Tema International School



Social Studies Benchmarks and Skills

Strand	By the end of K1 , learners will:	By the end of K2/3 learners will:	By the end of Grade One , learners will:	By the end of Grade Two , learners will:	By the end of Grade Three , learners will:	By the end of Grade Four , learners will:	By the end of Grade Five , learners will:	By the end of Grade Six , learners will:
Human Systems	How We organize	_	How We organize Ourselves	How we organise	How we organise	How we organise	How we organise	How we organise
•	Ourselves (A)	Ourselves		ourselves:	ourselves:	ourselves:	ourselves:	ourselves:
and Economic		1	Explain different stages taken	Identify which	Locate books using the	Explore how	Analyse how individuals'	Examine how authority
Activities	or she belongs to (for		for processing items we	products do and do	dewey decimal system	authority and power	and communities' needs	and power are
	example, draw and describe		generally use.	not go through a	categories (ie. 100's,	are distributed within	and/or wants are met.	distributed within
The study of how and	pictures of the various groups they form a part of)		Trace the distribution channels for food and other products.	production process	200's).	different types of		different types of
why people construct	groups they form a part or)		identify sources of food stuff	1	,	teams/groups.	Explain how supply and	government systems.
organizations and	demonstrate ability to apply		natural and processed.	Describe the general	Identify different		demand are affected by	· ·
systems; the ways in	existing rules and routines to	Community	nacarar and processed.	steps involved in	number systems that	How we organise	population and the	Identify and describe
•	work and play with others.	plan and create a system of	How we organise ourselves	production of a	organise our daily lives	ourselves (A)	availability of resources.	means by which citizens
which people connect	T IJ	organization (for example,	(A)	product.	(ie. calendars, schedules,			can influence actions of
locally and globally;	suggest some suitable rules		Many products go through a		clocks, timetables,	identify	Describe the benefits	their government.
the distribution of	and routines for the class	01400100111, 0011001)		Sharing the planet (B)	metric system).	responsibilities	and problems	then government.
power and authority.		suggest improvements to	are used or consumed.	People can make		people have in	associated with trade.	How We Organise
•	talk about the reasons that	organizational systems		choices to support the	Plan and implement a	different		Ourselves (B)
	rules are necessary in the		identify sources of food stuff	sustainability of the	system of organization for	workplaces		Carberres (1)
	various communities to		natural and processed.	Earth's resources	him/herself.	explain the		a johnnetifis om allaha a sitt
	which he or she belongs	identify and describe the				purpose of rules	How We Organize	 identify and describ means by which
		functions of various public places in the community	Explain different stages taken		How We Organise	and responsibilities in	Ourselves (A)	citizens can monito
	and it it is or Security	exhibit skills and strategies	for processing items we	create a list of practices that could be used to maintain	Ourselves (A)	a workplace		and influence
	Ourselves (B)	for organizing his or her	generally use	natural resources at home		a workplace	analyse how	actions of their
	Who We Are (A)	time and belongings		and in school	gather data (for	W W O :	individuals and	governments and
	recognise how his or her	identify the chronological	Trace the distribution channels		example, survey) in	How We Organise	communities needs	vice versa
	choices and behaviours	steps necessary in making	for food and other products	oritique the methodo of weets	order to identify	Ourselves (B)	and/or wants are	 explore a range of
		a journey		critique the methods of waste management in his or her	current and future needs to support the		met	political systems
	classroom (for example,	represent some of the		immediate environment	community	explore how	 evaluate the equity of different 	(for example, local, regional, national or
	respond to various picture	journeys he or she has			 identify the services 	systems influence lifestyle and	economic systems	international) and
	The state of the s	made (for example,		explain the different roles of	and the users of these	community	and marketplaces	the impact they hav
	how one person's actions can	through drawing or role		people in the recycling	services in the local	communitycompare	 develop criteria for 	on individuals,
	impact others).	play) identify the communities	How we organise ourselves (B)	process	community	transportation	ethical practices	groups and society.
		he or she belongs to (for			demonstrate how non-	systems within the	regarding products	 practise techniques
	demonstrate a positive attitude towards learning		An organization is a place	reflect on and self-assess his	verbal communication	local community	and services	of mediation and
	attitude towards learning	describe pictures of the	where people share	or her personal use of natural	allows people to transcend language	to those in other	 explain how supply 	negotiation within
		various groups they form a	responsibilities towards a	resources.	barriers.	communities	and demand are	the class and/or school community
		part of)	common purpose.		 explore a variety of 	examine the impact of	affected by population and the	Identify and
		demonstrate ability to		discuss what is meant by a	signs and symbols	impact of technological	availability of	describe the
		apply existing rules and		âlimited resourceâ	and interpret their	advances in	resources.	elements of good
		1 2	identify and describe the		messages	transport on the		governance
			functions of various public places in the community				Sharing The Planet (A)	 Explain the purpose
		How We organize	places in the community		How We Organise	 evaluate the equity 		of governance
		0 1 (1)	dama amatana bassissa da amatana	Harring annualisa armadiraa	Ourselves(B)	of different	• evemine how the	Make connections
		` '	demonstrate how various public places serve the needs	How we organise ourselves		economic systems	 examine how the rights of a person in 	between good
			of people in a community	Communities can provide	 identify and describe 	and marketplacesIdentify and	a particular society	governance and productivity
		questions that are useful in	, 11, 11	interconnected services	the functions of	describe the	directly affect their	 Compare different
		1 1 1	suggest improvements to	designed to meet people's	various public places	elements of good	responsibilities	management styles
			organizational systems already	needs	in the community	governance	 reflect on his or her 	 Explore the
			in place in his or her home or		demonstrate how	 Explain the 	own strategies in	strategies for
		reflect on a journey he or	school.	explore how systems	various public places serve the needs of	purpose of	dealing with	starting a business
		she has taken and what was		influence lifestyle and	people in a	governance	situations of personal conflict.	
		learned from it		community	community identify ways to		personal conflict.	
		How We organize		examine the impact of	organize himself or			
		Ourselves (B)		technological advances in	herself on a daily			
		1		transport on the environment.	basis		Sharing The Planet (B)	
		demonstrate ability to			 make connections 			

