

Yew Chung International School
YCIS Social Sciences Curriculum Framework

SOCIAL SCIENCES GUIDING STATEMENTS

Purpose and Rationale

The study of Social Sciences at YCIS inspires students to connect to the world around them, and better understand their identity and where they have come from in time, space and culture. Students will explore central ideas that have changed humanity, and will develop the motivation to act responsibly and make meaningful contributions in both local and global contexts.

Through their studies, students will draw upon their knowledge of Eastern and Western values and traditions to develop empathy and connections beyond their own perspectives. They will develop analytical skills and model collaborative, open-minded and creative behaviours, fostering the growth of an inquiring mind and the development of critical thinking skills.

Belief Statements

We believe students learn the Social Sciences best when they:

- Feel safe and secure in an effective, supportive and nurturing learning environment.
- Are intrinsically motivated, inspired and engaged in and through the learning experience.
- Are encouraged and empowered to take risks by sharing their ideas and knowledge.
- Are empowered to pose questions and identify issues with confidence about the world.
- Experience hands-on practical, inquiry-based learning.
- Are involved in challenging, meaningful and relevant learning experiences.
- Develop self-awareness and an awareness of their place within their community and the world.
- Are provided opportunities to collaborate with their peers.
- Have opportunities to take positive action that leads to change by exercising humanities principles such as ethics, respect, empathy, tolerance, diversity, social justice and sustainability.
- Are able to make learning connections through an integrated and Interdisciplinary curriculum.
- Have opportunities to communicate and express their perspectives about global issues through language, the arts, science and technology.
- Work towards challenging and attainable goals and reflect upon their learning process.

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- Have opportunities to learn through multiple intelligences and a range of learning styles.
- Apply essential skills such as critical thinking, evaluation, analysis, cause and effect, justification, drawing conclusions, hypothesizing and collecting data, reading widely, detecting bias and communicating understanding.

Overarching Learning Expectations

Upon graduating from YCIS, our students will be equipped to:

- Successfully use 21st century skills in their lives and continue learning beyond Primary and Secondary School.
- Systematically and critically study the human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.
- Identify, critically analyse and evaluate theories, concepts and arguments about the nature and activities of the individual and society as well as utilise skills and knowledge in multiple contexts.
- Actively solve problems through a variety of strategies, including but not limited to inquiry-based, problem-based and logical analysis strategies.
- Collect, describe and analyse data used in studies of global society, testing hypotheses, and interpreting complex data and source material.
- Demonstrate the ways in which learning is relevant both to the culture in which one lives as well as other cultures.
- Recognise that human attitudes, perspectives and beliefs are widely diverse, and that studies in the Social Sciences requires an appreciation of such diversity, with particular regard to ethical, moral and social justice.
- Acknowledge that the content and methodologies of the Social Sciences are contestable, and that their study requires the toleration of uncertainty.
- Use communication skills including collaboration, negotiation, written and oral literacy, media and technology to effectively interact with the local and global community and confront ever-evolving global issues.
- Demonstrate the process of individual learning through self-management, metacognitive and reflective skills.
- Illustrate how people, places, economies and environments are inextricably interrelated on a global scale, especially with regard to the sustainability of current and future practices.
- Use terminology appropriate to the disciplines of the Social Sciences.

Yew Chung International School
SOCIAL SCIENCES CURRICULUM FRAMEWORK

YCIS PRIMARY SOCIAL SCIENCES

Years 1-6

The YCIS Social Sciences Curriculum Framework for Primary is based on the frameworks of the National Curriculum in England, Australian curriculum, New Zealand curriculum, and Hong Kong Life Education Programme. Additionally, the YCIS Social Sciences Learning Standards are aligned with the YCIS Philosophy and Objectives and the needs of our local and international students.

English is the medium of instruction in all YCIS schools, and successful learning is reliant on the ability to access, understand and utilise the English language. However, it is acknowledged that because English is not the mother tongue for many of our students, their learning of Social Sciences will be impacted. The terminology used in the YCIS curriculum is consistent with the National Curriculum in England, with other terminologies acknowledged based on student needs and backgrounds.

