



**Yew  
Chung  
International  
School  
2017**

**Primary Social Science  
Curriculum**

# 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 Social Science 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
- 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, 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

## Background

The YCIS Primary Social Sciences Curriculum Framework 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 acknowledge 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 Topics

*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

# Curriculum Area Overview

## Domain 1 Historical and Geographical Inquiry, Communication and Skills

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1SSHGICS	2SSHGICS	3SSHGICS	4SSHGICS	5SSHGICS	6SSHGICS

## Domain 2 People and Places

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1SSPP	2SSPP	3SSPP	4SSPP	5SSPP	6SSPP

## Domain 3 Events and Changes in the Past

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1SSECP	2SSECP	3SSECP	4SSECP	5SSECP	6SSECP

## Domain 4 Patterns, Processes, Environmental Change and Sustainable Development

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1SSPES	2SSPES	3SSPES	4SSPES	5SSPES	6SSPES

## Overarching Essential Questions

	YEAR 1	YEAR 2	YEAR 3
History	<ul style="list-style-type: none"> <li>• What is my history and how do I know?</li> <li>• What stories do other people tell about the past?</li> <li>• How can stories of the past be told and shared?</li> </ul>	<ul style="list-style-type: none"> <li>• How has family life changed or remained the same over time?</li> <li>• How can we show that the present is different from or similar to the past?</li> <li>• How do we describe the sequence of time?</li> <li>• How have people in the past influenced the present?</li> <li>• What can we do now that will influence the future? How?</li> </ul>	<ul style="list-style-type: none"> <li>• What aspects of the past can you see today? What do they tell us?</li> <li>• What remains of the past are important to the local community? Why?</li> <li>• How have changes in technology shaped our daily life?</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• What are places like?</li> <li>• What makes a place special?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different features of places?</li> <li>• How can we care for places?</li> <li>• How can spaces within a place be rearranged to suit different purposes?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a place?</li> <li>• How are people connected to their place and other places?</li> <li>• What factors affect my connections to places?</li> </ul>
Global Citizenship	<ul style="list-style-type: none"> <li>• How can we look after the places in which we live?</li> <li>• How can we get along with each other?</li> </ul>	<ul style="list-style-type: none"> <li>• What can we do to make friends?</li> <li>• Why are friends important?</li> <li>• What can we do to help the world?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we protect our world?</li> <li>• How does cultural diversity add value to our local community?</li> <li>• Why is it essential to value our heritage?</li> <li>• How do communities preserve their heritage?</li> </ul>
	YEAR 4	YEAR 5	YEAR 6
History	<ul style="list-style-type: none"> <li>• Who lived here first and how do we know?</li> <li>• How has our community changed? What features have been lost and what features have been retained?</li> <li>• What is the nature of the contribution made by different groups and individuals in the community?</li> <li>• How and why do people choose to remember significant events of the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the great journeys of exploration occur?</li> <li>• What was life like for people before the arrival of outsiders?</li> <li>• Why do people migrate?</li> <li>• What were/are some of the impacts upon people, of migration and invasion?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we know about the lives of people from the past and how do we know?</li> <li>• How do societies develop over time and why?</li> <li>• How does human settlement change the environment?</li> <li>• In what ways do events and people shape the future?</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• How and why are places similar and different?</li> <li>• What would it be like to live in a neighboring country?</li> <li>• How do people's feelings about places influence their views about the protection of places?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the environment support the lives of people and other living things?</li> <li>• How do different views about the environment influence approaches to sustainability?</li> <li>• How can people use places and environments more sustainably?</li> </ul>	<ul style="list-style-type: none"> <li>• How do people and environments influence one another?</li> <li>• How do people influence the human characteristics of places and the management of spaces within them?</li> <li>• How do natural/environmental events impact people and places?</li> <li>• How can the impact of natural/environmental disasters on people and places be reduced?</li> </ul>
Global Citizenship	<ul style="list-style-type: none"> <li>• How can we use the world's resources responsibly and sustainably?</li> <li>• What is our role to assist and support less fortunate people?</li> </ul>	<ul style="list-style-type: none"> <li>• How does migration impact society &amp; the environment?</li> <li>• What would it be like to have to move to a different country?</li> <li>• What is our role to assist and support people who have had to change their place?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we minimize our global footprint?</li> <li>• What does it mean to be a "global citizen"?</li> <li>• How does the idea of "global citizen" impact on the way I live my life?</li> <li>• Am I a global citizen?</li> </ul>

