



SOCIAL STUDIES

SCOPE AND SEQUENCE



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

Table of Contents

Overview	2
Social Studies Strands	3
Social Studies Skills	4
Phase 1 Expectations	5
Phase 2 Expectations	9
Phase 3 Expectations	14
Phase 4 Expectations	24

Overview

In the Nexus Primary Years Programme (PYP), social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, learners develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.

Social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning. Evidence of student learning will be apparent in their willingness and ability to take action in order to make a difference in the world.

The transdisciplinary themes provide the framework for a highly defined, focused, in-depth programme of inquiry, and as social studies is relevant to all the transdisciplinary themes, all planned social studies learning takes place within this framework. However, we strongly encourage spontaneous, learner-initiated social studies inquiries will occur that are not directly related to any planned units of inquiry. These are valuable teaching and learning experiences in themselves.

Our social studies component of the PYP is characterised by concepts and skills rather than by content. However, we ensure that a breadth and balance of social studies content is covered through our units of inquiry. The knowledge component of social studies in the PYP is arranged into five strands: Human systems and economic activities, Social organization and culture, Continuity and change through time, Human and natural environments, and Resources and the environment.

- Adapted from IBO “PYP Social studies scope and sequence”, (Published July 2008 Updated December 2018)

Social Studies Strands

Strand	Descriptor	Possible related concepts
Human systems and economic activities	The study of how and why people construct organisations and systems; the ways in which people connect locally and globally; the distribution of power and authority.	communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.
Social organisation and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.	artefacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.
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.	chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.
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.	amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.
Resources and the environment	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.	conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

Social Studies Skills

All our teaching and learning provides the opportunity to utilise and develop the approaches to learning. In addition to these, the Social Studies component of our curriculum also provides opportunities for students to develop a range of social studies skills and processes. In the list that follows, each of the social studies skills is accompanied by examples of how these skills might manifest themselves in the classroom. These examples vary in their degree of complexity and are intended to show progression in the development of each skill.

<u>Social studies skills</u>	<u>Descriptor</u>
a. 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; form
b. 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 technology tools and sources of information to support research; predict future events by analysing reasons for events in the past and present.
c. 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.
d. 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.
e. Assess the accuracy, validity and possible bias of sources	Learners will examine and interpret simple evidence such as artefacts; 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 1 Expectations

Overall expectations in social studies: Phase 1 (Nursery and Kindergarten)

Learners will:

- ❖ explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment.
- ❖ practise applying rules and routines to work and play.
- ❖ 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.
- ❖ develop their sense of place, and the reasons why particular places are important to people.
- ❖ develop their sense of time, and recognize important events in their own lives, and how time and change affect people.
- ❖ explore the role of technology in their lives.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p>Central idea</p> <p>The relationships we have with others can shape our journey.</p> <p>Key concepts</p> <p>Function Connection Responsibility</p> <p>Related concepts</p> <p>Relationships Behaviour</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ How we develop relationships. ❖ How relationships affect us. ❖ Roles and behaviours within relationships. 	<p><u>Social studies strand(s)</u></p> <p>Social organization and culture</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. ❖ 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.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>Collaboration helps build a community.</p> <p>Key concepts</p> <p>Function Connection Responsibility</p> <p>Related concepts</p> <p>Collaboration Community</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ The ways people help each other. ❖ How people help us. ❖ How we help them. 	<p><u>Social studies strand(s)</u></p> <p>Social organization and culture</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ 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. ❖ identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Living things have shared needs to grow and stay healthy.</p> <p>Key concepts</p> <p>Form Change Causation Responsibility</p> <p>Related concepts</p> <p>Classification (Living and non-living things) Animals Plants Interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Differences between living and nonliving things. ❖ The needs of living things. ❖ Sharing our lives with living things. 	<p><u>Social studies strand(s)</u></p> <p>Resources and the environment</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ show responsibility, care and concern for living things ❖ begin to develop an understanding that they can help make a difference to the environment by being responsible and taking care of living things.

Please note: this unit is also included in the Science scope and sequence.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Where we are in time and place</p> <p>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 civilizations from local and global perspectives.</p> <p>Central idea</p> <p>Journeys help us to explore.</p> <p>Key concepts</p> <p>Function Causation Form</p> <p>Related concepts</p> <p>Transport Travel Experiences Time (past/present/future) Distance People</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ What a journey is. ❖ The reasons for exploration. ❖ Tools we need to explore. 	<p><u>Social studies strand(s)</u></p> <p>Human systems and economic activities</p> <p>Human and natural environments</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</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.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>Signs and symbols are used locally and globally to help us communicate and organise ourselves</p> <p>Key concepts</p> <p>Form Function Causation</p> <p>Related concepts</p> <p>Communication Exploration Transportation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Signs and symbols ❖ How we use signs and symbols to communicate and organise ourselves ❖ Reasons for signs and symbols 	<p><u>Social studies strand(s)</u></p> <p>Social organization and culture</p> <p>Human systems and economic activities</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>f. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>g. Orientate in relation to place and time</p> <p>h. Identify roles, rights and responsibilities in society</p> <p>i. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ Explore a variety of signs and symbols and interpret their messages ❖ Understand how and why signs and symbols are used to organise communities ❖ Demonstrate how non-verbal communication allows people to cross language barriers