The YCIS Social Sciences Curriculum Framework emphasises the importance of using spoken and textual language for students to understand their identities and where they come from in terms of time, space, and culture. Students learn to develop a global view, act ethically and responsibly, and contribute to community and global growth and sustainability.

PRIMARY TOPIC

Topic is the area of the Primary curriculum that is an integration of history, geography, global citizenship and science. The term global citizenship is generalised to encompass character education, personal and social development, career and life skills, and Chinese Studies.

The essential questions for Primary students include:

- Who am I and where do I fit in the world?
- How and why should I contribute?

Within *Topic*, learning is contextual in nature, drawing from local communities, cultures and environments. Through inquiry-based learning and focused teaching, students develop analytical and critical thinking skills, and seek practical and action-based solutions to global issues. Links between local and international contexts are explicitly identified to add depth and meaning to student learning.

In line with the YCIS Philosophy and Objectives, key elements of *Topic* include:

- School-based units of work and scope and sequence (reviewed annually)
- Integrated learning areas, e.g. Geography, science, history, global citizenship
- English units aligned with *Topic* units, when possible, to enhance access and understanding of content
- Mid-year review and alignment of units with overarching inquiry questions
- Collaborative unit planning and backwards design approach
- Stage 1: Identify YCIS Learning Standards
- Stage 2: Determine assessment methods
- Stage 3: Plan essential questions and learning activities

LEARNING DOMAINS

YEARS 1-6

- I. Historical and Geographical Inquiry, Communication, and Skills
- II. People and Places
- III. Events and Changes in the Past
- IV. Patterns, Processes, Environmental Change, and Sustainable Development

ASSESSMENT

Assessment is an important part of the teaching and learning process, and is a key component of every unit. A variety of assessment tools are utilised to determine whether learning standards have been met, and to provide differentiated opportunities for students to demonstrate learning. Assessment tools may include:

- Observations and anecdotal notes
- Oral and IT presentations
- Projects
- Summative assessments
- Practical experiments
- Written reports

OVERARCHING ESSENTIAL QUESTIONS		
YEAR 1	YEAR 2	YEAR 3
<p>History:</p> <ul style="list-style-type: none"> • What is my history and how do I know? • What stories do other people tell about the past? • How can stories of the past be told and shared? <p>Geography:</p> <ul style="list-style-type: none"> • What are places like? • What makes a place special? <p>Global Citizenship:</p> <ul style="list-style-type: none"> • How can we look after the places in which we live? • How can we get along with each other? 	<p>History:</p> <ul style="list-style-type: none"> • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? • How do we describe the sequence of time? • How have people in the past influenced the present? • What can we do now that will influence the future? How? <p>Geography:</p> <ul style="list-style-type: none"> • What are the different features of places? • How can we care for places? • How can spaces within a place be rearranged to suit different purposes? <p>Global Citizenship:</p> <ul style="list-style-type: none"> • What can do to make friends? • Why are friends important? • What can we do to help the world? 	<p>History:</p> <ul style="list-style-type: none"> • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? Why? • How have changes in technology shaped our daily life? <p>Geography:</p> <ul style="list-style-type: none"> • What is a place? • How are people connected to their place and other places? • What factors affect my connections to places? <p>Global Citizenship:</p> <ul style="list-style-type: none"> • How can we protect our world? • How does cultural diversity add value to our local community? • Why is it essential to value our heritage? • How do communities preserve their heritage?

OVERARCHING ESSENTIAL QUESTIONS		
YEAR 4	YEAR 5	YEAR 6
<p>History:</p> <ul style="list-style-type: none"> Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? What is the nature of the contribution made by different groups and individuals in the community? How and why do people choose to remember significant events of the past? <p>Geography:</p> <ul style="list-style-type: none"> How and why are places similar and different? What would it be like to live in a neighbouring country? How do people’s feelings about places influence their views about the protection of places? <p>Global Citizenship</p> <ul style="list-style-type: none"> How can we use the world’s resources responsibly and sustainably? What is our role to assist and support less fortunate people? 	<p>History:</p> <ul style="list-style-type: none"> Why did the great journeys of exploration occur? What was life like for people before the arrival of outsiders? Why do people migrate? What were/are some of the impacts upon people, of migration and invasion? <p>Geography:</p> <ul style="list-style-type: none"> How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? How can people use places and environments more sustainably? <p>Global Citizenship:</p> <ul style="list-style-type: none"> How does migration impact society & the environment? What would it be like to have to move to a different country? What is our role to assist and support people who have had to change their place? 	<p>History:</p> <ul style="list-style-type: none"> What do we know about the lives of people from the past and how do we know? How do societies develop over time and why? How does human settlement change the environment? In what ways do events and people shape the future? <p>Geography:</p> <ul style="list-style-type: none"> How do people and environments influence one another? How do people influence the human characteristics of places and the management of spaces within them? How do natural/environmental events impact people and places? How can the impact of natural/environmental disasters on people and places be reduced? <p>Global Citizenship:</p> <ul style="list-style-type: none"> How do we minimize our global footprint? What does it mean to be a global citizen? How does the idea of “global citizen” impact on the way I live my life? Am I a global citizen?

