

# 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?

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.



## 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.

## 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.