apply existing rules and	identify and describe the	between different	How We Express	practise techniques
routines to work and play	functions of various public		Ourselves (B)	of mediation and
with others.	places in the community	community		negotiation within
		 identify the services and the users of these 	examine the	the class and/or school community
	demonstrate how various	services in the local	impact of	document examples
	public places serve the needs	community	particular	of conflict (local and
talk about the reasons that	of people in a community	• identify	technologies on	global) and identify
rules are necessary in the		responsibilities people	sustainability • analyse how	the causes and
verious communities to	compare and contrast the	have in different	individuals and	consequences
which he or she belongs	functions of public and	workplaces	communities	• evaluate
	private places.		needs and/or	effectiveness of
identify the difference			wants are met	real-life conflict management (for
between needs and wants	plan and create a system of		 develop criteria for 	example, research
	organization (for example, for his or her desk, classroom,		ethical practices	and analyse a global
Understand what makes a	school)		regarding products	conflict situation)
good chizen, why we have	scrioor)		and services	reflect on his or her
rules, and why we need to				own strategies in
	suggest improvements to organizational systems			dealing with
develop awareness that all	already in place in his or her			situations of
children have basic needs	home or school.			personal conflict.
and wants		***		
	different roles people play in	Where We Are In Place		
	the production and	And Time (A)		
	distribution chain	identify reasons why		
PHASE 2		people migrate		
	identify ways to organize	people illigrate	,	Where We Are In
explore how systems	himself or herself on a daily	identify the long-term and		Place And Time (B)
influence lifestyle and	basis	short-term effects of		
community		migration		identify reasons why
		inglution		people migrate
identify and describe the		compare and contrast two		analyse ways that
functions of various public		or more different human		people adapt when
places in the community	How we organise ourselves	migrations.		they move from one
demonstrate how various	People create organizations			place to another
public places serve the	to share responsibility	Explain what it means to		identify the long-
needs of people in a	towards a common purpose	migrate		term and short-term
community				effects of migration assess settlement
	explore how systems	The consequences of		assess settlement patterns and
compare and contrast the	influence lifestyle and	migration on nations and		population
functions of public and	community	communities.		distribution in
private places.				selected regions,
	identify and describe the	***		areas or countries
identify ways to organize	functions of various public	Where We Are In Place		compare and
himself or herself on a	places in the community	And Time (B)		contrast two or
daily basis				more different human migrations.
	demonstrate how various	determine types of		Explain what it
	public places serve the needs	questions that are		means to migrate
	of people in a community	useful in planning and making a journey		The consequences
		represent some of the		of migration on
Who We Are (A)	compare and contrast the	journeys he or she has		nations and
	functions of public and	made (for example,		communities.
identify the communities	private places.	through drawing or		
he or she belongs to (for		role play)		How We Organise
example, draw and	identify ways to organize	reflect on a journey he	0	urselves (B)
describe pictures of the	himself or herself on a daily	or she has taken and		
various groups they form a	basis	what was learned		analyse how
part of)		from it identify reasons why		individuals and
domonatuata ability ta	plan and create a system of	people migrate		communities needs
demonstrate ability to apply existing rules and	organization (for example, for	 identify the long-term 		and/or wants are
routines to work and play	his or her desk, classroom,	and short-term effects		met
country to noth and play]			Identify and

