

# 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 4

### Year 6

Formulate and ask questions to help identify current world issues.

Ask questions about 'why'.

Begin to suggest potentially viable solutions to real-life issues or problems.

## 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 4

### Year 6

Use knowledge to interpret the evidence and present an informed view.

Using primary and secondary data to support their opinion.

Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Create and use various kinds of maps, including political, physical, and thematic maps, of places in the world.

Use latitude and longitude on maps and globes to locate places in the world.

Use cardinal and intermediate directions to describe the relationship between features found on a map or globe.

## Oriente 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 4

### Year 6

Identify types of challenges and crises that people face (e.g., social, technological, economic, political, cultural).

Use and create timelines to chronicle personal, school, community, world or historic events.

Explain the likely future significance of these ideas and actions.

## 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 4

### Year 6

Identify the rights people have at different ages and in different groups.

Describe processes that can be used to exercise rights within society.

Describe factors (e.g., economic, cultural, age-related, status-related, religious) that shape people's responsibilities and the ways in which people meet these responsibilities.

## 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 4

### Year 6

Use primary and secondary sources selectively to research events in the past.

Analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations.

Interpret different perspectives and their implications.

## 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 4

### People's organisation in groups: How people organize themselves in response to challenge and crisis

People face different types of challenges and crises (e.g., social, technological, economic, political, cultural).

There are groups trained to help in different types of crises.

Groups and individuals can work together to deal with challenges and crises.

### Rights, roles and responsibilities of people in groups: How and why people exercise their rights and meet their responsibilities

People have different rights at different ages and in different groups.

There are processes that can be used to exercise rights within society.

Certain factors shape people's responsibilities and the ways in which people meet these responsibilities.

### People's participation in economic activities: How and why individuals and groups seek to safeguard the rights of consumers

Consumers have rights.

Consumers utilise processes to protect or assert their rights.

Consumer protection agencies originate, develop and work in various ways.

## 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 4

### People and events through time: Causes and effects of events that have shaped the lives of a group of people

Over time, groups of people experience various events.

People experience events with various causes.

Events can be linked through cause and effect.

There are past and likely future consequences of a series of events for a group of people.

### Interpretations of human relationships: How and why people experience events in different ways

Various groups have experienced particular events.

Events impact on people's lives in different ways.

Different groups of people may experience the same event differently.

## 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 4

### Contribution of culture and heritage to identity: Why and how individuals and groups pass on and sustain their culture and heritage

People attach importance to their culture and heritage.

Cultural practices and heritages are recorded and passed on to others.

People can retain their culture and heritage when they move to a new community.

### Nature and consequences of cultural interaction: The impact of the spread of new technology and ideas on culture and heritage

Changes can occur in aspects of culture and heritage as a result of technological change.

Technological change has exposed cultures to a range of ideas with varying consequences.

Technological change has affected the ways in which people maintain and pass on their heritage.

## 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 4

### People's allocation and management of resources: How and why people view and use resources differently and the consequences of this

People attach different values to resources.

Different cultural groups may use the same resource in alternative ways.

People's views about a resource and their uses of it may change over time.

Opportunities and limitations may arise when resources are viewed or used in new and 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 4

### People's interaction with places and the environment: How places reflect past interactions of people with the environment

Landscapes have features that reflect people's past activities.

Features of a landscape may result from interactions between people and the environment.

Some features resulting from past interactions endure while others disappear.

### Ways in which people represent and interpret place and environment: Why and how people find out about places and environments

People have different reasons for finding out about places and environments.

People find out about places and environments in different ways.

Individuals or groups have undertaken journeys and recorded ideas about places and environments for different reasons.

### Impacts of natural disasters: Social and economic effects of natural disasters

Environmental changes (such as natural disasters) have social and economic effects.