YCIS Learning Standards

TOPIC

Year 1

Students will:

I. Historical and Geographical Inquiry, Communication, and Skills

- SS1.H1 Ask/answer geographical and historical questions using appropriate vocabulary
- SS1.H2 Observe and record geographical information
- SS1.H3 Use a variety of sources to find out about the past
- SS1.H4 Communicate observations and knowledge in a variety of ways
- SS1.H5 Use fieldwork skills outside the classroom
- SS1.H6 Use globes, maps, and plans at a range of scales
- SS1.H7 Express views about people, places and environments

II. People and Places

- SS1.P1 Demonstrate confidence and responsibility
- SS1.P2 Prepare to play an active role as citizens, through discussions with others, making choices and following rules
- SS1.P3 Recognise rules and people who can help students to stay safe
- SS1.P4 Identify and describe various places and locales
- SS1.P5 Recognise how places have developed and changed
- SS1.P6 Compare places compare with other places
- SS1.P7 Recognise how places are linked to other places in the world

III. Events and Changes in the Past

- SS1.E1 Place events and objects in chronological order
- SS1.E2 Use common words and phrases relating to the passing of time
- SS1.E3 Identify important events in their own lives and in the lives of others
- SS1.E4 Identify differences in ways of life in different periods

IV. Patterns, Processes, Environmental Change, and Sustainable Development

- SS1.D1 Make observations about where things are located; use a localized map
- SS1.D2 Recognise changes in the environment
- SS1.D3 Recognise how the environment may be improved and sustained

YCIS Learning Standards

TOPIC - Year 2

Students will:

I. Historical and Geographical Inquiry, Communication and Skills

SS2.H1 Ask/answer geographical and historical questions and use appropriate vocabulary

SS2.H2 Use a variety of sources to find out about the past

SS2.H3. Observe and record historical/ geographical information

SS2.H4 Communicate knowledge and observations in a variety of ways

SS2.H5 Express views about people, places and environments

SS2.H6 Use globes, maps, and plans at a range of scales

SS2.H7 Use fieldwork skills outside the classroom

SS2.H8 Make maps and plans

II. People and Places

SS2.P1 Identify and describe what places are like and where places are

SS2.P2 Identify and explain how places have developed and changed

SS2.P3 Compare places with other places

SS2.P4 Identify and explain how places are linked to other places in the world

III. Events and Changes in the Past

SS2.E1 Place events and objects in chronological order

SS2.E2 Use common words and phrases relating to the passing of time

SS2.E3 Recognise why people did things and why events happened as a result

SS2.E4 Identify important events in their own lives and in the lives of others

SS2.E5 Identify differences in ways of life in different periods

SS2.E6 Identify different ways in which the past is represented

IV. Patterns, Processes, Environmental Change, and Sustainable Development

SS2.D1 Make observations about where things are located and about other features in the environment

SS2.D2 Recognise changes in physical and human features

SS2.D3 Recognise changes in the environment

SS2.D4 Identify and describe how the environment can be improved and sustained

YCIS Learning Standards

TOPIC

Year 3

Students will:

I. Historical and Geographical Inquiry, Communication and Skills

SS3.H1 Ask/answer historical and geographical questions and use appropriate vocabulary