## Year 1

### Domain 1: Historical and Geographical Inquiry, Communication and Skills

- 1SSHGICS1 Ask/answer geographical and historical questions using appropriate vocabulary
- 1SSHGICS2 Observe and record geographical information
- 1SSHGICS3 Use a variety of sources to find out about the past
- 1SSHGICS4 Communicate observations and knowledge in a variety of ways
- 1SSHGICS5 Use fieldwork skills outside the classroom
- 1SSHGICS6 Use globes, maps, and plans at a range of scales
- 1SSHGICS7 Express views about people, places and environments

### Domain 2: People and Places

- 1SSPP1 Demonstrate confidence and responsibility
- 1SSPP2 Prepare to play an active role as citizens, through discussions with others, making choices and following rules
- 1SSPP3 Recognise rules and people who can help students to stay safe
- 1SSPP4 Identify and describe various places and locales
- 1SSPP5 Recognise how places have developed and changed
- 1SSPP6 Compare two different places
- 1SSPP7 Recognise how places are linked to other places in the world

### Domain 3: Events and Changes in the Past

- 1SSECP1 Place events and objects in chronological order
- 1SSECP2 Use common words and phrases relating to the passing of time
- 1SSECP3 Identify important events in their own lives and in the lives of others
- 1SSECP4 Identify differences in ways of life in different periods

### Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

- 1SSPES1 Make observations about where things are on local maps
- 1SSPES2 Recognise changes in the environment
- 1SSPES3 Recognise how the environment may be improved and sustained

## Year 2

### Domain 1: Historical and Geographical Inquiry, Communication and Skills

- 2SSHGICS1 Ask/answer geographical and historical questions and use appropriate vocabulary
- 2SSHGICS2 Use a variety of sources to find out about the past
- 2SSHGICS3 Observe and record historical/ geographical information
- 2SSHGICS4 Communicate knowledge and observations in a variety of ways
- 2SSHGICS5 Express views about people, places and environments
- 2SSHGICS6 Use globes, maps, and plans at a range of scales
- 2SSHGICS7 Use fieldwork skills outside the classroom
- 2SSHGICS8 Make maps and plans

### Domain 2: People and Places

- 2SSPP1 Identify and describe what places are like and where places are
- 2SSPP2 Identify and explain how places have developed and changed
- 2SSPP3 Compare two or more different places
- 2SSPP4 Identify and explain how places are linked to other places in the world

### Domain 3: Events and Changes in the Past

- 2SSECP1 Place events and objects in chronological order
- 2SSECP2 Use common words and phrases relating to the passing of time
- 2SSECP3 Recognise why people did things and why events happened as a result
- 2SSECP4 Identify important events in their own lives and in the lives of others
- 2SSECP5 Identify differences in ways of life in different periods
- 2SSECP6 Identify different ways in which the past is represented

### Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

- 2SSPES1 Make observations about where things are located and about other features in the environment
- 2SSPES2 Recognise changes in physical and human features
- 2SSPES3 Recognise changes in the environment
- 2SSPES4 Identify and describe how the environment can be improved and sustained

## Year 3

### Domain 1: Historical and Geographical Inquiry, Communication and Skills

- 3SSHGICS1 Ask/answer historical and geographical questions and use appropriate vocabulary
- 3SSHGICS2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
- 3SSHGICS3 Recall, select, and organize historical information
- 3SSHGICS4 Collect, record, and analyse evidence to draw conclusions during enquiry
- 3SSHGICS5 Communicate knowledge and understanding in a variety of ways
- 3SSHGICS6 Identify and explain different views that people, including themselves, hold about topical geographical issues
- 3SSHGICS7 Use atlases, globes, maps, and plans at a range of scales

