

**SOCIAL STUDIES SECOND LEVEL**

**PEOPLE, PAST EVENTS AND SOCIETIES** **PEOPLE, PLACES AND ENVIRONMENT** **PEOPLE, SOCIETY, ECONOMY AND BUSINESS**

P5	P6	P7
<p>I can use primary and secondary sources selectively to research events in the past. <b>SOC 2-01a</b></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. <b>SOC 2-02a</b></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. <b>SOC 2-03a</b></p> <p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed. <b>SOC 2-07a</b></p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. <b>SOC 2-07b</b></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. <b>SOC 2-09a</b></p> <p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. <b>SOC 2-10a</b></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. <b>SOC 2-13a</b></p> <p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. <b>SOC 2-19a</b></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. <b>SOC 2-04a</b></p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. <b>SOC 2-06a</b></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. <b>SOC 2-08a</b></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. <b>SOC 2-08b</b></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. <b>SOC 2-14a</b></p> <p>I can explain how the needs of a group in my local community are supported. <b>SOC 2-16a</b></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. <b>SOC 2-20a</b></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. <b>SOC 2-12a</b></p> <p>I can use evidence selectively to research current social, political or economic issues. <b>SOC 2-15a</b></p> <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. <b>SOC 2-17a</b></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. <b>SOC 2-18a</b></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. <b>SOC 2-21a</b></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. <b>SOC 2-22a</b></p>