

# 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 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.

## 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 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.

## 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 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.

## 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 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.

## 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 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.

## 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 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.

## 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 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.

## 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 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.



## 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 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.

## 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 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).