### Domain 2: People and Places


- 3SSPP1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
- 3SSPP2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
- 3SSPP3 Prepare to play an active role as citizens through discussion with others, making choices and following rules
- 3SSPP4 Develop a healthy, safe lifestyle; recognise rules and people who help them stay safe
- 3SSPP5 Identify and describe places, environments and locations
- 3SSPP6 Identify and describe what places are important to people and why
- 3SSPP7 Identify how and why places change
- 3SSPP8 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- 3SSPP9 Recognise how places fit within a wider geographical context and are interdependent

### Domain 3: Events and Changes in the Past

- 3SSECP1 Place events, people and changes into correct periods of time
- 3SSECP2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- 3SSECP3 Explain the features of the lives of everyday men/women/children in the past
- 3SSECP4 Identify characteristics and features of the period and societies studied
- 3SSECP5 Explain reasons for and results of historical events, situations, and changes in the periods studied
- 3SSECP6 Explain how the past is recorded and remembered in different ways



#### Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

- 3SSPES1 Recognise and explain patterns made by physical and human features in the environment
  - 3SSPES2 Recognise some physical and human processes and explain how these can cause changes in places and environments
  - 3SSPES3 Recognise how people improve or damage the environment
  - 3SSPES4 Identify how decisions about places and environments affect the future quality of people's lives
  - 3SSPES5 Explain how and why people sustainably manage environments and resources
  - 3SSPES6 Identify opportunities for personal involvement in sustainability
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## Year 4

### Domain 1: Historical and Geographical Inquiry, Communication and Skills

- 4SSHGICS1 Ask/answer historical and geographical questions and use appropriate vocabulary
- 4SSHGICS2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
- 4SSHGICS3 Recall, select, and organize historical information
- 4SSHGICS4 Collect, record, and analyse evidence to draw conclusions during enquiry
- 4SSHGICS5 Communicate knowledge and understanding in a variety of ways
- 4SSHGICS6 Identify and explain different views that people, including themselves, hold about topical geographical issues
- 4SSHGICS7 Use atlases, globes, maps, and plans at a range of scales

