

## Social Studies

### Skills

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

### 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.

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

### 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.

Orientate in relation to place and time.

### 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)

## Identify roles, rights and responsibilities in society.

### 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.

Assess the accuracy, validity and possible bias of sources.

### 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.

## Conceptual Understandings

### Human Systems and Economic Activities.

#### 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 goods and services are exchanged.

Different processes of exchange develop in different societies.

## Continuity and Change through Time.

### 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.

## Social Organisation and Culture.

### 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.



## Resources and the Environment.

### 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.

## Human and Natural Environments.

### 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.