

# Social Studies

## Skills

Formulate and ask questions about the past, the future, places and society.

Learners will

- ? Express wonderings, show curiosity or ask questions about a person or event of personal significance.
- ? Express wonderings, show curiosity or ask questions about the natural and physical environment.
- ? Ask questions to extend understanding of how others have constructed or represented the past, the human and natural environment and society.
- ? Formulate questions and identify problems that will enable them to make links between prior learning, new situations and further actions.
- ? Formulate questions that promote the transfer of knowledge and make connections across their learning.

## Phase 1

K1, K2, Year 1

Decide for ourselves what we would like to find out about in relation to the past, future, places and society.

Come up with ideas for how to find out answers to our questions related to the past, future, places and/or society.

Pose a range of questions about the past, present or future to inform an historical or social inquiry.

Ask geographical questions e.g. What is this landscape like?

## Phase 2

### Year 2, Year 3

Identify a range of questions about the past, present or future to inform an historical or social inquiry.

Analyse questions to enhance an historical or social inquiry.

## Phase 3

### Year 4, Year 5

Develop and refine questions to help us seek and gather information related to the past, future, places and/or society.

Link the information we gather to the questions we have begun with in relation to the past, future, places and/or society.

## Phase 4

### Year 6

Formulate and ask questions to help identify current world issues.

Ask questions about 'why'.

Begin to suggest potentially viable solutions to real-life issues or problems.

## Use and analyse evidence from a variety of historical, geographical and societal sources.

Learners will:

- ? Draw information from, and respond to, stories about the past from geographical and societal sources.
- ? Access a broad range of first- and second-hand sources of information such as people, maps, surveys, direct observation, books, museums and libraries.
- ? Identify appropriate information and communication technology (ICT) tools and sources of information to support research.
- ? Predict future events by analysing reasons for events in the past and present.

### Phase 1

K1, K2, Year 1

Explore a range of sources about the past.

Use non fiction books/ photos/pictures/videos to get new information.

Locate relevant information from sources provided.

Use directions to describe the relationship between two or more features (i.e. the hill is close to the house).

Describe a map and a globe as a representation of a space, or model of Earth.

Use and plan perspectives to recognise landmarks and basic human and physical features e.g. devise a simple map, use aerial photographs; use and construct basic symbols in a key.

Use skills of observation to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Phase 2

### Year 2, Year 3

Identify and locate a range of relevant sources.

Locate information related to inquiry questions in a range of sources.

Compare information from a range of sources.

Identify points of view in the past and present.

Use information and communication technologies to access information, investigate ideas and represent their thinking.

Locate and identify the physical features and human characteristics of places in the world.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

## Phase 3

### Year 4, Year 5

Make a valid generalisation supported by evidence.

Seek and select the best source of information for the task.

Make a plan to systematically gather information.

Be organised and systematic in our research.

Cite the sources of information gathered in appropriate ways.

Record the information we gather in efficient and effective ways.

Analyse information gathered from different sources and look for patterns and trends.

Use concepts of location (relative location, cardinal and intermediate directions) to describe places in one's community, region, country, or the world.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Phase 4

### Year 6

Use knowledge to interpret the evidence and present an informed view.

Using primary and secondary data to support their opinion.

Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Create and use various kinds of maps, including political, physical, and thematic maps, of places in the world.

Use latitude and longitude on maps and globes to locate places in the world.

Use cardinal and intermediate directions to describe the relationship between features found on a map or globe.



## Orientate in relation to place and time.

Learners will:

- ? Explore and share instances of change and continuity in personal lives, family and local histories.
- ? Investigate directions and distances within the local environment.
- ? Distinguish between past, present and future time.
- ? Explore similarities and differences between the past and the present.
- ? Sequence events, routines, personal histories in chronological order.
- ? Interpret place and time using tools such as maps and timelines.

## Phase 1

K1, K2, Year 1

Sequence familiar objects and events.

Identify cause and effect in personal situations.

Talk about or show what we already know about place and time.

Recognise continuity and change over time in personal situations.

Distinguish between the past, present and future using a variety of words to reference time.