with others.	school)	of migration	describe different
	,	assess settlement	types of industries
suggest some suitable rules		patterns and •	Analyse the reasons
and routines for the class	suggest improvements to	population	for different
and fournes for the class	organizational systems	distribution in	industries within the
	already in place in his or her	selected regions,	society.
talk about the reasons that	home or school.		Identify the factors
rules are necessary in the		areas or countries	that influence
various communities to	different roles people play in		
which he or she belongs	the production and		industrialization
	distribution chain	•	Examine the effects
Understand what makes a	distribution chain	Haw We Organics	of industrialization
good citizen, why we have		How We Organise	on the environment
rules, and why we need to	Explain different stages taken	Ourselves (B)	
follow authority	for processing items we		
ionow authority	generally use	identify and describe	
	generally acc	the functions of	
Who We Are (B)		various public places	
	Trace the distribution	in the community	
recognise how his or her	channels for food and other		
choices and behaviours	products		
affect learning in the		various public places	
classroom (for example,		serve the needs of	
respond to various picture		people in a	
and story prompts to		community	
explain how one person's		identify ways to	
		organize himself or	
actions can impact others).		herself on a daily	
		basis	
How We Express		make connections	
Ourselves (A)		between different	
		services in the	
demonstrate a positive		community	
attitude towards learning		identify the services	
8		and the users of these	
demonstrate ability to		services in the local	
apply existing rules and		community	
		1.1	
routines to work and play			
with others.		responsibilities people	
		have in different	
talk about the reasons that		workplaces	
rules are necessary in the			
various communities to			
which he or she belongs			
How We Express			
Ourselves (B)			
Outselves (D)			
avhibit skills and stretagies			
exhibit skills and strategies		Explain how these	
for organizing his or her		number systems connect	
time and belongings		people locally and	
		globally.	
identify the communities			
he or she belongs to (for			
example, draw and			
describe pictures of the			
various groups they form a			
part of)			
part OI)			
domonstrato shilitry to			
demonstrate ability to			
apply existing rules and			
routines to work and play			
with others.			
suggest some suitable rules			
and routines for the class			
 1	1	1	

Social	Who we are (A)	Who we are:	Who we are:	How we express	Who we are: Compare	Who we are:	#How we express	
Organization and	demonstrate a positive attitude towards learning	Identify which	Describe some of their own	ourselves: Explain why a particular	and contrast current family experiences with	Identify significant people from a variety of	ourselves: Identify how advances in	How We Express Ourselve
Culture	attitude towards fearining	group(s) they belongs to	roles, relationships, and	celebration is important	those of a previous	backgrounds (science,	technology impact how	The tree Express sursers
	suggest some suitable rules	10	responsibilities (e.g., as a	in his or her own life	generation.	exploration, the arts,	people communicate.	 distinguish betw
he study of people,	and routines for the class	Identify how they	student, member of a family,		8	literature, politics, etc)	For the comment of th	personal beliefs
ommunities, cultures		know they belong to a	friend, member of the community)	Suggest reasons for	Identify countries of	and nationalities	Explore the different	belief systems
nd societies; the	demonstrate ability to apply	particular group	community)	various celebrations	familial significance,		ways in which we are	 identify the sour
ays in which	existing rules and routines to		Discuss different types of		and locate them on a	Defend why certain	influenced (peer pressure,	of beliefs
idividuals, groups	work and play with others.	Identify the	families (nuclear, extended,	Identify and compare	globe and/or print,	individuals are	family values,	reflect upon how haliafa affact the
~ .	How we awayag awaglua	communities they	step-families, adoptive and	celebrations observed	digital, or interactive	considered significant	advertising, etc).	beliefs affect the individual and
nd societies interact	How we express ourselves	belong to (for	biological, same-sex, single-	by others in the class	map.			society.
rith each other.	Identify places in the	example, draw and	parent, etc.)			Identify ways	Discuss the different	Society.
	local community where	describe pictures of	-	Where we are in place	Identify some ways in	significant people affect	reasons for trying to	How We Express
	we engage in play	the various groups	Describe the types of roles	and time (A)	which heritage is passed	how we think about	influence people	Ourselves (B)
		they form a part of)	and responsibilities that exist	A community response to significant events	on through familial events, stories, and artifacts.	ourselves, through different lens (race,	(advertising, propaganda, political	(b)
	Identify people they	Discuss their	within their families.	provides insights into the	stories, and artifacts.	culture, gender, religion,	issues, etc).	 describe the imp
	like to play with and	interactions with people		histories and value into	Create artefacts that	language, field of study,	135465, 616).	of communication
	why	and places		the community	show how family	etc)	Discuss the impact	technology on
	Wily	-	Who we are (B)		history impacts on		persuasion has on	everyday
	Identify preferences in	Who We Are (A)			individual identity.	Explore the influences	them and others	communication
	* *	talk about the reasons	Communities work together to	explain why a particular		that shaped the life and	around the world.	
	play		establish rights and	celebration is important in his	Make connections	work of a significant		
		in the various	responsibilities	or her own life	between personal	person.		
		communities to which he			features of identity		Who we are: Identify	Who We Are (A)
		or she belongs	talk about the reasons that	suggest reasons for various		Who We Are (A)	and describe ways that	
		suggest some suitable rules	rules are necessary in the		How We Express		beliefs and values	 examine how the
		and routines for the class	various communities to which		Ourselves (A)	 distinguish 	influence people's	rights of a person
	community	ar ar anima harrahin an harr	he or she belongs	identify and compare		between personal	daily lives.	a particular socie
	identify changes he or she	recognise how his or her choices and behaviours		traditions and celebrations	 describe how artifacts, 	beliefs and belief	Identify similarities and	directly affect the
	has undergone from birth to	affect learning in the	suggest some suitable rules	observed by others in the	heirlooms and rituals	systemsidentify the source	Identify similarities and differences between the	responsibilities
	present (for example, discuss		and routines for the class	class	are evidence of cultural identity	of beliefs	basic tenets, rituals and	identify and description.
	with classmates what	respond to various picture			•demonstrate how non-	 reflect upon how 	narratives of the major	means by which citizens can mor
	changes their families have	and story prompts to	demonstrate ability to apply	use a variety of sources to gain information about	verbal communication	1 11 0 0 00 111	belief systems.	and influence
	undergone in their lifetimes)	explain how one person's	existing rules and routines to	celebrations from both a	allows people to	individual and		actions of their
	place events from his or her	actions can impact others).	work and play with others	historical and a cultural	transcend language	society.	Investigate how	governments and
	life in chronological order			perspective	barriers.	explore issues	religious and secular	vice versa
	(for example, using personal photos). suggest some		identify the communities he or		•identify the cultural and	relating to children's rights,	cultures and belief	
	suitable rules and routines	attitude towards learning	she belongs to (for example, draw and describe pictures of	describe and compare the	historical context in which signs and	roles and	systems sustain	Who We Are (B)
	for the class		the various groups they form a	various communities to which	symbols develop	responsibilities in	different ways of life	
	demonstrate ability to apply	exilibit skills and strategies	part of	he or she belongs	•explore a variety of signs	relation to his or	and what is required for	 reflect upon how
	existing rules and routines to	for organizing his or her	part or		and symbols and	her own and other	them to co-exist	beliefs affect the
	work and play with others.	time and belongings		recognise the components of	interpret their	cultures	harmoniously.	individual and
	demonstrate a positive	PHASE 2		a local community	messages	recognise how	Evaluin the connection	society.
	attitude towards rearring	ITIAGL 2				rituals and traditions	Explain the connection between identity and	explore issues
	exhibit skills and strategies for organizing his or her time	identify ways to organize		identify the contributions of		contribute to	belief systems and	relating to childr rights, roles and
	and belongings	himself or herself on a	uni talan	different members of a		cultural identity	values.	responsibilities i
	recognise how his or her	daily basis	Where we are in place and time	community	Who We Are (B)	identify and		relation to his or
	choices and behaviours	•	(M)			describe ways that		own and other
		plan and create a system of	Environment sultime!	create and share his or her	 analyse the need for 	family, groups and	How We Express	cultures
	classroom (for example,	organization (for example,	Environment, cultural influences and local needs	own story about being a	role models in our	community	Ourselves (A)	identify and description
	respond to various picture	for his or her desk,	determine the design of	community member.	lives	influence personal choices		the components
	and story prompts to explain		people's homes.		 examine the impact of 	explore how		culture
	how one person's actions can		F 22 P 2 3 110 110 01	demonstrate how various	role models in our life	cultures may have	 identify and describe 	 recognise how rituals and tradit
	impact others).	create and share his or her		public places serve the needs	 identify the factors 	certain	the components of	muais and trault

