

	PRE-PRIMARY	GRADE 1 & GRADE 2	GRADE 3 & GRADE 4	GRADE 5
	Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.	Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.	Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.	Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.
Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and	Social organization and culture <i>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.</i> Continuity and change through time <i>The study of the relationships between people and events through time; the</i>	Social organization and culture <i>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.</i> Continuity and change through time <i>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.</i> *Communities are enriched by their members and the different perspectives they bring.	Continuity and change through time <i>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.</i> Human and natural environments. <i>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.</i>	Human systems and economic activities <i>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.</i> Continuity and change through time <i>The study of the</i>

<p>civilizations, from local and global perspectives.</p>	<p><i>past, its influences on the present and its implications for the future; people who have shaped the future through their actions</i></p> <ul style="list-style-type: none"> identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes) use primary sources (such as parents and grandparents) to identify reasons for documenting personal history place events from his or her life in chronological order (for example, using personal photos). talk about the different ways in which family history can be documented. <p>Human systems and economic activities. <i>The study of how and why people construct organizations and systems; the ways in which people connect locally and</i></p>	<ul style="list-style-type: none"> describe and compare the various communities to which he or she belongs explain how communities have natural and constructed features recognize the components of a local community identify the contributions of different members of a community create and share his or her own story about being a community member. <p>*Public areas strengthen communities and provide people with opportunities to connect.</p> <ul style="list-style-type: none"> identify and describe the functions of various public places in the community demonstrate how various public places serve the needs of people in a community compare and contrast the functions of public and private places. 	<p>*The development of global perspectives is supported through understanding our place in the world in relation to others.</p> <ul style="list-style-type: none"> locate on a globe or map his or her place in the world, and its relationship to various other places use a variety of resources and tools to gather and process information about various regions and different ways of representing the world explain how people's perceptions and representations of place have changed over time explore the evidence that helps people learn about places and their inhabitants. <p>*Family histories provide an insight into cultural and personal identity.</p> <ul style="list-style-type: none"> explore how families influence the individual describe how artifacts, heirlooms and rituals are evidence of cultural identity represent people, events and places chronologically compare and contrast current family experiences with those of a previous generation. <p>*Communities provide interconnected services designed to meet people's needs.</p> <ul style="list-style-type: none"> identify the services and the users of these services in the local community compare availability of services in two or more different communities analyse the reasons for different services in place in a community make connections between different services in the community 	<p><i>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.</i></p> <p>Resources and the environment. <i>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.</i></p> <p>*Human migration is a response to challenges, risks and opportunities.</p> <ul style="list-style-type: none"> identify reasons why people migrate analyse ways that people adapt when they move from one place to another identify the long-term and short-term effects of migration assess settlement patterns and population
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	<p><i>globally; the distribution of power and authority.</i></p> <p>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.</p> <ul style="list-style-type: none"> reflect on a journey he or she has taken and what was learned from it represent some of the journeys he or she has made (for example, through drawing or role play) identify the chronological steps necessary in making a journey determine types of questions that are useful in planning and making a journey. 		<ul style="list-style-type: none"> gather data (for example, survey) in order to identify current and future needs to support the community apply his or her knowledge to plan services for the local community. 	<p>distribution in selected regions, areas or countries</p> <ul style="list-style-type: none"> compare and contrast two or more different human migrations. <p>*Past civilizations shape present day systems and technologies.</p> <ul style="list-style-type: none"> analyse information about past technological advances and societal systems assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources predict societal and technological changes in the future. <p>*Exploration leads to discovery and develops new understandings.</p> <ul style="list-style-type: none"> identify the reasons why people feel compelled to explore the unknown
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<p>How We Organize Ourselves</p> <p>An inquiry into the interconnectedness of human- made systems and communities; the structure and function of organizations; societal decision- making; economic activities and their impact on humankind and the environment.</p>	<p>Human systems and economic activities <i>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</i></p> <p>Social organization and culture <i>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.</i></p>	<p>Human systems and economic activities <i>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.</i></p> <p>Continuity and change through time. <i>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</i></p> <p>Resources and the environment. <i>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.</i></p> <p>Transportation systems are directly related to the needs of a community.</p>	<p>Continuity and change through time. <i>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</i></p> <p>Resources and the environment. <i>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.</i></p> <p>*Communities develop and organize themselves to meet the needs and wants of the people.</p> <ul style="list-style-type: none"> analyse how individuals' and communities' needs and/or wants are met explore how systems influence lifestyle and community suggest improvements to organizational systems already in place in his or her home, school or local community. 	<p>Human systems and economic activities <i>The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and Resources and the environment</i></p> <p>Resources and the environment. <i>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.</i></p>