SS3.H2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes

SS3.H3 Recall, select, and organize historical information

SS3.H4 Collect, record, and analyse evidence to draw conclusions during enquiry

SS3.H5 Communicate knowledge and understanding in a variety of ways

SS3.H6 Identify and explain different views that people, including themselves, hold about topical geographical issues

SS3.H7 Use atlases, globes, maps, and plans at a range of scales

II. People and Places

SS3.P1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past

SS3.P2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity

SS3.P3 Prepare to play an active role as citizens through discussion with others, making choices and following rules

SS3.P4 Develop a healthy, safe lifestyle; recognise rules and people who help them stay safe

SS3.P5 Identify and describe places, environments and locations

SS3.P6 Identify and describe what places are important to people and why

SS3.P7 Identify how and why places change

SS3.P8 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

SS3.P9 Recognise how places fit within a wider geographical context and are interdependent

III. Events and Changes in the Past

SS3.E1 Place events, people and changes into correct periods of time

SS3.E2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade

SS3.E3 Explain the features of the lives of everyday men/women/children in the past

SS3.E4 Identify characteristics and features of the period and societies studied

SS3.E5 Explain reasons for and results of historical events, situations, and changes in the periods studied

SS3.E6 Explain how the past is recorded and remembered in different ways

IV. Patterns, Processes, Environmental Change and Sustainable Development

SS3.D1 Recognise and explain patterns made by physical and human features in the environment

SS3.D2 Recognise some physical and human processes and explain how these can cause changes in places and environments

SS3.D3 Recognise how people improve or damage the environment

SS3.D4 Identify how decisions about places and environments affect the future quality of people's lives

SS3.D5 Explain how and why people sustainably manage environments and resources

SS3.D6 Identify opportunities for personal involvement in sustainability

YCIS Learning Standards

TOPIC

Year 4

Students will:

I. Historical and Geographical Inquiry, Communication and Skills

SS4.H1 Ask/answer historical and geographical questions and use appropriate vocabulary

SS4.H2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes

SS4.H3 Recall, select, and organize historical information

SS4.H4 Collect, record, and analyse evidence to draw conclusions during enquiry

SS4.H5 Communicate knowledge and understanding in a variety of ways

SS4.H6 Identify and explain different views that people, including themselves, hold about topical geographical issues

SS4.H7 Use atlases, globes, maps, and plans at a range of scales

II. People and Places

SS4.P1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past

SS4.P2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity

SS4.P3 Identify and describe places, environments and their locations

SS4.P4 Identify and describe what places are important to people and why

SS4.P5 Identify how and why places change and how they may change in the future

SS4.P6 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

SS4.P7 Recognise how places fit within a wider geographical context and are interdependent

III. Events and Changes in the Past

SS4.E1 Place events, people and changes into correct periods of time

SS4.E2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade

SS4.E3 Explain the features of the lives of everyday men/women/children in the past

SS4.E4 Identify characteristics and features of the period and societies studied

SS4.E5 Explain reasons for and results of historical events, situations, and changes in the periods studied

SS4.E6 Describe and make links between the main events, situations and changes within and across different periods and

societies studied

SS4.E7 Explain how the past is recorded and remembered in different ways

IV. Patterns, Processes, Environmental Change, and Sustainable Development

SS4.D1 Recognise and explain patterns made by physical and human features in the environment

SS4.D2 Recognise some physical and human processes; explain how these can cause changes in places and environments

SS4.D3 Recognise how people can improve or damage the environment, and how decisions about places and environments affect the future quality of people's lives

SS4.D4 Explain how and why people sustainably manage environments and resources

SS4.D5 Identify opportunities for personal involvement in sustainability

YCIS Learning Standards

TOPIC

Year 5

Students will:

III. Historical and Geographical Inquiry, Communication and Skills

SS5.H1 Ask/answer historical and geographical questions and use appropriate vocabulary

SS5.H2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes

SS5.H3 Recall, select, and organize historical information

SS5.H4 Collect, record, and analyse evidence to draw conclusions during enquiry

SS5.H5 Communicate knowledge and understanding in a variety of ways

SS5.H6 Identify and explain different views that people, including themselves, hold about topical geographical issues

SS5.H7 Use atlases, globes, maps, and plans at a range of scales

SS5.H8 Draw maps and plans at a range of scales

SS5.H9 Use appropriate fieldwork techniques and instruments

SS5.H10 Use decision making skills

II. People and Places

SS5.P1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past

SS5.P2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity

SS5.P3 Identify and describe places, environments and their locations

SS5.P4 Identify how and why places change

SS5.P5 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.