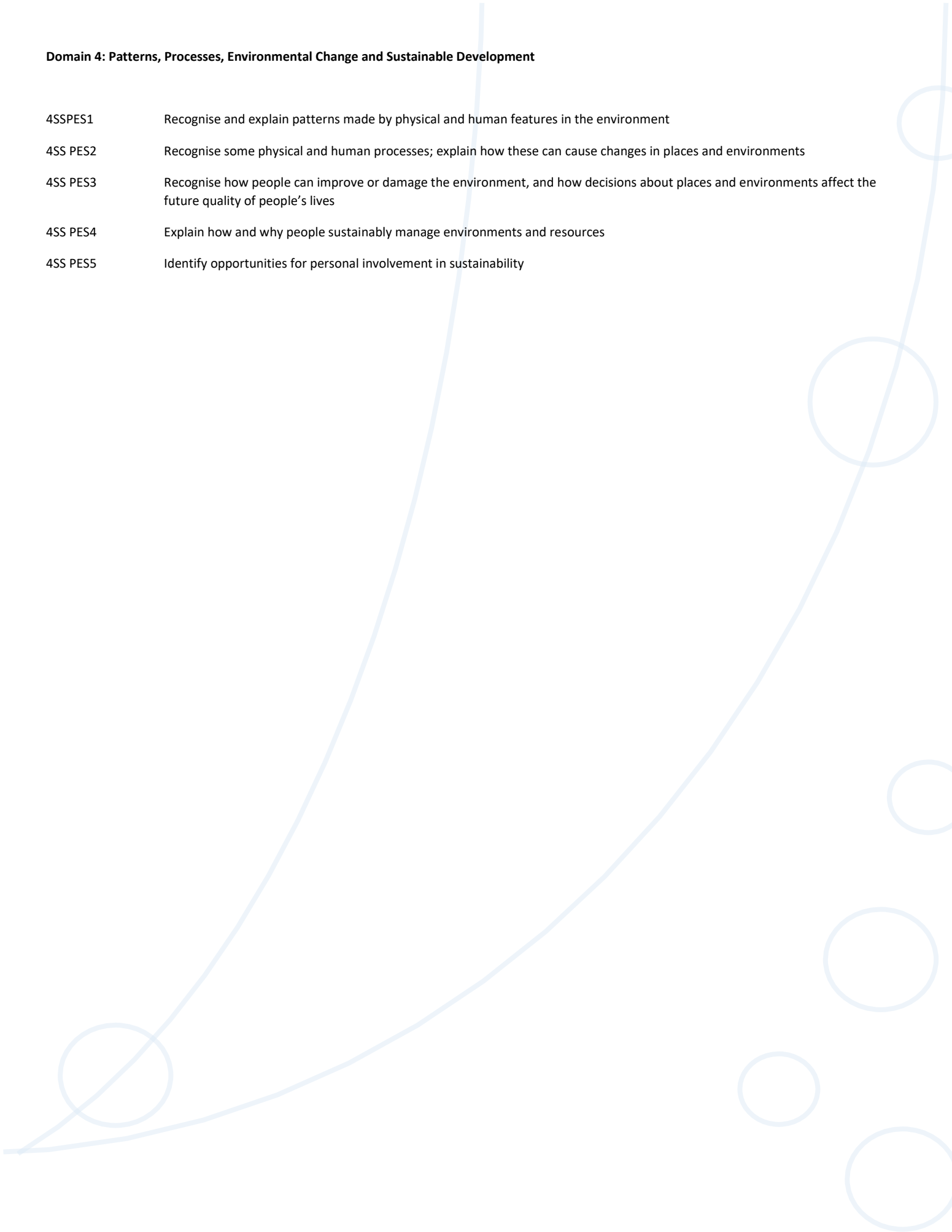
### Domain 2: People and Places

- 4SSPP1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
- 4SSPP2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
- 4SSPP3 Identify and describe places, environments and their locations
- 4SSPP4 Identify and describe what places are important to people and why
- 4SSPP5 Identify how and why places change and how they may change in the future
- 4SSPP6 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- 4SSPP7 Recognise how places fit within a wider geographical context and are interdependent

### Domain 3: Events and Changes in the Past

- 4SSECP1 Place events, people and changes into correct periods of time
- 4SSECP2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- 4SSECP3 Explain the features of the lives of everyday men/women/children in the past
- 4SSECP4 Identify characteristics and features of the period and societies studied
- 4SSECP5 Explain reasons for and results of historical events, situations, and changes in the periods studied
- 4SSECP6 Describe and make links between the main events, situations and changes within and across different periods and societies studied
- 4SSECP7 Explain how the past is recorded and remembered in different ways

#### Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

- 4SSPES1 Recognise and explain patterns made by physical and human features in the environment
  - 4SS PES2 Recognise some physical and human processes; explain how these can cause changes in places and environments
  - 4SS PES3 Recognise how people can improve or damage the environment, and how decisions about places and environments affect the future quality of people's lives
  - 4SS PES4 Explain how and why people sustainably manage environments and resources
  - 4SS PES5 Identify opportunities for personal involvement in sustainability
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## Year 5

### Domain 1: Historical and Geographical Inquiry, Communication and Skills

- 5SSHGICS1 Ask/answer historical and geographical questions and use appropriate vocabulary
- 5SSHGICS2 Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
- 5SSHGICS3 Recall, select, and organize historical information
- 5SSHGICS4 Collect, record, and analyse evidence to draw conclusions during enquiry
- 5SSHGICS5 Communicate knowledge and understanding in a variety of ways
- 5SSHGICS6 Identify and explain different views that people, including themselves, hold about topical geographical issues
- 5SSHGICS7 Use atlases, globes, maps, and plans at a range of scales
- 5SSHGICS8 Draw maps and plans at a range of scales
- 5SSHGICS9 Use appropriate fieldwork techniques and instruments
- 5SSHGICS10 Use decision making skills