suggest some suitable rules and routines for the class	own story about being a		of people in a community	that affect individual choices and actions	expectations of how to act and	culture • recognise how	contribute to cultural identity
and routines for the class	community member.					rituals and traditions	interpret cultural
		explain how communities have		 identify the sources of beliefs and values 		contribute to cultural	beliefs and values
talk about the reasons that		natural and constructed	functions of public and		ways this may differ according to		
rules are necessary in the		features	private places.		<u> </u>		using the evidence
various communities to	Who We Are (B)			beliefs and values on	private and public	interpret cultural	provided by rituals,
which he or she belongs		express his or her	identify were to ergenize	the individual and	contexts	beliefs and values	traditions and
	identify the communities		identify ways to organize	society		using the evidence	artifacts
identify the communities he	he or she belongs to (for	understanding of what a home	himself or herself on a daily			provided by rituals,	 reflect on the
or she belongs to (for	example, draw and	IS	basis			traditions and	influence of the arts
example, draw and describe	describe pictures of the				How We Express	artifacts	and technology
pictures of the various		research and compare homes			Ourselves (A)	 describe advantages 	throughout history in
groups they form a part of	various groups they form a	in different cultures			Ourserves (A)	and disadvantages	the representation
	part of)					of cultural and	of culture.
How We Express Ourselves		identify factors that influence			explore how cultures	individual diversity	 examine how the
(A)	talk about the reasons that				may have certain	 Explore different 	rights of a person in
use primary sources (such as	rules are necessary in the	where people live and what			expectations of how to	forms of art	a particular society
parents and grandparents) to	various communities to	their homes are like			act and dress, and the		directly affect their
identify reasons for	which he or she belongs				ways this may differ		responsibilities
documenting personal					according to private and		 explore how cultures
U 1	suggest some suitable rules				public contexts		may have certain
history	and routines for the class				-		expectations of how
	and rounnes for the class	<u> </u>			reflect on his or her own	Sharing The Planet (A)	to act and dress,
share family celebrations	demonstrate ability to				misconceptions about		and the ways this
and/or festivals	2				people (for example,	• ovnlore icques	may differ according
	apply existing rules and					explore issues relating to shildren's	to private and public
How We Express Ourselves	routines to work and play				relating to age, race,	relating to children's	contexts
(B)	with others.				gender, disability).	rights, roles and	 describe advantages
						responsibilities in	and disadvantages
suggest some suitable rules	recognise how his or her				identify and describe	relation to his or her own and other	of cultural and
and routines for the class	choices and behaviours				ways that family,		individual diversity
	affect learning in the				groups and community	cultures	,
demonstrate ability to apply	classroom (for example,				influence personal	analyse a variety of	
existing rules and routines to	* · · · · · · · · · · · · · · · · · · ·				choices	sources that	
work and play with others.	and story prompts to					describes the risks	
work and play with others.	explain how one person's				How We Express	and challenges that	
demonstrate a positive	actions can impact others).				Ourselves (B)	children face	
attitude towards learning	actions can impact others).				Ourselves (B)	describe how	
attitude towards learning						organizations and	
recognise how his or her					 describe the 	individuals meet the	
choices and behaviours	How We organize				impact of	needs and wants of	
affect learning in the	Ourselves (A)				communications	children	
classroom (for example,					technology on	suggest ways in	
	talk about the reasons that				everyday	which an individual	
respond to various picture	rules are necessary in the				communication	can overcome	
and story prompts to explain	various communities to				identify the	adversity.	
how one person's actions can	which he or she belongs				cultural and	examine how the	
impact others).					historical context	rights of a person in	
	demonstrate ability to				in which signs and	a particular society	
	apply existing rules and				symbols develop	directly affect their	
How We organize	routines to work and play				 describe how 	responsibilities	
Ourselves (A)	with others.				artifacts,	reflect on his or her	
	William Children				heirlooms and	own strategies in	
identify the	How We Organise				rituals are	dealing with	
communities he or she					evidence of	situations of	
belongs to (for	Ourselves (B)				cultural identity	personal conflict.	
example, draw and	DVI A CITI A				 demonstrate how 		
describe pictures of the	PHASE 2				non-verbal		
various groups they					communication		
form a part of)	describe and compare the				allows people to		
Torin a part or)	various communities to				transcend		
How We Organica	which he or she belongs				language barriers.		
How We Organise							
Ourselves (B)	create graphs and charts to				Who We Are (A)		
use primary sources (such as	organize and interpret				who we Ale (A)		
parents and grandparents) to	information.						
		•					
identify reasons for documenting personal					 distinguish between personal 		