SS5.P6 Recognise how places fit within a wider geographical context and are interdependent

III. Events and Changes in the Past

SS5.E1 Place events, people and changes into chronological order and correct periods of time

SS5.E2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade

SS5.E3 Explain the features of the lives of everyday men/women/children in the past

SS5.E4 Identify characteristics and features of the period and societies studied

SS5.E5 Explain reasons for and results of historical events, situations, and changes in the periods studied

SS5.E6 Describe and make links between the main events, situations and changes within and across different periods and societies studied

SS5.E7 Explain how the past is recorded and remembered in different ways

IV. Patterns, Processes, Environmental Change, and Sustainable Development

SS5.D1 Recognise and explain patterns made by physical and human features in the environment

SS5.D2 Recognise some physical and human processes; explain how these can cause changes in places and environments

SS5.D3 Recognise how people can improve or damage the environment, and how decisions about places and environments affect the future quality of people's lives

SS5.D4 Explain how and why people sustainably manage environments and resources

SS5.D5 Identify opportunities for personal involvement in sustainability

YCIS Learning Standards

TOPIC

Year 6

Students will:

I. Historical and Geographical Inquiry, Communication and Skills

SS6.H1 Ask/answer historical and geographical questions and use appropriate vocabulary

SS6.H2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes

SS6.H3 Recall, select, and organize historical information

SS6.H4 Collect, record, and analyse evidence to draw conclusions during enquiry

SS6.H5 Communicate knowledge and understanding in a variety of ways

SS6.H6 Identify and explain different views that people, including themselves, hold about topical geographical issues

SS6.H7 Use atlases, globes, maps, and plans at a range of scales

SS6.H8 Draw maps and plans at a range of scales

SS6.H9 Use appropriate fieldwork techniques and instruments

SS6.H10 Use decision making skills

II. People and Places

SS6.P1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past

SS6.P2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity

SS6.P3. Identify and describe places, environments and their locations

SS6.P4 Identify how and why places change and how they may change in the future

SS6.P5 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.

SS6.P6 Recognise how places fit within a wider geographical context and are interdependent

III. Events and Changes in the Past

SS6.E1 Place events, people and changes into chronological order and correct periods of time

SS6.E2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade

SS6.E3 Explain the features of the lives of everyday men/women/children in the past

SS6.E4 Identify characteristics and features of the period and societies studied

SS6.E5 Explain reasons for and results of historical events, situations, and changes in the periods studied

SS6.E6 Describe and make links between the main events, situations and changes within and across different periods and societies studied

SS6.E7 Explain how the past is recorded and remembered in different ways

IV. Patterns, Processes, Environmental Change and Sustainable Development

SS6.D1 Recognise and explain patterns made by physical and human features in the environment

SS6.D2 Recognise some physical and human processes and explain how these can cause changes in places and environments

SS6.D3 Recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives

SS6.D4 Explain how and why people sustainably manage environments and resources

SS6.D5 Identify opportunities for personal involvement in sustainability

Yew Chung International School
SOCIAL SCIENCES CURRICULUM FRAMEWORK

LOWER SECONDARY HUMANITIES Years 7-8-9		
HUMANITIES LEARNING DOMAINS		
I. History II. Geography III. Economics and Business IV. Global Citizenship V. Essential Skills		
YEAR 7	YEAR 8	YEAR 9
WATER IS LIFE	CHANGE, CONSEQUENCES, & CONTINUITY	CONFLICT, RESOLUTION, & DEVELOPMENT
<ul style="list-style-type: none"> • Ancient Civilizations: Conflict and peace; belief systems; tradition, culture and identity • Water • Weather and climate change • Rivers and floods: Water, food and agriculture • Settlements: Urbanization, transport, and infrastructure 	<ul style="list-style-type: none"> • History 400-1900: Belief systems; law and criminality; tradition, culture and identity • Industrialization: Poverty and inequality, technology and the economic divide • Tourism: Sport and recreation • Environmental studies: Biodiversity and ecosystem loss • Globalization, trade and aid • Energy and fuel 	<ul style="list-style-type: none"> • 20th Century: Conflict and peace; law and criminality • Population dynamics: Family and demographic change • Migration, assimilation and dissemination of culture • Conflict with nature: Coasts, plate tectonics • Conflict resolution • International relationships and economic development

