concepts and terms around archives and the work of an Archivist.

Activity 1 Back In Time

5 mins

Resources: series of dated maps of Jedburgh

A short activity to suggest a journey back in time to the early 19th Century. For example using a series of maps of Jedburgh, walking a route through the building marked with different dates, images of that time and statements about elements of modern society that we are leaving behind (computers, cars, plastics, flight, etc), or entering a separate space described as a time machine and listening to a description of the journey back through time.

Finish by describing the Anna and setting the context 150 years ago in Jedburgh. Display the map showing the Anna in relation to the town. Identify the river, main street, housing, marketplace, Tell the students we have detailed records of the community's activities taking place on the Anna, and we are going to use these to recreate what it might have been like there.

Activity 2 Still Images

11 mins

Resources: information and stimulus material about the activities listed below

Invite groups of three or five students to create three still images of activities described on printed labels and supported by print and picture resources. Provide each group with their resource set to help create their tableaux.

Each group receives one of:

- Playing games
- Drying cloth
- Dressing timber
- Dumping town rubbish
- Gypsies camping
- Yeomen exercising horses
- Breaking stones for road building

The purpose of this activity is to bring alive an activity from 150 years ago and show the other groups what it might have looked like. Each group should try to show as much as they can about the activity in their body shape, interaction and facial expression. In still images we focus on hands, feet and face, and the rest of the body will fit in.

Model the technique with a group, starting by explaining the activity they are creating then directing them into a tableau. Ask the children who they are and what they are doing in the tableau. Focus on the position of the hands and feet, and on a focussed facial expression that shows how the individual is feeling. Emphasise muscle tension to keep the picture very still. The group holds the tableau for 3 seconds then relaxes. On a count-down and signal they re-create the tableau and hold it again. This is called 'switching' on and off. Ask the rest of the students what they see in the tableau and how it shows the activity described on the card.

Send the students to their areas of the room to create their own tableaux. Move between groups ensuring they are on task and asking questions to focus the activity. Students have 2-3 minutes to create their images.

After creating their three images each group should choose the one image they feel best shows the activity. They will show this to the rest of the class. Students have 1 minute to choose and practise switching on and off.

Activity 3 Tour Of The Gallery **8-10 mins**

Take the students on a tour of their gallery of images. Each group creates its image while the rest of the class observes and comments about what they can deduce from the image about what is happening, who the characters are, how they are feeling, why and where they might be doing this. Ask the students to explain their deductions by pointing out the facial expressions, body shapes and interactions that provide the clues. Ask the students what they think the people might be saying.

During this tour the group creating the still image should avoid commenting or contradicting any of the comments made by the observing students. Make the distinction between what the group intends to portray and what the audience thinks it sees.

After the audience comments give the tableau group an opportunity to explain what the activity was in more detail. It's important to reiterate that the audience comments are not 'wrong' if they differ from what the group intended to portray. School students will tend to fall into this way of thinking naturally and it is useful to challenge it, pointing out that the group intended to portray a particular activity but that they cannot control what someone else might see.

Activity 4 Review **3-4 mins**

Gather the students together and invite them to reflect on what they have seen and what it was like to create the images.

How successfully did they convey their activity to the class ?

How did creating the images help their understanding of the people involved ?

What aspects of their group's activity didn't come across in the tableau ?

Encourage students to expand on what they saw and speculate about what the Anna was like on a typical day.

Which of these activities would have been daily, weekly, occasional ?

What would be the consequences of the activities ? (for example piles of sawdust, churned up ground, debris, smells, noise)

In role as the townspeople how do they feel about the other activities happening on the Anna, and the people who are doing them ?

Activity 5 Setting the scene

4 mins

Explain that these activities were all real events described by people who gave evidence in a court case that happened over 150 years ago in Jedburgh. We know this because we still have the written records of what people said in the hearings, written out by court officials at the time.