Use and create timelines to chronicle events of personal significance.

Use and create calendars to identify days, weeks, months, years and seasons.

Use relative and absolute location words to identify the location of self or a specific item or place eg near to, or 69 Hang Heng Street.

Create sketch maps to illustrate spatial information about familiar places and settings from stories.

## Phase 2

### Year 2, Year 3

Use dates and historical vocabulary to describe periods of time.

Understand the difference between fact and opinion.

Use and create timelines to chronicle personal, school, community, world or historic events.

Recognise continuity and change over time in historical contexts.

Identify and describe reasons for and results of, historical events, situations and changes in a period of time.

Describe ways in which people's lives are influenced by time (e.g. through seasons, days of the week, calendars, timetables).

Recognise similarity and difference (compare and contrast) of unfamiliar objects, people and events or abstract ideas.

Create and interpret simple maps of places around the world, local to global and incorporate map features to display spatial information.

## Phase 3

### Year 4, Year 5

Identify and describe reasons for and results of, historical events, situations and changes in a period of time.

Reference different time periods using correct terminology, including the terms decade, century and millennium.

Explain the difference between the recent past and the distant past.

Identify different types of environment in which people live (e.g. tundra, plains, atolls, war-torn, polluted)

## Phase 4

### Year 6

Identify types of challenges and crises that people face (e.g., social, technological, economic, political, cultural).

Use and create timelines to chronicle personal, school, community, world or historic events.

Explain the likely future significance of these ideas and actions.

## Identify roles, rights and responsibilities in society.

Learners will:

- ? Define own roles and responsibilities within the family, class or school.
- ? Compare children's and adults' roles, rights and responsibilities in society.
- ? Reflect on the rights and responsibilities of children in other societies and make comparisons.
- ? Examine how the rights of a person directly affect their responsibilities.
- ? Investigate how services and systems influence societal rights and responsibilities.
- ? Examine the responsibility of people towards the environment.
- ? Reflect on opportunities to contribute actively to the community at a range of levels, from local to global.

## Phase 1

### K1, K2, Year 1

Identify the rights and responsibilities individuals have within a group.

Identify what people do when they fulfil particular roles.

Participate in classroom activities that reflect an understanding of civil discourse (listening to others, participating in class discussions, following rules, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority, etc.).

Participate in classroom voting procedure.

Identify ways people work as individuals or groups to address a specific problem or need.

Select the best choice to achieve a goal when several alternative choices are given.

## Phase 2

### Year 2, Year 3

Engage in school voting and civil discourse to improve and sustain democratic principles and support general welfare of students (learner voice and choice).

Take civic action in the community to influence the decision of policy makers and individuals on a specific issue.

Describe a range of groups and their functions.

Explain how rights and responsibilities might vary in different groups.

Identify reasons why people may need to work together or depend on others to obtain resources.

## Phase 3

### Year 4, Year 5

Identify possible short- and long-term consequences (costs and benefits) of different choices (e.g. economic, personal, social, etc.).

Apply a reasoned decision-making process to make a choice / alternative choice that could have been made for an event (e.g. economic, personal, historical, social, etc.).

Describe ways people can become leaders (e.g. inheritance, election, appointment, use of force, volunteering).

Identify how different styles of leadership affect members of groups.

Describe ways leaders seek to resolve differences within and between groups.

Identify why groups have rules and laws and the ways in which they are developed.

## Phase 4

### Year 6

Identify the rights people have at different ages and in different groups.

Describe processes that can be used to exercise rights within society.

Describe factors (e.g., economic, cultural, age-related, status-related, religious) that shape people's responsibilities and the ways in which people meet these responsibilities.



## Assess the accuracy, validity and possible bias of sources.

Learners will:

- ? Examine and interpret simple evidence such as artifacts.
- ? Compare the validity of statements from a variety of different sources.
- ? Distinguish between fact and opinion.
- ? Piece together evidence to explain, report or persuade.
- ? Analyse and synthesize information.
- ? Make predictions in order to test understanding.
- ? Develop a critical perspective regarding information and the reliability of sources.