	<ul style="list-style-type: none"> identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) talk about the reasons that rules are necessary in the various communities to which he or she belongs suggest some suitable rules and routines for the class demonstrate ability to apply existing rules and routines to work and play with others. demonstrate a positive attitude towards learning exhibit skills and strategies for organizing his or her time and belongings recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one 	<ul style="list-style-type: none"> explore how systems influence lifestyle and community compare transportation systems within the local community to those in other communities explain how and why changes in transport have occurred over time examine the impact of technological advances in transport on the environment. <p>*Systems need to be in place to maintain organization in communities.</p> <ul style="list-style-type: none"> identify ways to organize himself or herself on a daily basis plan and create a system of organization (for example, for his or her desk, classroom, school) suggest improvements to organizational systems already in place in his or her home or school. 	<ul style="list-style-type: none"> 	<p>*Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <ul style="list-style-type: none"> analyse how individuals' and communities' needs and/or wants are met evaluate the equity of different economic systems and marketplaces develop criteria for ethical practices regarding products and services explain how supply and demand are affected by population and the availability of resources. <p>*Governmental systems and decisions can promote or deny equal opportunities and social justice.</p> <ul style="list-style-type: none"> recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) examine how the rights
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	person's actions can impact others).			<p>of a person in a particular society directly affect their responsibilities</p> <ul style="list-style-type: none">• identify and describe means by which citizens can monitor and influence actions of their governments and vice versa• explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society. <p>*Technology impacts on the world of work and leisure.</p> <ul style="list-style-type: none">• identify and describe examples in which technology has changed the lives of people• examine the impact of particular technologies on sustainability• describe the connection between human
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				<p>needs and wants and technological development</p> <ul style="list-style-type: none"> explain the relevance of various inventions in relation to the time period in which they were developed reflect on the role of technology in his or her own life.
<p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>		<p>Social organization and culture. <i>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.</i></p> <p>Continuity and change through time <i>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.</i></p> <p><i>Celebrations and Traditions</i></p> <ul style="list-style-type: none"> explain why a particular celebration is important in his or her own life suggest reasons for various celebrations identify and compare traditions and celebrations observed by others in the class use a variety of sources to gain information about celebrations from both a historical and a cultural perspective 	<p>Human systems and economic activities <i>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.</i></p> <p>Human and natural environments. <i>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.</i></p> <p>*In a workplace people share responsibility towards a common purpose.</p> <ul style="list-style-type: none"> identify responsibilities people have in different workplaces explain the purpose of rules and responsibilities in a workplace 	<p>Social organization and culture. <i>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.</i></p> <p>*Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.</p> <ul style="list-style-type: none"> identify and describe the components of culture recognize how rituals and traditions contribute to cultural identity