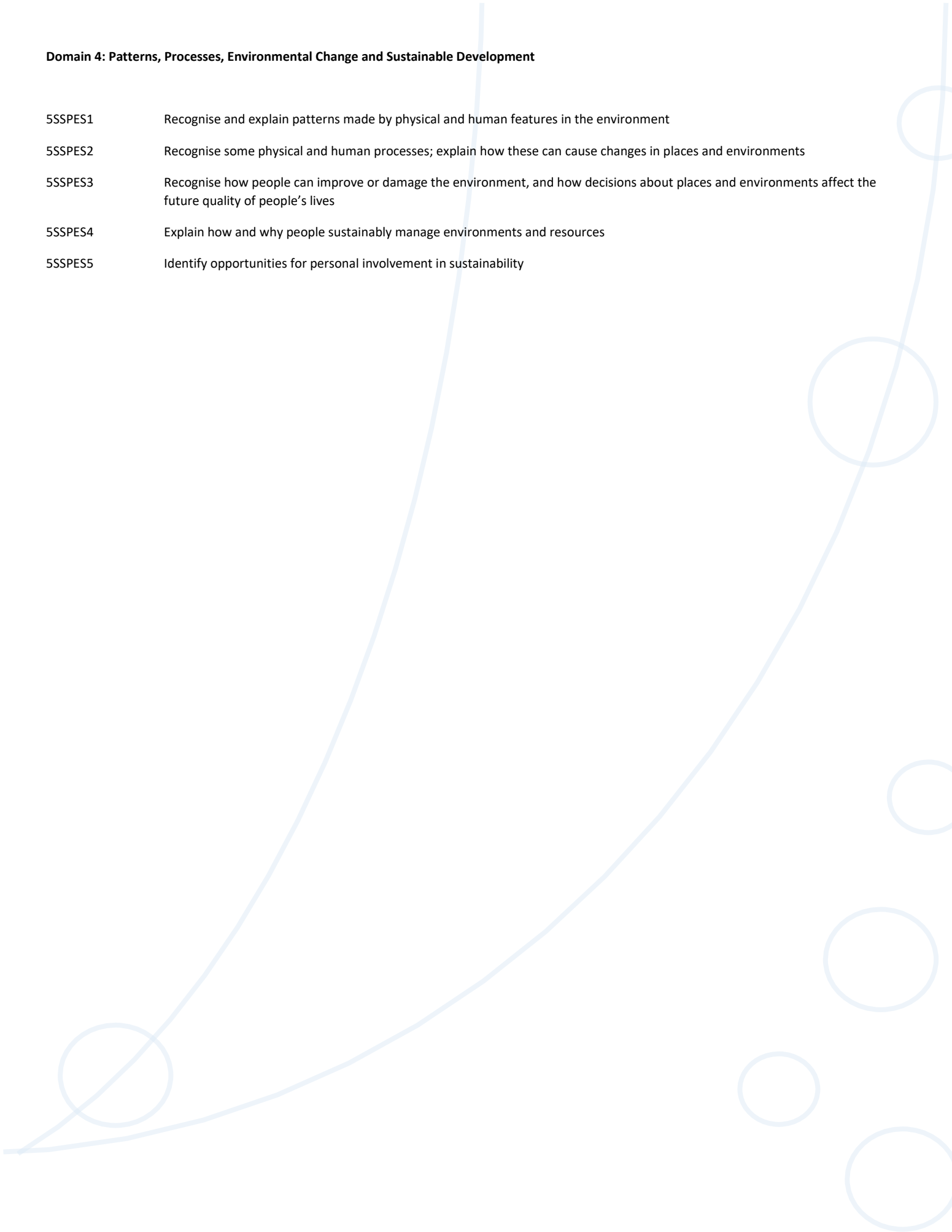
### Domain 2: People and Places

- 5SSPP1 Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
- 5SSPP2 Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
- 5SSPP3 Identify and describe places, environments and their locations
- 5SSPP4 Identify how and why places change
- 5SSPP5 Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- 5SSPP6 Recognise how places fit within a wider geographical context and are interdependent

### Domain 3: Events and Changes in the Past

- 5SSECP1 Place events, people and changes into chronological order and correct periods of time
- 5SSECP2 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- 5SSECP3 Explain the features of the lives of everyday men/women/children in the past
- 5SSECP4 Identify characteristics and features of the period and societies studied
- 5SSECP5 Explain reasons for and results of historical events, situations, and changes in the periods studied
- 5SSECP6 Describe and make links between the main events, situations and changes within and across different periods and societies studied
- 5SSECP7 Explain how the past is recorded and remembered in different ways

#### Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

- 5SSPES1 Recognise and explain patterns made by physical and human features in the environment
  - 5SSPES2 Recognise some physical and human processes; explain how these can cause changes in places and environments
  - 5SSPES3 Recognise how people can improve or damage the environment, and how decisions about places and environments affect the future quality of people's lives
  - 5SSPES4 Explain how and why people sustainably manage environments and resources
  - 5SSPES5 Identify opportunities for personal involvement in sustainability
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## Year 6

### Domain 1: Historical and Geographical Inquiry, Communication and Skills

6SSHGICS1	Ask/answer historical and geographical questions and use appropriate vocabulary
6SSHGICS2	Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
6SSHGICS3	Recall, select, and organize historical information
6SSHGICS4	Collect, record, and analyse evidence to draw conclusions during enquiry
6SSHGICS5	Communicate knowledge and understanding in a variety of ways
6SSHGICS6	Identify and explain different views that people, including themselves, hold about topical geographical issues
6SSHGICS7	Use atlases, globes, maps, and plans at a range of scales
6SSHGICS8	Draw maps and plans at a range of scales
6SSHGICS9	Use appropriate fieldwork techniques and instruments
6SSHGICS10	Use decision making skills

### Domain 2: People and Places

6SSPP1	Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
6SSPP2	Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
6SSPP3	Identify and describe places, environments and their locations
6SSPP4	Identify how and why places change and how they may change in the future
6SSPP5	Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
6SSPP6	Recognise how places fit within a wider geographical context and are interdependent

### Domain 3: Events and Changes in the Past

6SSECP1	Place events, people and changes into chronological order and correct periods of time
6SSECP2	Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
6SSECP3	Explain the features of the lives of everyday men/women/children in the past
6SSECP4	Identify characteristics and features of the period and societies studied
6SSECP5	Explain reasons for and results of historical events, situations, and changes in the periods studied
6SSECP6	Describe and make links between the main events, situations and changes within and across different periods and societies studied
6SSECP7	Explain how the past is recorded and remembered in different ways


#### **Domain 4: Patterns, Processes, Environmental Change and Sustainable Development**

- 6SSPES1 Recognise and explain patterns made by physical and human features in the environment
- 6SSPES2 Recognise some physical and human processes and explain how these can cause changes in places and environments
- 6SSPES3 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
- 6SSPES4 Explain how and why people sustainably manage environments and resources
- 6SSPES5 Identify opportunities for personal involvement in sustainability

## Domain 1: Historical and Geographical Inquiry, Communication and Skills

Year 1	1SSHGICS1	Ask/answer geographical and historical questions using appropriate vocabulary
	1SSHGICS2	Observe and record geographical information
	1SSHGICS3	Use a variety of sources to find out about the past
	1SSHGICS4	Communicate observations and knowledge in a variety of ways
	1SSHGICS5	Use fieldwork skills outside the classroom
	1SSHGICS6	Use globes, maps, and plans at a range of scales
	1SSHGICS7	Express views about people, places and environments
Year 2	2SSHGICS1	Ask/answer geographical and historical questions and use appropriate vocabulary
	2SSHGICS2	Use a variety of sources to find out about the past
	2SSHGICS3	Observe and record historical/ geographical information
	2SSHGICS4	Communicate knowledge and observations in a variety of ways
	2SSHGICS5	Express views about people, places and environments
	2SSHGICS6	Use globes, maps, and plans at a range of scales
	2SSHGICS7	Use fieldwork skills outside the classroom
	2SSHGICS8	Make maps and plans
Year 3	3SSHGICS1	Ask/answer historical and geographical questions and use appropriate vocabulary
	3SSHGICS2	Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
	3SSHGICS3	Recall, select, and organize historical information
	3SSHGICS4	Collect, record, and analyse evidence to draw conclusions during enquiry
	3SSHGICS5	Communicate knowledge and understanding in a variety of ways
	3SSHGICS6	Identify and explain different views that people, including themselves, hold about topical geographical issues
	3SSHGICS7	Use atlases, globes, maps, and plans at a range of scales
Year 4	4SSHGICS1	Ask/answer historical and geographical questions and use appropriate vocabulary
	4SSHGICS2	Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
	4SSHGICS3	Recall, select, and organize historical information
	4SSHGICS4	Collect, record, and analyse evidence to draw conclusions during enquiry
	4SSHGICS5	Communicate knowledge and understanding in a variety of ways
	4SSHGICS6	Identify and explain different views that people, including themselves, hold about topical geographical issues
	4SSHGICS7	Use atlases, globes, maps, and plans at a range of scales
Year 5	5SSHGICS1	Ask/answer historical and geographical questions and use appropriate vocabulary
	5SSHGICS2	Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
	5SSHGICS3	Recall, select, and organize historical information
	5SSHGICS4	Collect, record, and analyse evidence to draw conclusions during enquiry