## Phase 1

K1, K2, Year 1

Identify and compare features of objects from the past and present.

Identify different points of view.

## Phase 2

### Year 2, Year 3

Begin to analyse the extent to which evidence can be trusted and use this in learning about the past.

Compare information from a range of sources.

Identify points of view in the past and present.

## Phase 3

### Year 4, Year 5

Identify and describe points of view, attitudes and values in primary and secondary sources.

Efficiently assess whether a text/source is right for us (valid).

Judge the quality of information we gather – using criteria.

Verify the source of the information we gather.

## Phase 4

### Year 6

Use primary and secondary sources selectively to research events in the past.

Analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations.

Interpret different perspectives and their implications.

## Conceptual Understandings

### Human Systems and Economic Activities.

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Related concepts:

authority, communications, conflict, consumption, cooperation, economic systems, education, decision-making, employment, freedom, governance, governments, justice, legislation, political systems, power, production, transportation, truth, money, trade, exchange, goods and services

Learners understand:

Belonging to groups is important for people.

People have different roles and responsibilities as part of their participation in groups.

People have social, cultural, and economic roles, rights, and responsibilities.

People make choices to meet their needs and wants.

Groups make and implement rules and laws in different ways.

How the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

How producers and consumers exercise their rights and meet their responsibilities.

How formal and informal groups make decisions that impact on communities.

### Phase 1

#### People's organisation in groups: Why people belong to groups

A group has certain characteristics.

People may belong to a number of groups.

There are benefits to belonging to groups.

#### Rights, roles and responsibilities of people in groups: Different roles people fulfill within groups

Individuals can have different roles within a group and across a range of groups.

People acquire roles in different ways.

People fulfill particular roles in different ways.

#### People's participation in economic activities: Different types of work that people do

Different types of work are done in a community.

People have various work roles.

## Phase 2

### People's organisation in groups: How and why groups are organised within communities and societies

Groups can be described in different ways groups.

Groups have different functions.

People are part of various groups.

### Rights, roles and responsibilities of people in groups: How participation within groups involves both responsibilities and rights

Individuals have rights and responsibilities within a group.

Rights and responsibilities may vary within different groups.

Rights have affiliated responsibilities depending on the nature of the group.

### People's participation in economic activities: How people participate in the production process

There are various categories of goods and services that people produce and use.

People produce and use goods and services in different ways.

People take roles and there are interactions that occur in the production and consumption process.

## Phase 3

### People's organisation in groups: How leadership of groups is acquired and exercised

There are leaders in different groups and situations.

People can become leaders through different ways (e.g., through inheritance, election, appointment, use of force, volunteering).

Different forms of leadership may affect members of groups.

Leaders seek to resolve differences within and between groups.

### Rights, roles and responsibilities of people in groups: How and why people make and implement rules and laws

Groups have rules and laws.

Processes are used by groups to make rules and laws.

There are consequences when rules and laws are broken.

### People's participation in economic activities: How and why different systems of exchange operate

People need to exchange goods and services.

There are different processes by which good and services are exchanged.

Different processes of exchange develop in different societies.

## Phase 4

### People's organisation in groups: How people organize themselves in response to challenge and crisis

People face different types of challenges and crises (e.g., social, technological, economic, political, cultural).

There are groups trained to help in different types of crises.

Groups and individuals can work together to deal with challenges and crises.

### Rights, roles and responsibilities of people in groups: How and why people exercise their rights and meet their responsibilities

People have different rights at different ages and in different groups.

There are processes that can be used to exercise rights within society.

Certain factors shape people's responsibilities and the ways in which people meet these responsibilities.

### People's participation in economic activities: How and why individuals and groups seek to safeguard the rights of consumers

Consumers have rights.

Consumers utilise processes to protect or assert their rights.

Consumer protection agencies originate, develop and work in various ways.



## Continuity and Change through Time.

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

Related concepts:

change, chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, movement of people and goods, progress, revolution

Learners understand:

How people make significant contributions to society.

How the status of indigenous groups is significant for communities.

How people remember and record the past in different ways.

