

# 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 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.

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 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.

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 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.

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 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.

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 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.

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 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.



## 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 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.

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 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.

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 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.

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 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.