history	37	identify and describe the		beliefs and belief	
instory		functions of various public		systems	
1				identify the source	
		places in the community		of beliefs	
	ng rules and routines to			reflect upon how	
work a		demonstrate how various		beliefs affect the	
	F	public places serve the		individual and	
demons	nstrate a positive r	needs of people in a			
attitude	le towards learning	community		society.	
		,		 explore issues 	
recogni	nise how his or her	compare and contrast the		relating to	
		functions of public and		children's rights,	
		private places.		roles and	
	oom (for example,	private praces.		responsibilities in	
		11 416		relation to his or	
		identify ways to organize		her own and other	
	ory prompts to explain			cultures	
	one person's actions can	daily basis		 recognise how 	
impact	et others).			rituals and	
	F	plan and create a system of		traditions	
identify	fy a small family	organization (for example,		contribute to	
		for his or her desk,		cultural identity	
	3	classroom, school)		identify and	
	tended - 'our family')	Classicolii, School)		describe ways that	
	• •	arraged improvements to		family, groups and	
rannnes		suggest improvements to		community	
		organizational systems		influence personal	
		already in place in his or		choices	
and/or t	r festivals	her home or school.		 explore how 	
				cultures may have	
talk abo	bout the roles of	create and share his or her		certain	
membe	ers in a family	own story about being a		expectations of	
		community member.		how to act and	
				dress, and the	
	•	identify the contributions		ways this may	
XX71X		of different members of a		differ according to	
	× /			private and public	
		community		contexts	
	belongs to (for			Contexts	
	ole, draw and describe				
pictures	es of the various			Where We Are In Place And	
groups	s they form a part of)	How We Express		Time (B)	
		Ourselves (A)			
suggest		suggest some suitable rules		 identify the 	
		and routines for the class			
and rou	outilies for the class	and routines for the class		cultural and	
1		1		historical context	
		demonstrate ability to		in which signs and	
	ng rules and routines to a			symbols develop	
work a		routines to work and play			
		with others.			
	nstrate a positive				
attitude	le towards learning t	talk about the reasons that		Who We A== (D)	
	r	rules are necessary in the		Who We Are (B)	
Where		various communities to			
		which he or she belongs		 distinguish 	
	rimary sources (such as	en ne of she belongs		between personal	
		use primary sources (such		beliefs and belief	
		-		systems	
		as parents and		 identify the source 	
		grandparents) to identify		of beliefs	
history		reasons for documenting		 reflect upon how 	
		personal history		beliefs affect the	
talk abo	bout the different ways			individual and	
		explain why a particular		society.	
		celebration is important in		identify and	
		his or her own life		describe the	
identify	fy the communities he	or nor own mo		components of	
	belongs to (for			culture	
or sne t	octoligs to (101			culture	