Phase 2 Expectations

Overall expectations in social studies: Phase 2 (Year 1 and 2)

Learners will

- ❖ increase their understanding of their world, focusing on themselves, their friends and families and their environment.
- ❖ appreciate the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups.
- ❖ recognize connections within and between systems by which people organise themselves.
- ❖ 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.
- ❖ start to develop an understanding of their relationship with the environment.
- ❖ gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people.
- ❖ become increasingly aware of how advances in technology affect individuals and the environment.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <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>Central idea</p> <p>Celebrations are a form of expression.</p> <p>Key concepts</p> <p>Form Function Connection</p> <p>Related concepts</p> <p>Celebrations Culture Beliefs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Features of a celebration. ❖ Reasons people celebrate. ❖ Celebrations are expressed in different ways across cultures. 	<p><u>Social studies strand(s)</u></p> <p>Social organisation and culture</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</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

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Our choices can change our environment.</p> <p>Key concepts</p> <p>Causation Change Responsibility</p> <p>Related concepts</p> <p>Impact Sustainability Resources Environment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ The influence of our choices on the environment ❖ How waste can be reduced ❖ Action we take to reduce, reuse, recycle 	<p><u>Social studies strand(s)</u></p> <p>Resources and the environment</p> <p><u>Social studies skills</u></p> <p>f. Formulate and ask questions about the past, the future, places and society</p> <p>g. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>h. Orientate in relation to place and time</p> <p>i. Identify roles, rights and responsibilities in society</p> <p>j. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ Take action and make decisions around the 4Rs ❖ Understand the impact of actions on the environment

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Where we are in time and place</p> <p>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 civilizations from local and global perspectives.</p> <p>Central idea</p> <p>Knowing about our host country enables us to develop cultural and historical awareness.</p> <p>Key concepts</p> <p>Form Function Change</p> <p>Related concepts</p> <p>Communication Innovation Tradition Progress</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ The geography of Singapore ❖ The cultural diversity of Singapore ❖ How Singapore has been influenced by others 	<p><u>Social studies strand(s)</u></p> <p>Social organisation and culture</p> <p>Continuity and change through time</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ the ways in which people maintain special connections to particular countries ❖ The connections of people in Singapore to people in other places across the world ❖ The location of Singapore influences why, how and how often people visit ❖ examining the names of features and places in the local area, the meaning of these names and why they were chosen ❖ investigating the names and meanings given to local features and places by local Singaporeans? ❖ using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name countries around Singapore ❖ describing the location of countries, seas and oceans relative to Singapore, using terms such as north, south, opposite, near, far ❖ using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>People collaborate and organise themselves using systems.</p> <p>Key concepts</p> <p>Function Causation Responsibility</p> <p>Related concepts</p> <p>Collaborate System Organisation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ How systems help order the world around us. ❖ How collaboration promotes progress. ❖ The role of responsibility in organisation. 	<p><u>Social studies strand(s)</u></p> <p>Social organisation and culture</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ plan and create a system of organization (for example, for his or her desk, classroom, school, event) ❖ Suggest improvements to organisational systems already in place ❖ Identify the services and the users of these services in the community ❖ Analyse the reasons for different services in place in a community ❖ Make connections between different services in the community ❖ 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

Phase 3 Expectations

Overall expectations in social studies: Phase 3 (Year 3 and 4)