ESSENTIAL QUESTIONS: YEAR 7

- What is the relationship between water, people and the environment?
- How do groups of people define themselves?
- How does water transform groups into communities?
- How do water and its scarcity shape civilization?
- How can water be used responsibly?
- How does the past inform the present?
- How do river systems operate?
- How do actions, choices and decisions impact upon the quality of life?
- What does it mean to be civilized?
- In what ways did early civilizations impact the definition and role of citizenship?

ESSENTIAL QUESTIONS: YEAR 8

- How has industrialization and globalization transformed society?
- What impact has the spread of innovations and/or ideas had on changing society?
- How does humanity interact with the environment? What are the affects?
- How are economic systems structured to meet the needs and wants of societies?
- In what ways are people both consumers and producers? Why are both important?
- In what ways did industrialization and globalization impact the definition and role of citizenship?

ESSENTIAL QUESTIONS: YEAR 9

- Why do people live in hazardous areas, such as eroding coastlines, volcanic or earthquake zones?
- Why do people go to war?
- What are the impacts on different stakeholders of conflict, resolution & development within local, national and global

economies?

- What are the main causes and effects of conflict?
- What are the responses to conflict? How is conflict resolved?
- How do ideas shape history?
- How do people participate individually and collectively in response to community challenge?
- In what ways have war and conflict impacted the definition and role of citizenship?
- What significant impacts have the ideas and actions of people in the past had on people's lives?
- How does population change create competition [or resources] and how can this be managed?

METHODS OF ASSESSMENT:

- Quizzes and tests
- Homework exercises
- Projects and presentations
- Classroom activities
- Peer and self assessments
- Semester exams
- Common assessments across year level Humanities classes

DIFFERENTIATION STRATEGIES:

- Varied teaching strategies, checking for understanding, reteaching
- Varied and multiple assessments for students with differing learning styles and levels of language proficiency to demonstrate understanding and learning
- EAL/Learning Support in the classroom by EAL/Learning Support teachers
- EAL strategies and/or oral assessments for students requiring language support
- Extra time given on timed assessments for students with learning difficulties, as determined by Learning Support

specialists

- Project work that takes advantage of assigning students to work with peers of diverse ability levels
- Activities that promote visual and oral presentation skills and/or cross-curricular topics for students who may excel in other curricular areas; use of role play, acting out, and model making
- Assignments that promote written, oral and/or creative communication to demonstrate understanding

YCIS Learning Standards
HUMANITIES
Year 7

The following essential skills, knowledge, concepts, values, and enduring understandings are organized according to the **Year 7-8-9 Humanities Learning Domains**, and are interwoven throughout the **Lower Secondary Humanities Programme**.

I. HISTORY

Students will:

SS7.H1 Recall knowledge of historical content.

SS7.H2 Make judgments on historical questions or issues.

SS7.H3 Use a range of historical sources (both Primary and Secondary), including textual, visual and oral sources, artefacts and the historic environment.

SS7.H4 Examine the sources used in order to reach reasoned conclusions.

SS7.H5 Present and shape accounts about the past that are coherent and structured, using chronological conventions and historical vocabulary.

SS7.H6 Demonstrate knowledge and understanding of history in a variety of ways including using appropriate technology, chronological conventions and historical vocabulary

SS7.H7 Construct explanations through an understanding of chronological events, cultural, religious and ethnic diversity.

SS7.H8 Construct explanations through an understanding of cause and consequence, change and continuity.

II. GEOGRAPHY

Students will:

SS7.G1 Recognise the relationship between human activity and the environment.

SS7.G2 Use, interpret and describe geographic data to identify patterns, present findings and to attempt to draw conclusions.

SS7.G3 Select and use techniques for organising and presenting data using appropriate techniques and technology.

SS7.G4 Identify the purpose, perspective and bias of information when investigating issues.