	5SSHGICS5	Communicate knowledge and understanding in a variety of ways
	5SSHGICS6	Identify and explain different views that people, including themselves, hold about topical geographical issues
	5SSHGICS7	Use atlases, globes, maps, and plans at a range of scales
	5SSHGICS8	Draw maps and plans at a range of scales
	5SSHGICS9	Use appropriate fieldwork techniques and instruments
	5SHGICS10	Use decision making skills
Year 6	6SSHGICS1	Ask/answer historical and geographical questions and use appropriate vocabulary
	6SSHGICS2	Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
	6SSHGICS3	Recall, select, and organize historical information
	6SSHGICS4	Collect, record, and analyse evidence to draw conclusions during enquiry
	6SSHGICS5	Communicate knowledge and understanding in a variety of ways
	6SSHGICS6	Identify and explain different views that people, including themselves, hold about topical geographical issues
	6SSHGICS7	Use atlases, globes, maps, and plans at a range of scales
	6SSHGICS8	Draw maps and plans at a range of scales
	6SSHGICS9	Use appropriate fieldwork techniques and instruments
	6SSHGICS10	Use decision making skills

## Domain 2: People and Places


Year 1	1SSPP1	Demonstrate confidence and responsibility
	1SSPP2	Prepare to play an active role as citizens, through discussions with others, making choices and following rules
	1SSPP3	Recognise rules and people who can help students to stay safe
	1SSPP4	Identify and describe various places and locales
	1SSPP5	Recognise how places have developed and changed
	1SSPP6	Compare places compare with other places
	1SSPP7	Recognise how places are linked to other places in the world
Year 2	2SSPP1	Identify and describe what places are like and where places are
	2SSPP2	Identify and explain how places have developed and changed
	2SSPP3	Compare places with other places
	2SSPP4	Identify and explain how places are linked to other places in the world
Year 3	3SSPP1	Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
	3SSPP2	Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
	3SSPP3	Prepare to play an active role as citizens through discussion with others, making choices and following rules
	3SSPP4	Develop a healthy, safe lifestyle; recognise rules and people who help them stay safe
	3SSPP5	Identify and describe places, environments and locations
	3SSPP6	Identify and describe what places are important to people and why
	3SSPP7	Identify how and why places change
	3SSPP8	Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
	3SSPP9	Recognise how places fit within a wider geographical context and are interdependent
Year 4	4SSPP1	Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
	4SSPP2	Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
	4SSPP3	Identify and describe places, environments and their locations
	4SSPP4	Identify and describe what places are important to people and why
	4SSPP5	Identify how and why places change and how they may change in the future
	4SSPP6	Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
	4SSPP7	Recognise how places fit within a wider geographical context and are interdependent
Year 5	5SSPP1	Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
	5SSPP2	Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
	5SSPP3	Identify and describe places, environments and their locations
	5SSPP4	Identify how and why places change



5SSPP5	Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world	
5SSPP6	Recognise how places fit within a wider geographical context and are interdependent	
Year 6	6SSPP1	Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
6SSPP2	Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity	
6SSPP3	Identify and describe places, environments and their locations	
6SSPP4	Identify how and why places change and how they may change in the future	
6SSPP5	Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world	
6SSPP6	Recognise how places fit within a wider geographical context and are interdependent	