Learners 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.
- ❖ investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people.
- ❖ recognize the interdependency of systems and their function within local and national communities.
- ❖ increase their awareness of how people influence, and are influenced by, the places in their environment.
- ❖ explore the relationship between valuing the environment and protecting it.
- ❖ extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways.
- ❖ broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Where we are in time and place</p> <p>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 civilizations from local and global perspectives.</p> <p>Central idea</p> <p>Individual lives are shaped by the environment.</p> <p>Key concepts</p> <p>Form Connection Perspective</p> <p>Related concepts</p> <p>Similarities, Differences, physical and economic environment, equal opportunities, urban and rural environments</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Children’s lifestyles around the world. ❖ Factors that influence people’s lives. ❖ Opportunities and challenges encountered in different regions of the world. 	<p><u>Social studies strand(s)</u></p> <p>Continuity and change through time</p> <p>Human and natural environments</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</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 ❖ suggest ways in which an individual can overcome adversity.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <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>Central idea</p> <p>Culture is reflected through the Arts.</p> <p>Key concepts</p> <p>Form Connection Responsibility</p> <p>Related concepts</p> <p>Culture, diversity, 'the Arts', design, pattern, symbols</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Creative ways cultures are expressed. ❖ How we express our culture through the arts. ❖ How culture is preserved. 	<p><u>Social studies strand(s)</u></p> <p>Social organisation and culture</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ identify and describe the components of culture ❖ reflect on the influence of the arts and technology throughout history in the representation of culture.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>Systems connect communities.</p> <p>Key concepts</p> <p>Function Connection Responsibility</p> <p>Related concepts</p> <p>Systems, components, networks, sustainability, interconnectedness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Different systems and how they work. ❖ Impact of systems on communities. ❖ Sustainable systems for the future. 	<p><u>Social studies strand(s)</u></p> <p>Human systems and economic activities</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</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 ❖ 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.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central idea</p> <p>Forces change the natural environment.</p> <p>Key concepts</p> <p>Form Causation Change</p> <p>Related concepts</p> <p>Plate tectonics; Rock Cycle; Structure of the Earth; Geological Time; Erosion and Deposition; Natural Climate Change;</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ The Earth has different natural features ❖ Natural phenomena shape the planet ❖ Human adaptations to Earth's changes. 	<p><u>Social studies strand(s)</u></p> <p>Human and natural environments</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ Recognise that people's lives are impacted by changes in the Earth's surface and by climate change. ❖ The impact of natural disasters on people and the built environment. ❖ Recognise that people need to find ways to adapt to different situations. This may involve creating or adapting systems.

Please note: this unit is also included in the Science scope and sequence.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Citizens contribute to communities.</p> <p>Key concepts</p> <p>Causation Perspective Responsibility</p> <p>Related concepts</p> <p>Community, Citizens, issues, debate</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Issues in our local community. ❖ Different views on issues. ❖ Actions that support our local community. 	<p><u>Social studies strand(s)</u></p> <p>Continuity and change through time</p> <p><u>Social studies skills</u></p> <p>k. Formulate and ask questions about the past, the future, places and society</p> <p>l. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>m. Orientate in relation to place and time</p> <p>n. Identify roles, rights and responsibilities in society</p> <p>o. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ suggest ways in which an individual can overcome adversity. ❖ identify a variety of issues within Singapore ❖ look at the issues from different perspectives ❖ generate ideas to take action

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Where we are in time and place</p> <p>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 civilizations from local and global perspectives.</p> <p>Central idea</p> <p>Migration of people changes places and communities over time.</p> <p>Key concepts</p> <p>Causation Change Perspective</p> <p>Related concepts</p> <p>Forced and voluntary migration Adaptation Culture, beliefs, values Citizenship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Why people migrate. ❖ The effects of migration. ❖ How migration changes the perspective within individuals, families and the community of the host and home area. 	<p><u>Social studies strand(s)</u></p> <p>Continuity and change through time</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</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 distribution in selected regions, areas or countries ❖ compare and contrast two or more different human migrations.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <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>Central idea</p> <p>Clothing choices can express people's values.</p> <p>Key concepts</p> <p>Function Change Connection Perspective</p> <p>Related concepts</p> <p>Identity, Fashion, Environmental Impact, Fair employment conditions, Sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ What fashion is. ❖ The impacts of fashion around the world. ❖ How clothing and accessories can be sustainable. 	<p><u>Social studies strand(s)</u></p> <p>Continuity and change through time</p> <p>Resources and the environment</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ increase their awareness of how people influence, and are influenced by, the places in their environment. ❖ explore the relationship between valuing the environment and protecting it. ❖ extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>Trade is a way of meeting the needs and wants of people.</p> <p>Key concepts</p> <p>Function Connection Responsibility</p> <p>Related concepts</p> <p>Systems Trade Values Supply and demand Needs and wants Advertising</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ How trading works ❖ The meaning of wealth ❖ Factors that impact trade and wealth 	<p><u>Social studies strand(s)</u></p> <p>Human systems and economic activities</p> <p>Social organisation and culture</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</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.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Water is an essential resource.</p> <p>Key concepts Function Change Responsibility</p> <p>Related concepts</p> <p>Cycles Impact Evaporation/condensation Filtration/separation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ A balanced water cycle. ❖ How water is used. ❖ Our local, national and global responsibilities regarding water. 	<p><u>Social studies strand(s)</u></p> <p>Resources and the environment</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</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. ❖ critique the methods of waste management in his or her immediate environment ❖ explain the different roles of people in the recycling process

Please note: this unit is also included in the Science scope and sequence.