SS7.G5 Demonstrate awareness of the contrasting opportunities and constraints of attitudes, values and beliefs of others about contemporary issues.

SS7.G6 Demonstrate a willingness to review personal attitudes with regard to the views of others and new knowledge acquired.

III. ECONOMICS AND BUSINESS

Students will:

SS7.E1 Recognize why consumers must make economic choices and the possible consequences of the choices they make.

SS7.E2 Identify what influences the decisions consumers make and why trade-offs are required.

SS7.E3 Recognise and attempt to make informed economics decisions (opportunity cost).

IV. GLOBAL CITIZENSHIP

Students will:

SS7.C1 Demonstrate the importance of respecting differences in culture, customs and traditions; and how societies are organized and governed.

SS7.C2 Demonstrate understanding of the world as a global community and what it means to be a global citizen.

SS7.C3 Identify how actions, choices and decisions impact positively or negatively on the quality of life for people in other countries.

SS7.C4 Know the meaning of sustainable development and that some of the earth's resources are finite and therefore must be used responsibly.

SS7.C5 Recognize and explain how exclusion and inequality hinder sustainable development and respect for all peoples.

V. ESSENTIAL SKILLS

Students will:

SS7.S1 Recall and construct explanations of specific knowledge and information relevant to the appropriate content.

SS7.S2 Identify and interpret data, evidence and sources (Primary & Secondary) to reach conclusions.

SS7.S3 Examine and make informed decisions about events, issues or choices relevant to the appropriate content.

SS7.S4 Recognise different cultures & customs, beliefs & religions, attitudes & values of diverse societies.

SS7.S5 Organise and communicate data and content appropriate to the context, conventions and develop vocabulary of the task.

YCIS Learning Standards
HUMANITIES
Year 8

The following essential skills, knowledge, concepts, values, and enduring understandings are organized according to the **Year 7-8-9 Humanities Learning Domains**, and are interwoven throughout the **Lower Secondary Humanities Programme**.

I. HISTORY

Students will:

SS8.H1 Recall, organise and implement knowledge of historical content.

SS8.H2 Reflect and make judgments on historical questions or issues.

SS8.H3 Identify, and use a range of both Primary and Secondary historical sources, including textual, visual and oral sources, artefacts and the historic environment.

SS8.H4 Examine and evaluate the sources used in order to reach reasoned conclusions.

SS8.H5 Present and organize accounts and explanations about the past that are coherent and structured using chronological conventions and historical vocabulary.

SS8.H6 Communicate knowledge and understanding of history in a variety of ways, including through appropriate technology, chronological conventions and historical vocabulary.

SS8.H7 Construct explanations through an understanding of chronological events, cultural, religious and ethnic diversity

SS8.H8 Construct explanations through an understanding of cause and consequence, change and continuity.

II. GEOGRAPHY

Students will:

SS8.G1 Understand the relationship between human activity and the environment.

SS8.G2 Use, interpret and analyse geographic data to identify patterns, present findings and to attempt to draw conclusions.

SS8.G3 Select and use techniques for organising and presenting data using the most appropriate technique and technology.

SS8.G4 Examine the purpose, perspective and bias of information when investigating issues.

SS8.G5 Demonstrate awareness of the contrasting opportunities and constraints of attitudes, values and beliefs of others about contemporary issues.

III. ECONOMICS AND BUSINESS

Students will:

SS8.E1 Demonstrate understanding of the reasons that businesses exist, and the different ways they provide goods and services.

SS8.E2 Demonstrate understanding of the ways consumers and producers respond to and influence each other in the market.

SS8.E3 Describe the characteristics of entrepreneurs and successful businesses.

SS8.E4 Distinguish between different types of work that exist and the different ways people can derive an income.

IV. GLOBAL CITIZENSHIP

Students will:

SS8.C1 Describe and explain the similarities and differences around the world in the context of universal human rights.

SS8.C2 Explain the impact of the environment on cultures, economies and societies, recognizing the nature of prejudice and discrimination and how they can be challenged and combated.

SS8.C3 Explain how the world is a global community and what it means to be a citizen.

SS8.C4 Describe social justice and explain its importance for ensuring equality, justice and fairness for all within and between societies.

SS8.C5 Recognize and describe how past injustices affect contemporary politics.