If there is time briefly outline some of the other activities that come from the record.

BREAK

10 mins

Activity 6 Tour Of The Archive

15 mins

Tour of the Archive (part 1) finishing in the strong rooms and collecting documents related to the Anna case. These are the newspaper articles, original Wood map, book.

Activity 7 Wood Map

5 mins

Resources: Wood map of Jedburgh, copies of map

Display the Wood map of Jedburgh, identifying the Anna and the various relevant landmarks such as the river, the main streets, Deans' nursery and other places referred to or alluded to in the record.

Identify routes that different individuals or groups might have used to access the Anna, such as travellers, tradesmen, bleachers and dyers, riders etc. The purpose of this is to establish a sense of familiarity and busy-ness around the town and the Anna.

Activity 8 A Terrible Smell

7 mins

Direct the students to gather in their groups. In role as an unspecified authority figure outline the matter of the Anna land being an unsightly and smelly place, with rubbish being dumped, the ground churned up, a rotten smell hanging over it and general running down of the land.

Invite the groups to quickly discuss what their own activity might have contributed to this, then report back in turn.

How do the townspeople feel about this problem ? Why ?

What are the townspeople going to do about it ?

Ask each group to suggest something they could do to fix the problem.

Establish that the Anna was important enough to the townspeople that they made efforts to clear it up, build washing poles etc to maintain it.

Invite each group to create a still images of the townspeople fixing up the Anna. They should do this quickly, then add a simple repeating movement such as hammering a nail, or lifting rubbish, or setting up a pole, to bring the picture to life.

On a count of three switch on all these images at once to create the day the Anna was restored by the townspeople.

Activity 9 Selling the Anna

8 mins

Resources: copies of map showing Anna, sets of extracts from newspaper articles, pencils, piece of costume to denote town magistrate

Gather the students together but remaining in their groups.

Briefly outline the events leading to the sale of lands by the Magistrates. The town was nearly bankrupt and needed to raise some money. The town magistrates sold some pieces of town land in different places. Mr Deans, the nurseryman, is one of the people who buys some land called the Anna at the foot of the town.

What do they think was the public reaction ?

Give each group a set of the newspaper articles. In groups students study the different newspaper articles and – in their roles as townspeople – give their reactions to the news of the sale. Invite the students to devise questions they want to ask about the land sale.

Explain that you will take the role of one of the magistrates who has agreed to meet with the townspeople so they can ask their questions.

After answering some of the questions express frustration about the townspeople's attitude and declare that the matter should be heard in court if they want to take it further. Refuse to answer any more questions until then.

Stepping out of role ask the students how the questioning went.
What do the newspaper articles tell us happened next ?

Activity 10 See You In Court

5 mins

Resources: pencils, paper and clipboards

Explain to the students that the townspeople will have to give evidence about the Anna being used as a public space in order to establish a lawful dispute against the sale, and any right to continue using it.

Provide the groups with pencils and paper. Give the groups three minutes to recall what they witnessed taking place on the Anna. They should note why the activity is important and why it can't take place somewhere else in the town. They cannot report on their own activities but only those they witnessed others doing. The groups should also make quick notes and rehearse what they will say in the court if they are called to testify.

Activity 11 Courtroom Drama

14 mins

Resources: props to denote court setting, piece of costume to denote role of Sheriff

Call a halt to the group discussions and note-taking when you sense that the focus has shifted (or 3 mins, whichever happens sooner), giving the students another 30 seconds to decide who will speak for the group if they are called in the court.

Invite the students to create the courtroom setting, using one or two props and pieces of costume to change the space and denote when the court is in session.

Explain that you will take the role of the Sheriff, with a piece of costume or a prop to show when you are in role. Invite the students to smarten themselves up, get into position behind the courtroom desks and stand to attention when the Sheriff comes in.