Phase 4 Expectations

Overall expectations in social studies: Phase 4 (Year 5 and 6)

Learners 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.
- ❖ extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities.
- ❖ understand the interdependency of systems and their function within local and national communities.
- ❖ gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes.
- ❖ deepen their awareness of how people influence, and are influenced by, places in the environment.
- ❖ 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.
- ❖ 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.
- ❖ gain an understanding of how and why people manage resources.
- ❖ 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.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Where we are in time and place</p> <p>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 civilizations from local and global perspectives.</p> <p>Central idea</p> <p>Exploration expands human understanding.</p> <p>Key concepts</p> <p>Function Change Causation</p> <p>Related concepts</p> <p>Space Journeys Discovery</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Earth and its place in the universe. ❖ How space exploration has changed over time. ❖ The reasons why people have explored space. 	<p><u>Social studies strand(s)</u></p> <p>Resources and the environment</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ identify the reasons why people feel compelled to explore the unknown ❖ investigate the impact of exploration on people in the past, present and future ❖ analyse how available technology influences people’s abilities to navigate

Please note: this unit is also included in the Science scope and sequence.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>Systems influence the lives of people.</p> <p>Key concepts</p> <p>Function Causation Responsibility</p> <p>Related concepts</p> <p>Roles Behaviour Citizenship Rights Justice Values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ How government systems function. ❖ The impact of government systems on people. ❖ The rights and responsibilities of citizenship. 	<p><u>Social studies strand(s)</u></p> <p>Human systems and economic activities</p> <p>Social organisation and culture</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) ❖ examine how the rights of a person directly affect their responsibilities ❖ 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. ❖ Identify, discuss and create systems that support a community or country to function.

Learning will include the development of the following knowledge, concepts and skills		Possible learning intentions in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Peace and conflict exists within and between communities.</p> <p>Key concepts</p> <p>Perspective Responsibility Connection</p> <p>Related concepts</p> <p>Peace Conflict Community Global/National Environment Resources RECIPE</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Causes of conflict. ❖ Our responsibilities to maintain peace. ❖ Strategies to resolve conflict or maintain peace. 	<p><u>Social studies strand(s)</u></p> <p>Resources and the environment</p> <p>Human systems and economic activities</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</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 management (for example, research and analyse a global conflict situation) ❖ reflect on his or her own strategies in dealing with situations of personal conflict.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Where we are in time and place</p> <p>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 civilizations from local and global perspectives.</p> <p>Central idea</p> <p>Exploring the past helps us understand the present and innovate for the future.</p> <p>Key concepts</p> <p>Form Change Causation</p> <p>Related concepts</p> <p>Continuity Progress Difference Innovation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ How people lived in the past. ❖ How the challenges and opportunities changed how people live. ❖ Connections and implications between the past, present and future. 	<p><u>Social studies strand(s)</u></p> <p>Continuity and change through time</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ analyse information about past technological advances and societal systems ❖ assess which aspects of past have had the most impact on the present day, using evidence from a variety of sources ❖ predict societal and technological changes in the future. ❖ Use research skills to analyse if and what impact the past has on the present ❖ Identify possible applications to the future.

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>How we organise 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>Central idea</p> <p>Identifying issues/opportunities which allows us to collaborate for positive change in the community.</p> <p>Key concepts</p> <p>Form Function Perspective</p> <p>Related concepts</p> <p>Systems Organisation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ Decision making processes ❖ How people collaborate to promote change ❖ The impact of our action 	<p><u>Social studies strand(s)</u></p> <p>Human systems and economic activities</p> <p><u>Social studies skills</u></p> <ol style="list-style-type: none"> a. Formulate and ask questions about the past, the future, places and society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources 	<p>The learner will be able to:</p> <p>❖</p>

Learning will include the development of the following knowledge, concepts and skills		Possible learning outcomes in social studies
<p>Transdisciplinary theme</p> <p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central idea</p> <p>Empathy and awareness drives responsible action for sustainability.</p> <p>Key concepts</p> <p>Perspective Connection Responsibility</p> <p>Related concepts</p> <p>Sustainability Balance Wants Vs Needs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ❖ The environment is made up of interdependent systems. ❖ Human activity and inactions impact on these systems. ❖ Human actions and inactions impact the environment. 	<p><u>Social studies strand(s)</u></p> <p>Human and natural environments</p> <p>Resources and the environment</p> <p><u>Social studies skills</u></p> <p>a. Formulate and ask questions about the past, the future, places and society</p> <p>b. Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>c. Orientate in relation to place and time</p> <p>d. Identify roles, rights and responsibilities in society</p> <p>e. Assess the accuracy, validity and possible bias of sources</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ❖ Identify the responsibilities of stakeholders within a community and how they can preserve their environment. ❖ Identify how people exploit and preserve natural resources. ❖ Explain how the sustainable and unsustainable use of natural resources can impact the environment and humans. ❖ Explore times in the past and present where people have had a positive and negative impact on the environment.

Please note: this unit is also included in the Science scope and sequence.