example, dra	w and describe PHASE 2		 recognise how 	
pictures of th	e various		rituals and	
	Form a part of) create graphs and charts to		traditions	
groups they i			contribute to	
	organize and interpret		cultural identity	
	e suitable rules information.			
and routines	for the class		interpret cultural	
	identify the communities		beliefs and values	
demonstrate	ability to apply he or she belongs to (for		using the evidence	
			provided by rituals,	
	s and routines to example, draw and		traditions and	
work and pla	y with others. describe pictures of the		artifacts	
	various groups they form a	ı	 reflect on the 	
demonstrate	a positive part of)		influence of the	
attitude towa			arts and	
	demonstrate a positive		technology	
recognise ho			throughout history	
choices and b			in the	
affect learning	g in the PHASE 2		representation of	
classroom (fo			culture.	
	arious picture explain why a particular		 explore how 	
and story me	ompts to explain celebration is important in		cultures may have	
and story pro	impos to explain celebration is important in		certain	
	son's actions can his or her own life		expectations of	
impact others			how to act and	
	create graphs and charts to			
	organize and interpret		dress, and the	
	information.		ways this may	
	information.		differ according to	
			private and public	
			contexts	
			 describe 	
	How We Express		advantages and	
	Ourselves (B)		disadvantages of	
	Ourselves (D)		uisauvaiitages oi	
			cultural and	
	use primary sources (such		individual diversity	
	as parents and			
	grandparents) to identify			
	reasons for documenting			
	personal history			
	personal history			
	place events from his or			
	her life in chronological			
	order (for example, using			
	personal photos).			
	personai photos).			
	talk about the reasons that			
	rules are necessary in the			
	various communities to			
	which he or she belongs			
	which he of she belongs			
	suggest some suitable rules	S		
	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			
	attitude towards learning			
	Where We Are In Place			
	and Time (B)			
	talk about the different			
	ways in which family			

h	istory can be documented			
ic h d	dentify ways to organize imself or herself on a laily basis (Phase 2)			

	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) place events from his or her life in chronological order (for example, using personal photos). 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.				(name, physical traits, personality traits, passions, experiences) and those of other family members.			Who we are: Explore the way various cultures acknowledge puberty and aging. Examine changes in personal responsibility as people mature.
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	Who We Are (A) 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).	Explore the different	Where we are in place and time (B) Exploration leads to discoveries and new understandings	Where we are in place and time: Reflect on a journey he or she has taken and what was learned from it Describe some of the journeys he or she has made (for example, through writing, art, or role play) Identify the chronological steps necessary in making a journey How we express ourselves (A) Many factors determine how effective communication is to an audience. create graphs and charts to organize and interpret information.	Compare past and modern tools used for communicating Explore local and international languages and how they influence communication Identify some barriers to communication and suggest ways to overcome them Effect of languages on development and understanding/ How languages promote	 assess which aspects of past civilisations have had the most impact on the present day, using evidence from a variety of sources describe the connection between human needs and wants and technological development analyse information about past technological advances and societal systems predict societal and technological changes in the future. Where We Are In Place And Time (B) 	Where we are in place and time: Identify factors that lead to emigration (political, financial, social, forced, etc) Identify reasons for immigration (need for skilled and unskilled labour, political allegiance, etc) Identify the reasons people emigrated to Mauritius, past and present Examine positive and negative impact of immigration on societies, cultures, and individuals Examine positive and negative impact of emigration on societies, and individuals	Who we are: Identify and represent key events in a person/author's life. Explain ways in which ethnicity, cultural experiences and upbringing impact on our narrative about ourselves. How We Express Ourselves (A) • explain how people's perceptions and representations of place have changed over time • Explain the principles of information sharing • Investigate the formation of perception. • Analyse the impact
		parents and grandparents) to identify reasons for documenting personal history reflect on a journey he or she has taken and what was learned from it determine types of questions that are useful in planning and making a journey	represent some of the journeys he or she has made (for example, through drawing or role play) Explore the concept of	explore how systems influence lifestyle and community examine the impact of technological advances in transport on the environment.		explain how people's	cultures, and individuals Debate people's right to emigrate	of social media How We Express Ourselves (B) Compare past and modern tools used for communicating Identify some barriers to communication and suggest ways to overcome them