Wait at the side of the room until the energy level and 'busy' activity has risen and fallen, then step forward in role as the Sheriff. Give a short summary of the case, the sale of the land to Mr Deans and explain that the witnesses are there to give evidence about the Anna's use as a public work and recreation area.

Invite two witnesses to give evidence, cross questioning them to establish detail. After two witnesses declare a short recess while the groups gather and review their evidence in the light of what they've seen.

After 2 mins reconvene the Court and hear evidence from more witnesses (one or two per group, depending on time).

Conclude the court hearing by summarising a submission from Mr Deans based on the letter from him in the case notes. The students could have access to a simplified version of the letter as well as a facsimile of the letter itself. Adjourn the court hearing saying that the evidence will be considered and a verdict will be handed down some time in the future.

Activity 12 Plenary

8 mins

Resources: court document, copies of extracts as appropriate

Out of role gather the students together and discuss how the hearing went.

How did their evidence-giving go ?

Did they have an opportunity to say what they wanted ?

What do they think the sheriff should decide ? Why ?

At this stage the actual document and copied extracts can be examined by the students, to compare their experience with what actually happened.

Activity 14 (optional)

Resources: highlighter pens

As a research activity students might use highlighters to mark extracts which describe activities they created as still images, and those they witnessed others doing, as a way of linking their experience to the actual case.

Activity 15 Finishing Up

Tour of the rest of the building, perhaps including putting away the Anna case papers and map.

Follow-up activities

These might include in-school or GLOW sessions on:

- Social history
- Science of archiving
- Citizenship
- Sources of evidence
- Social, political and historical relevance of archiving documents

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10. SOCIAL STUDIES CURRICULUM OUTCOMES DOCUMENT



curriculum for excellence: social studies

experiences and outcomes

www.curriculumforexcellencescotland.gov.uk



Social studies

Experiences and outcomes

Learning in the social studies will enable me to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

People, past events and societies

Early	First	Second	Third	Fourth
<p>I am aware that different types of evidence can help me to find out about the past.</p> <p>SOC 0-01a</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.</p> <p>SOC 1-01a</p>	<p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p>	<p>I can use my knowledge of a historical period to interpret the evidence and present an informed view.</p> <p>SOC 3-01a</p>	<p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p>SOC 4-01a</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.</p> <p>SOC 0-02a</p>	<p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.</p> <p>SOC 1-02a</p>	<p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.</p> <p>SOC 2-02a</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.</p> <p>SOC 3-02a</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>SOC 4-02a</p>
	<p>I can use evidence to recreate the story of a place or individual of local historical interest.</p> <p>SOC 1-03a</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.</p> <p>SOC 2-03a</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.</p> <p>SOC 3-03a</p>	

People, past events and societies (continued)

Early	First	Second	Third	Fourth
<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 the people around me.</p> <p style="text-align: right;">SOC 0-04a</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.</p> <p style="text-align: right;">SOC 1-04a</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.</p> <p style="text-align: right;">SOC 2-04a</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.</p> <p style="text-align: right;">SOC 3-04a</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 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 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>

People, past events and societies (continued)

Early	First	Second	Third	Fourth
			<p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.</p> <p style="text-align: right;">SOC 3-05a</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 meeting of cultures in the past and can analyse the impact on the societies involved.</p> <p style="text-align: right;">SOC 4-05c</p>

People, past events and societies (continued)

Early	First	Second	Third	Fourth
	<p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.</p> <p style="text-align: right;">SOC 1-06a</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 style="text-align: right;">SOC 2-06a</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>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>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 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 an 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>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>

People, place and environment

Early	First	Second	Third	Fourth
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me.</p> <p style="text-align: right;">SOC 0-07a</p>	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.</p> <p style="text-align: right;">SOC 1-07a</p>	<p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed.</p> <p style="text-align: right;">SOC 2-07a</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.</p> <p style="text-align: right;">SOC 2-07b</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 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 explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.</p> <p style="text-align: right;">SOC 0-08a</p>	<p>I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p style="text-align: right;">SOC 1-08a</p>	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.</p> <p style="text-align: right;">SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.</p> <p style="text-align: right;">SOC 2-08b</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 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>

