

## Social Studies

### Skills

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

### 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.

## 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.

### 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.

### 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.

## 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.

#### 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.

### 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.

### 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.

### 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.

### 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).