		<ul style="list-style-type: none">create graphs and charts to organize and interpret information.	<ul style="list-style-type: none">construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplacework in a group to establish a shared vision and purpose for the class. <p>*A variety of signs and symbols facilitates local and global communication.</p> <ul style="list-style-type: none">explore a variety of signs and symbols and interpret their messagesidentify the cultural and historical context in which signs and symbols developdescribe the impact of communications technology on everyday communicationdemonstrate how non- verbal communication allows people to transcend language barriers.	<ul style="list-style-type: none">interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifactsreflect on the influence of the arts and technology throughout history in the representation of culture. <p>*People’s outward appearance can lead to perceptions and misconceptions.</p> <ul style="list-style-type: none">identify and describe ways that family, groups and community influence personal choicesexplore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contextsdescribe advantages and disadvantages of cultural and individual diversityreflect on his or her own misconceptions about people (for example, relating to
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				age, race, gender, disability).
Sharing The Planet		<p>Human and natural environments. <i>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.</i></p> <p>Resources and the environment. <i>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.</i></p> <p>*People interact with, use and value the natural environment in different ways.</p> <ul style="list-style-type: none"> describe the natural features of local and other environments analyse ways in which humans use the natural environment (for example, recreation, settlements) identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. <p>(Linked to the Science Scope and Sequence)</p>	<p>Resources and the environment. <i>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.</i></p> <p>*Water is essential to life, and is a limited resource for many people.</p> <ul style="list-style-type: none"> explain why fresh water is a limited resource describe the relationships between the location of water and population distribution analyse systems of water storage and usage, both natural and human-made identify water issues and propose strategies for responsible, equitable water use. 	<p>Social organization and culture. <i>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.</i></p> <p>*Children worldwide face a variety of challenges and risks.</p> <ul style="list-style-type: none"> explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures analyse a variety of sources that describes the risks and challenges that children face describe how organizations and individuals meet the needs and wants of children



				<ul style="list-style-type: none">• suggest ways in which an individual can overcome adversity. <p>*Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <ul style="list-style-type: none">• explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry). <p>*Finding peaceful solutions to conflict leads to a better quality of human life.</p> <ul style="list-style-type: none">• practise techniques of mediation and negotiation within the class and/or school community• document examples of conflict (local and global) and identify the causes and consequences• evaluate effectiveness of real-life conflict
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				<p>management (for example, research and analyse a global conflict situation)</p> <ul style="list-style-type: none">reflect on his or her own strategies in dealing with situations of personal conflict.
Who We Are		<p>Social organization and culture. <i>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.</i></p> <p>Human and natural environments. <i>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.</i></p> <p>Resources and the environment. <i>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.</i></p> <p>*Homes reflect personal identity and local culture.</p> <ul style="list-style-type: none">express his or her understanding of what a home isresearch and compare homes in different culturesidentify factors that influence where people live and what their homes are like	<p>Social organization and culture. <i>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.</i></p> <p>Continuity and change through time. <i>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</i></p> <p>*What we believe is a part of who we are.</p> <ul style="list-style-type: none">distinguish between personal beliefs and belief systemsidentify the source of beliefsreflect upon how beliefs affect the individual and society.	

		<ul style="list-style-type: none"> present the type of home that reflects who he or she is. <p>*People can establish practices in order to sustain and maintain the Earth’s resources.</p> <ul style="list-style-type: none"> discuss what is meant by a “limited resource” create a list of practices that could be used to maintain natural resources at home and in school critique the methods of waste management in his or her immediate environment explain the different roles of people in the recycling process reflect on and self-assess his or her personal use of natural resources. 		
How The World Works			<p>Human and natural environments. <i>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.</i></p> <p>Resources and the environment. <i>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.</i></p> <p>*The design of buildings and structures is dependent upon the environment and available materials.</p> <ul style="list-style-type: none"> compare the design of structures in various locations in relation to the natural environment identify geographical and environmental factors that influence the design of structures in various locations 	

			<ul style="list-style-type: none"> critique the impact of a structure on the natural environment explain people’s responsibilities regarding the use of resources from the environment. <p>*Human survival is connected to understanding the continual changing nature of the Earth.</p> <ul style="list-style-type: none"> identify the evidence that the Earth has changed (for example, land formations in local environment) use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth’s changes (for example, relocation of population; strengthening defences; redesigning buildings) explore scientific and technological developments that help people understand and respond to the changing Earth. 	
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SOCIAL STUDIES SKILLS: Throughout teaching and learning in Social Studies, the following skills have been identified: Formulate and ask questions about the past, the future, places and society; Use and analyse evidence from a variety of historical, geographical and societal sources; Orientate in relation to place and time; Identify roles, rights and responsibilities in society; Assess the accuracy, validity and possible bias of sources.

*Central Ideas may vary depending on the voice, choice and ownership of learning of our students through the guidance of their teachers. As long as the concepts are related to the central idea, the expected outcomes for every strand remain the same.