People, place and environment (continued)

Early	First	Second	Third	Fourth
<p>I explore and discover where foods come from as I choose, prepare and taste different foods.</p> <p style="text-align: right;">HWB 0-35a</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.</p> <p style="text-align: right;">SOC 0-09a</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.</p> <p style="text-align: right;">SOC 1-09a</p>	<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.</p> <p style="text-align: right;">SOC 2-09a</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>

People, place and environment (continued)

Early	First	Second	Third	Fourth
		<p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.</p> <p style="text-align: right;">SOC 2-10a</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 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 the society concerned.</p> <p style="text-align: right;">SOC 4-10b</p> <p>Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond.</p> <p style="text-align: right;">SOC 4-10c</p>

People, place and environment (continued)

Early	First	Second	Third	Fourth
	<p>By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs.</p> <p style="text-align: right;">SOC 1-11a</p>		<p>I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.</p> <p style="text-align: right;">SOC 3-11a</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 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 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>

People, place and environment (continued)

Early	First	Second	Third	Fourth
<p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons.</p> <p style="text-align: right;">SOC 0-12a</p>	<p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life.</p> <p style="text-align: right;">SOC 1-12a</p> <p>By exploring climate zones around the world, I can compare and describe how climate affects living things.</p> <p style="text-align: right;">SOC 1-12b</p>	<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.</p> <p style="text-align: right;">SOC 2-12a</p>	<p>I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone.</p> <p style="text-align: right;">SOC 3-12a</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 and climate by explaining the relationship between weather and air pressure.</p> <p style="text-align: right;">SOC 4-12c</p>

People, place and environment (continued)

Early	First	Second	Third	Fourth
	<p>Having explored the landscape of my local area, I can describe the various ways in which land has been used.</p> <p style="text-align: right;">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.</p> <p style="text-align: right;">SOC 1-13b</p>	<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.</p> <p style="text-align: right;">SOC 2-13a</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.</p> <p style="text-align: right;">SOC 3-13a</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.</p> <p style="text-align: right;">SOC 1-14a</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 the wider world.</p> <p style="text-align: right;">SOC 2-14a</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.</p> <p style="text-align: right;">SOC 3-14a</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>

People in society, economy and business

Early	First	Second	Third	Fourth
<p>I am aware that different types of evidence can help me to find out about the world around me.</p> <p style="text-align: right;">SOC 0-15a</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.</p> <p style="text-align: right;">SOC 1-15a</p>	<p>I can use evidence selectively to research current social, political or economic issues.</p> <p style="text-align: right;">SOC 2-15a</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>	<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>By exploring my local community, I have discovered the different roles people play and how they can help.</p> <p style="text-align: right;">SOC 0-16a</p>	<p>I can contribute to a discussion of the difference between my needs and wants and those of others around me.</p> <p style="text-align: right;">SOC 1-16a</p>	<p>I can explain how the needs of a group in my local community are supported.</p> <p style="text-align: right;">SOC 2-16a</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.</p> <p style="text-align: right;">SOC 2-16b</p> <p>I can discuss issues of the diversity of cultures, values and customs in our society.</p> <p style="text-align: right;">SOC 2-16c</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>	<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 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>

People in society, economy and business (continued)

Early	First	Second	Third	Fourth
<p>I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.</p> <p style="text-align: right;">SOC 0-17a</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.</p> <p style="text-align: right;">SOC 1-17a</p>	<p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.</p> <p style="text-align: right;">SOC 2-17a</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> <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>	<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> <p style="text-align: right;">SOC 4-17a</p> <p>I can evaluate the role of the media in a democracy, assess its importance in informing and influencing citizens, and explain decisions made by those in power.</p> <p style="text-align: right;">SOC 4-17b</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>