	people feel compelled to	compare and	 predict societal a
Who We Are (B)	explore the unknown	contrast current	technological
identify changes he or she		family experiences	changes in the
has undergone from birth	Examine stories of various	with those of a	future.
to present (for example,	explorers of land, ocean,	previous generation	examine the impa
discuss with classmates	space	assess which	of particular
what changes their families	space	aspects of past	technologies on
		civilisations have	sustainability
have undergone in their	Evaluate the impact of	had the most impact	 describe the
lifetimes)	exploration over time	on the present day,	connection between
XX/1 XX/ A Y DI		using evidence from a variety of sources	human needs and
Where We Are In Place		a variety of sources	wants and
and Time (B)			technological
use primary sources (such as	How we organise ourselves		development
parents and grandparents) to	(A)		reflect on the role
identify reasons for			technology in his
documenting personal history	Languages and other tools		her own life.
	for communicating.		
talk about the different ways	ior communicating.		
in which family history can			
be documented	Compare past and modern		
	tools used for		
determine types of questions	communicating		
that are useful in planning			Where We Are In Place
and making a journey	Explore local and		And Time (B)
	international languages and		
create and share his or her	how they influence		 reflect upon how
own story about being a	communication		beliefs affect the
community member.			individual and
, , , , , , , , , , , , , , , , , , , ,	Identify some barriers to		society.
create graphs and charts to	communication and suggest		 identify reasons
organize and interpret	ways to overcome them		people migrate
information.			 analyse ways that
information.	Effect of languages on		people adapt wh
How We Organise	development and		they move from
Ourselves (B)	understanding/ How		place to another
Ourseives (B)	languages promote		 identify the long-
	dovolonmental		term and short-to
reflect on a journey he or she	understanding among		effects of migra
has taken and what was	people.		 predict societal
learned from it			technological
			changes in the
PHASE 2			future.
			analyse how
explain how communities			available techno
have natural and constructed			influences peopl
features			abilities to navig
			identify and des
recognise the components of			examples in whi
a local community			technology has
			changed the live
describe and compare the			people
various communities to			examine the imp
which he or she belongs			of particular
which he of the belongs			technologies on
identify the contributions of			sustainability
different members of a			develop values
			appreciate diver
community			through the attributes of the
			Learner Profile.
create and share his or her			Learner Profile.
own story about being a			
community member.			

	How The World Works (A)
	How the world works (A)
	analyse information
	about past technological
	advances and
	societal systems
	 assess which aspects of past
	civilisations have
	had the most impact on the present day,
	using evidence from
	a variety of sources
	 predict societal and technological
	changes in the
	future. • 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 • 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 needs and
	wants and
	technological development
	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.
I	

					How We Express Ourselves (B) Explore different forms of art Art as a means of communication Identify ways art can influence people. Individual actions that have impacted the world positively	
Human and Natural Environments The study of the distinctive features	Discuss natural environments that are important to the student and their features (beach: has sand, etc)	present the type of home that reflects who he or she is. identify factors that influence where people live and what their homes are like research and compare homes in different cultures express his or her understanding of what a home is	recreation, settlements)	How the world works: Describe how weather and climate conditions affect the activities of humans. Explain how humans have innovated to allow them to survive in different climates. How We Organise Ourselves (B) • demonstrate how various public places serve the needs of people in a community • identify and describe the functions of various public places in the community	Where we are in place and time: Explain that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest	Where we are in place and time: Identify ways of exploring. Identify reasons that motivated explorers

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.		Describe natural environments (for example, through writing, art, or role play) identify and describe the functions of various public places in the community				Explain the consequences of human actions on animal habitats in Mauritius. Where we are in place and time: Explain the concept of location. Describe the natural and manmade features of local and other environments. Analyse ways in which humans use the natural environment (for example, recreation, settlement, resource collection). Describe the influence of landforms and geographic features on human population and cultures. Identify a variety of countries, continents, physical features, and bodies of water around	explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).	(economic, political, curiosity). Identify the effect that an explorer's discoveries had on their culture, history, trade, etc Explain how the contributions of an explorer influenced the present world. How the world works: Explain the impact of natural disasters on human communities. Demonstrate ways to prepare yourself and your family for a natural disaster (emergency plans and supplies, safe places to be, signs of a natural disasters).
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.	Sharing the planet: Explore the relationship between humans and the ocean.	_	Sharing the planet: Explore our responsibility towards plants. Identify products that are made from plants. Give reasons why plants are important to humans. Sharing the planet (B) Our personal choices can change our environment. explain the different roles of people in the recycling process reflect on and self-assess his or her personal use of natural resources. critique the methods of waste management in his or her immediate environment	Sharing the planet: Diagram the waste cycle. Examine what happens to waste that does not decompose. Analyze the effect of non-decomposable products on the environment (local and global). Identify alternatives to using products that do not decompose (reuse, reduce, recycle, refuse, rethink). Evaluate our responsibilities as global citizens to reduce waste. Recognize how decisions about the environment can adversely affect the	Sharing the planet: Analyse systems of fresh water storage and usage, both natural and humanmade Identify freshwater issues and propose strategies for responsible, equitable water use Identify issues related to lack of fresh water (disease, drought, etc) How the world works: Explain how simple machines impact on daily life. How We Express Ourselves (B) • describe the natural features of local and other environments • analyse ways in which humans use	the world.	Sharing the Planet Explain why access to energy is essential for meeting our needs. Explain Maslow's hierarchy of needs and how it impacts on the competition for resources. Identify the amount of energy we use daily (environmental footprint). Analyse the advantages and disadvantages of using different forms of energy. How we organise ourselves: Distinguish among human, natural, and capital resources.	Sharing the Planet: Explain how human activities can have positive or adverse effects on local and other environments. Assess the benefits that human societies derive from biodiversity. Where We Are In Place And Time (A) • explain how supply and demand are affected by population and the availability of resources. • analyse how individuals and communities need and/or wants are met • assess settlement patterns and population distribution in

create a list of practices that could be used to maintain natural resources at home and in school	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.	How We Organise Ourselves (B) • develop criteria for ethical practices regarding products and services	people migrate
		Where We Are In Place And Time (A) • assess settlement patterns and population distribution in selected regions, areas or countries	