How early migrants have continuing significance for communities.

How people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

How the movement of people affects cultural diversity and interaction.

How exploration and innovation create opportunities and challenges for people, places, and environments.

Events have causes and effects.

### Phase 1

#### People and events through time: Ways in which time and change affect people

Changes can affect family and community life.

People's lives are influenced by time.

#### Interpretations of human relationships: Important events in people's lives

People identify personal and family events.

Individuals can identify milestones and stages in the lives of family members.

People share special events within their communities.

## Phase 2

### People and events through time: How have past events changed aspects of the lives of communities

There are differences between the recent past and the distant past.

People in communities experience events in the recent and distant past.

Past events can change or affect the lives of communities.

### Interpretations of human relationships: How and why the past is important to people

People are connected with their past.

Knowing about their past helps people understand who they are.

People are interested in the past.

## Phase 3

### People and events through time: How the ideas and actions of people in the past changed the lives of others

People from the past are remembered for different reasons.

People's ideas and actions have changed the lives of other people in particular times and places.

The ideas and actions of people in the past have consequences.

Ideas and actions from the past have future significance.

### Interpretations of human relationships: How the past is recorded and remembered in different ways

People can find out about the past in different ways.

People's experiences and activities have been recorded in different time and place settings.

People in the present can learn about people in the past through records.

## Phase 4

### People and events through time: Causes and effects of events that have shaped the lives of a group of people

Over time, groups of people experience various events.

People experience events with various causes.

Events can be linked through cause and effect.

There are past and likely future consequences of a series of events for a group of people.

### Interpretations of human relationships: How and why people experience events in different ways

Various groups have experienced particular events.

Events impact on people's lives in different ways.

Different groups of people may experience the same event differently.

## Social Organisation and Culture.

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Related concepts:

artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions, relationships, rules and laws, artefacts

Learners understand:

How belonging to groups is important for people.

People have different roles and responsibilities as part of their participation in groups.

How the cultures of people are expressed in their daily lives.

People have social, cultural, and economic roles, rights, and responsibilities.

How cultural practices reflect and express people's customs, traditions, and values.

How people make significant contributions to society.

How groups make and implement rules and laws.

How cultural practices vary but reflect similar purposes.

How the movement of people affects cultural diversity and interaction.

How formal and informal groups make decisions that impact on communities.

How people participate individually and collectively in response to community challenges.

### Phase 1

#### Contribution of culture and heritage to identity: Features of the culture and heritage of their own and other groups

Communities are comprised of cultural groups.

Our cultures and heritages have certain features.

There are similarities and differences between features of our own culture and heritage and those of other groups.

#### Nature and consequences of cultural interaction: Customs and traditions associated with participation in cultural activities

People associate various activities with their own and other cultures.

There are customs and traditions associated with cultural activities.

There are customs and traditions associated with an activity from a particular culture.

## Phase 2

### Contribution of culture and heritage to identity: Ways in which communities reflect the cultures and heritages of their people

People who live in particular communities have different cultures and heritages.

Community activities and features of the community reflect the cultures and heritages of the people who live there.

Certain features of the community reflect people's heritage.

### Nature and consequences of cultural interaction: How people interact within their cultural groups and with other cultural groups

People interact within their cultural groups.

Customs and traditions influence the ways in which people interact within a cultural group.

People from different cultures interact within communities in different ways.

## Phase 3

### Contribution of culture and heritage to identity: How practices of cultural groups vary but reflect similar purposes

There are common needs across cultures.

There are similarities and differences in the ways cultural groups meet common needs.

There are similarities in the purposes and activities of cultural practices across a range of cultural groups.

Cultural practices reflect tradition.

### Nature and consequences of cultural interaction: Ways in which the movement of people affects cultural diversity and interaction

Individuals and groups in a community have different places of origin.

The movement of people can affect the cultural diversity of a community.

## Phase 4

### Contribution of culture and heritage to identity: Why and how individuals and groups pass on and sustain their culture and heritage

People attach importance to their culture and heritage.

Cultural practices and heritages are recorded and passed on to others.