People in society, economy and business (continued)

Early	First	Second	Third	Fourth
<p>Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.</p> <p style="text-align: right;">SOC 0-18a</p>	<p>I have participated in decision making and have considered the different options available in order to make decisions.</p> <p style="text-align: right;">SOC 1-18a</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.</p> <p style="text-align: right;">SOC 2-18a</p>	<p>I 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>	<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 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>

People in society, economy and business (continued)

Early	First	Second	Third	Fourth
		<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>I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives.</p> <p style="text-align: right;">SOC 3-19a</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>I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.</p> <p style="text-align: right;">SOC 4-19a</p> <p>By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims.</p> <p style="text-align: right;">SOC 4-19b</p>

People in society, economy and business (continued)

Early	First	Second	Third	Fourth
<p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.</p> <p>SOC 0-20a</p>	<p>I have developed an understanding of the importance of local organisations in providing for the needs of my local community.</p> <p>SOC 1-20a</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>SOC 2-20a</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>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>SOC 3-20b</p>	<p>I can critically examine how some economic factors can influence individuals, businesses or communities.</p> <p>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.</p> <p>SOC 4-20b</p> <p>I can evaluate working practices available to employees within different types of business organisations.</p> <p>SOC 4-20c</p>

People in society, economy and business (continued)

Early	First	Second	Third	Fourth
	<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.</p> <p style="text-align: right;">SOC 1-21a</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>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>I can evaluate the suitability of finance options available for setting up and supporting different types of businesses.</p> <p style="text-align: right;">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.</p> <p style="text-align: right;">SOC 4-21b</p>
	<p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success.</p> <p style="text-align: right;">SOC 1-22a</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 2-22a</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.</p> <p style="text-align: right;">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 success or failure of businesses.</p> <p style="text-align: right;">SOC 4-22b</p>

Appendix – Explanations

SOC 0-01a to SOC 4-01a

This set of experiences and outcomes provides progression in the evaluation of sources and other historical evidences and can be used in conjunction with other outcomes within People, past events and societies.

SOC 4-05c

A meeting of cultures may result from, for example, conflict, conquest, exploration or discovery, the expansion of power or migration.

SOC 2-06a

Chronology skills are developed progressively in a variety of contexts. The main stages of progression within these skills would be: sequencing evidence; creating sequences and timelines; locating events in sequence and time; representing situations before and after. Throughout this process, learners will develop their understanding of the chronology of key events studied in Scottish, British, European and world history.

SOC 3-07a, SOC 4-07a

In these outcomes children and young people will discover the impact forces such as ice, rivers, wind, coasts and tectonics have on the landscape and develop an understanding of the interaction between these forces. Consideration of, for example, aspects of geological time, geology and atmosphere may help to clarify this relationship.

SOC 4-11c

Children and young people will build on their previous knowledge of different population structures through exploring aspects such as demographics, migration and the effects of population growth.

SOC 1-14a to SOC 4-14a

Mapping skills are developed progressively using maps in a variety of contexts. The main stages of progression within these skills would be: using and making simple maps; using and interpreting maps; using thematic maps and mapping conventions; using map information to support conclusions. Throughout this process, learners will develop their own mental map to be able to recognise and locate a range of key features at the local, national and global levels.

SOC 0-15a to SOC 4-15a

This set of experiences and outcomes provides a basis for progression in evaluation of evidence in the context of current social, political and economic issues and can be used in conjunction with other outcomes within People in society, economy and business.

SOC 4-17c

Capitalism, communism and fascism are examples of contrasting ideologies which have had a global impact and shaped the societies influenced by them in significantly different ways. Within this outcome, learners may also explore contrasting belief systems.

SOC 4-21b

In this outcome, learners might consider the importance and function of financial information and documents such as ledger accounts, revenue and cash flow statements, balance sheets and break even analysis.



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