Sharing the planet (B) Our daily lives create waste which may affect our environment. explain the different roles of people in the recycling process cntique the methods of waste management in his or her immediate environment examine the impact of technological advances in transport on the environment. describe the natural features of local and other environments is identify or generate a question or problem to be explored in relation to human impact on the food, natural environment. How we organise ourselves:	future quality of people's lives. Sharing The Planet (B)
critique the methods of waste management in his or her immediate environment examine the impact of technological advances in transport on the environment. describe the natural features of local and other environments identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. How we organise ourselves:	Sharing the planet (B) Our daily lives create waste which may affect our environment. explain the different roles of people in the recycling process assess his or her personal use of natural resources. create a list of practices that could be used to maintain natural resources at home and in school discuss what is meant by a limited
of local and other environments identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. How we organise ourselves:	explain people's responsibilities regarding the use of resources from the environment examine the impact of technological advances in
question or problem to be explored in relation to human impact on the local, natural environment. How we organise ourselves:	of local and other
ourselves:	question or problem to be explored in relation to human impact on the local, natural
of farms to humans.	ourselves: Explain the importance
Identify the source materials of a variety of products.	materials of a variety

G 4 1 G 14	D 1 1 5 774	D 1 1 C	D 4 1 60 1 0	D 4 1 6 C 1 T	D 4 1 60 1	D 4 1 6 C 1	D 4 1 60 1 5	D 1 1 60 1 6
Social Studies	By the end of K1 ,	By the end of	By the end of Grade One ,	By the end of Grade Two ,	By the end of Grade	By the end of Grade	By the end of Grade 5 ,	By the end of Grade 6 ,
Skills	learners will:	K2/3, learners will:	learners will:	learners will:	Three, learners will:	Four, learners will:	learners will:	learners will:
	1. Express wonderings	1. Express wonderings	1. Express wonderings	4.5	1. Ask questions to	1. Ask questions to	1. Ask questions to	1. Ask questions to
	or ask questions about	or ask questions about	or ask questions about	1. Express wonderings	extend understanding	extend understanding	extend understanding	extend understanding
	a person or event of	a person or event of	a person or event of	or ask questions about	of the past, and of the	of the past, and of the	of how others have	of how others have
	personal significance.	personal significance.	personal significance;	a person or event of	human and natural	human and natural environment.	constructed or	constructed or
	2. Express wonderings	2. Express wonderings	2. Express wonderings	personal significance;	environment.		represented the past,	represented the past,
	about or ask questions	about or ask questions	about or ask questions	2. Express wonderings	2. Formulate and ask	2. Formulate and ask	the human and natural	the human and natural
	about the natural and	about the natural and physical environment.	about the natural and	about or ask questions about the natural and	questions about the	questions about the	environment and	environment and
	physical environment.		physical environment;		past, the future, and	past, the future, and	society.	society.
	3. Use imaginative play	3. Use imaginative play	3. Draw information	physical environment;	places.	places.	2. Formulate and ask	2. Formulate and ask
	to develop an awareness of the	to develop an	from, and respond to,	3. Draw information from,	3. Access first- and second-hand	3. Access first- and second-hand	questions about the	questions about the
	world around them.	awareness of the world around them.	stories about the past from geographical	and respond to, stories about the past from	sources of	sources of	past, the future, and places.	past, the future, and places.
	world around them.	4. Explore and share	and/or societal	geographical and	information.	information.	3. Identify relevant,	3. Identify the uses and
		instances of change	sources;	societal sources;	4. Explore similarities	4. Sequence events and	reliable and useful	limitations of a variety
		and continuity in their	4. Use world maps,	4. Recognize important	and differences	routines in	information, including	of information
		personal lives and	atlases and/or globes	events in their own	between the past	chronological order	the internet and	sources.
		their family;	to find relevant	lives, and how times	and the present.	5. Interpret place and	multimedia, and	4. Access a range of
		5. Use world maps,	information;	and change affect	5. Interpret place and	time using tools	decide on appropriate	first- and
		atlases and/or globes	5. Use simple fieldwork	people;	time using tools	such as maps and	ways to use it.	second-hand
		to find relevant	and observational	5. Explore similarities and	such as timelines.	timelines.	4. Access a range of	sources of
		information.	skills to study the	differences between the		6. Assess the accuracy,	first- and	information from
			local environment.	past and the present.		validity and possible	second-hand	various places
				6. Use simple fieldwork		bias of sources.	sources of	and/or points in
				and observational skills			information from	history.
				to study the geography			various places	5. Sequence personal
				of the local			and/or points in	history in
				environment.			history.	chronological order;
				7. Use maps and graphs,			5. Predict future events	6. Predict future events
				tables, and diagrams to			by analyzing reasons	by analyzing reasons
				read and display			for events in the past	for events in the past
				geographic information			and present.	and present;
							6. Assess the accuracy,	7. Describe the impact
							validity and possible	of advances in
							bias of sources.	technology over time, on individuals,
								society and the
								environment.
								8. Assess the accuracy,
								validity and possible
								bias of sources.