People can retain their culture and heritage when they move to a new community.

### Nature and consequences of cultural interaction: The impact of the spread of new technology and ideas on culture and heritage

Changes can occur in aspects of culture and heritage as a result of technological change.

Technological change has exposed cultures to a range of ideas with varying consequences.

Technological change has affected the ways in which people maintain and pass on their heritage.



## Resources and the Environment.

The study of the interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Related concepts:

conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth (please also see Human Systems and Economic Activities)

Learners understand:

How people make choices to meet their needs and wants.

How places influence people and people influence places.

How people make decisions about access to and use of resources.

How exploration and innovation create opportunities and challenges for people, places, and environments.

How producers and consumers exercise their rights and meet their responsibilities.

## Phase 1

### People's allocation and management of resources: Different resources that people use

There are different types of resources.

People use resources to meet needs and wants in different ways.

## Phase 2

### People's allocation and management of resources: How and why people work together to obtain resources

People may need to work together or depend on others to obtain resources.

People work together to obtain resources in different situations.

## Phase 3

### People's allocation and management of resources: How and why people manage resources

Resources are managed in different ways.

People attempt to conserve resources.

There are consequences of the depletion of resources.

## Phase 4

### People's allocation and management of resources: How and why people view and use resources differently and the consequences of this

People attach different values to resources.

Different cultural groups may use the same resource in alternative ways.

People's views about a resource and their uses of it may change over time.

Opportunities and limitations may arise when resources are viewed or used in new and different ways.

## Human and Natural Environments.

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Related concepts:

amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements

Learners understand:

How places are significant for individuals and groups.

How places influence people and people influence places.

How people view and use places differently.

Events have causes and effects.

How people participate individually and collectively in response to community challenges.

Natural disasters impact people and the environment.

## Phase 1

### People's interaction with places and the environment: Why particular places are important for people

Places are important for various reasons.

Activities happen at particular places for a reason.

Places have natural and cultural features that are important to people.

### Ways in which people represent and interpret place and environment: How and why people record the important features of places and environments

People can record features of places and environments.

People use descriptions of places and environments.

People make use of different types of descriptions of places and environments.

### Impacts of natural disasters: Ways in which natural disasters impact people and the environment

Weather and natural disasters can impact on people, the built environment and the natural environment.

## Phase 2

### People's interaction with places and the environment: How people's activities influence places and the environment and are influenced by them

People's activities are influenced by the location and physical features of a place.

People's activities can have a damaging effect on natural or cultural features of the environment.

People can restore or enhance natural or cultural features of the environment.

### Ways in which people represent and interpret place and environment: How and why people describe places and environments in different ways

Place names can reveal things about places and environments.

People record descriptions of places and environments in different ways for different reasons.

People choose to record particular features of places and environments for various reasons.

### Impacts of natural disasters: How natural disasters occur

Natural hazards occur in the physical environment (e.g., floods, wind storms, tornadoes, earthquakes).

## Phase 3

### People's interaction with places and the environment: How different groups view and use places and the environment

People live in different types of environments.

People seek to overcome the limitations of places and environments.

People hold different views about the same places and environments.

People use the same place and environments in different ways.

### Ways in which people represent and interpret place and environment: How and why people express a sense of belonging to particular places and environments

Features of places reflect people's relationships to the places.

People return to particular places for different reasons.

People remember places and environments in different ways.

### Impacts of natural disasters: How natural processes change the Earth

The Earth is continually changing through natural processes that affect human populations.

## Phase 4

### People's interaction with places and the environment: How places reflect past interactions of people with the environment

Landscapes have features that reflect people's past activities.

Features of a landscape may result from interactions between people and the environment.

Some features resulting from past interactions endure while others disappear.

### Ways in which people represent and interpret place and environment: Why and how people find out about places and environments

People have different reasons for finding out about places and environments.

People find out about places and environments in different ways.

Individuals or groups have undertaken journeys and recorded ideas about places and environments for different reasons.

### Impacts of natural disasters: Social and economic effects of natural disasters

Environmental changes (such as natural disasters) have social and economic effects.