V. ESSENTIAL SKILLS

Students will:

SS8.S1 Recall and construct explanations of specific knowledge and information relevant to the appropriate content.

SS8.S2 Identify, interpret and analyse data, evidence and sources (Primary & Secondary) to reach conclusions.

SS8.S3 Examine, evaluate and make informed decisions about events, issues or choices relevant to the appropriate content.

SS8.S4 Construct and understanding of the different culture & customs, beliefs & religions, attitudes & values of diverse societies.

SS8.S5 Organise and communicate data and content appropriate to the context, conventions and vocabulary of the task.

YCIS Learning Standards

HUMANITIES

Year 9

The following essential skills, knowledge, concepts, values, and enduring understandings are organized according to the **Year 7-8-9 Humanities Learning Domains**, and are interwoven throughout the **Lower Secondary Humanities Programme**.

I. HISTORY

Students will:

SS9.H1 Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses.

SS9.H2 Organize and present accounts and explanations about the past that are coherent structured and substantiated, using chronological conventions and historical vocabulary.

SS9.H3 Examine and evaluate sources used in order to reach justified conclusions.

SS9.H4 Communicate substantial knowledge and understanding of history in a variety of ways, including through appropriate technology, chronological conventions and historical vocabulary.

SS9.H4 Construct detailed explanations through an understanding of chronological events, cultural, religious and ethnic diversity.

SS9.H5 Construct detailed explanations through an understanding of cause and consequence, change and continuity.

II. GEOGRAPHY

Students will:

SS9.G1 Demonstrate an understanding of the relationship between human activity and the environment.

SS9.G2 Use, interpret and analyse geographic data to recognize patterns, comprehend relationships and make predictions.

SS9.G3 Predict how issues at a local level also have a regional and global impact.

SS9.G4 Identify and explain human and physical processes.

SS9.G5 Distinguish how sequences of events and activities lead to change in places, landscapes and societies.

SS9.G6 Demonstrate an appreciation of the contrasting opportunities and constraints of people living in different places.

III. ECONOMICS AND BUSINESS

Students will:

SS9.E1 Demonstrate an understanding of the ways participants in the global economy interact.

SS9.E2 Demonstrate the skills and understanding to manage financial risks and reward.

SS9.E3 Apply the concept of competitive advantage within a business context.

SS9.E4 Demonstrate an understanding of the responsibilities of employers and employees in the workplace, and why these are important.

SS9.E5 Examine the ways people work now and speculate in an informed way about future work.

IV. GLOBAL CITIZENSHIP

Students will:

SS9.C1 Identify institutions, declarations and conventions, and the role of groups, NGOs and governments in global issues.

SS9.C2 Examine and describe the impacts of globalization; and the notion that choices have consequences at different levels, from personal to global.

SS9.C3 Identify and describe the links between the lives of others and the lives of YCIS students.

SS9.C4 Identify and analyse examples of local, national and international conflict; and recognise there are different ways to resolve these.

SS9.C5 Recognize and demonstrate understanding of how conflict can act as a catalyst for innovation.

SS9.C6 Demonstrate an understanding of the importance of dialogue (communication, negotiation, compromise & collaboration), tolerance, respect and empathy.

SS9.C7 Examine how actions including conflicts have both intended and unintended consequences on the lives or people; demonstrating an appreciation of the importance of informed choice.

SS9.C8 Demonstrate ways to challenge racism and other forms of discrimination, inequality and injustice.

SS9.C9 Recognize and demonstrate an appreciation for the value of equal opportunities and the impact of unequal power and uneven access to resources.

V. ESSENTIAL SKILLS

Students will:

SS9.S1 Recall and construct explanations of specific knowledge and information relevant to the appropriate content.

SS9.S2 Identify, interpret and analyse data, evidence and sources (Primary & Secondary) to reach conclusions and justify decisions.

SS9.S3 Examine, evaluate and make informed, balanced and unbiased decisions about events, issues or choices relevant to the appropriate content.

SS9.S4 Construct an understanding of different cultures & customs, beliefs & religions, attitudes & values of diverse societies and appreciate the similarities and differences between them.

SS9.S5 Organise and communicate data and content appropriate to the context, conventions and vocabulary of the task.

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