### Domain 3: Events and Changes in the Past

Year 1	1SSECP1	Place events and objects in chronological order
	1SSECP2	Use common words and phrases relating to the passing of time
	1SSECP3	Identify important events in their own lives and in the lives of others
	1SSECP4	Identify differences in ways of life in different periods
Year 2	2SSECP1	Place events and objects in chronological order
	2SSECP2	Use common words and phrases relating to the passing of time
	2SSECP3	Recognise why people did things and why events happened as a result
	2SSECP4	Identify important events in their own lives and in the lives of others
	2SSECP5	Identify differences in ways of life in different periods
	2SSECP6	Identify different ways in which the past is represented
Year 3	3SSECP1	Place events, people and changes into correct periods of time
	3SSECP2	Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
	3SSECP3	Explain the features of the lives of everyday men/women/children in the past
	3SSECP4	Identify characteristics and features of the period and societies studied
	3SSECP5	Explain reasons for and results of historical events, situations, and changes in the periods studied
	3SSECP6	Explain how the past is recorded and remembered in different ways
Year 4	4SSECP1	Place events, people and changes into correct periods of time
	4SSECP2	Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
	4SSECP3	Explain the features of the lives of everyday men/women/children in the past
	4SSECP4	Identify characteristics and features of the period and societies studied
	4SSECP5	Explain reasons for and results of historical events, situations, and changes in the periods studied
	4SSECP6	Describe and make links between the main events, situations and changes within and across different periods and societies studied
	4SSECP7	Explain how the past is recorded and remembered in different ways
Year 5	5SSECP1	Place events, people and changes into chronological order and correct periods of time
	5SSECP2	Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
	5SSECP3	Explain the features of the lives of everyday men/women/children in the past
	5SSECP4	Identify characteristics and features of the period and societies studied
	5SSECP5	Explain reasons for and results of historical events, situations, and changes in the periods studied
	5SSECP6	Describe and make links between the main events, situations and changes within and across different periods and societies studied
	5SSECP7	Explain how the past is recorded and remembered in different ways



Year 6	6SSECP1	Place events, people and changes into chronological order and correct periods of time
	6SSECP2	Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
	6SSECP3	Explain the features of the lives of everyday men/women/children in the past
	6SSECP4	Identify characteristics and features of the period and societies studied
	6SSECP5	Explain reasons for and results of historical events, situations, and changes in the periods studied
	6SSECP6	Describe and make links between the main events, situations and changes within and across different periods and societies studied
	6SSECP7	Explain how the past is recorded and remembered in different ways

#### Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

Year 1	1SSPES1	Make observations about where things are on local maps
	1SSPES2	Recognise changes in the environment
	1SSPES3	Recognise how the environment may be improved and sustained
Year 2	2SSPES1	Make observations about where things are located and about other features in the environment
	2SSPES2	Recognise changes in physical and human features
	2SSPES3	Recognise changes in the environment
	2SSPES4	Identify and describe how the environment can be improved and sustained
Year 3	3SSPES1	Recognise and explain patterns made by physical and human features in the environment
	3SSPES2	Recognise some physical and human processes and explain how these can cause changes in places and environments
	3SSPES3	Recognise how people improve or damage the environment
	3SSPES4	Identify how decisions about places and environments affect the future quality of people's lives
	3SSPES5	Explain how and why people sustainably manage environments and resources
	3SSPES6	Identify opportunities for personal involvement in sustainability
Year 4	4SSPES1	Recognise and explain patterns made by physical and human features in the environment
	4SSPES2	Recognise some physical and human processes; explain how these can cause changes in places and environments
	4SSPES3	Recognise how people can improve or damage the environment, and how decisions about places and environments affect the future quality of people's lives
	4SSPES4	Explain how and why people sustainably manage environments and resources
	4SSPES5	Identify opportunities for personal involvement in sustainability
Year 5	5SSPES1	Recognise and explain patterns made by physical and human features in the environment
	5SSPES2	Recognise some physical and human processes; explain how these can cause changes in places and environments
	5SSPES3	Recognise how people can improve or damage the environment, and how decisions about places and environments affect the future quality of people's lives
	5SSPES4	Explain how and why people sustainably manage environments and resources
	5SSPES5	Identify opportunities for personal involvement in sustainability
Year 6	6SSPES1	Recognise and explain patterns made by physical and human features in the environment
	6SSPES2	Recognise some physical and human processes and explain how these can cause changes in places and environments
	6SSPES3	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
	6SSPES4	Explain how and why people sustainably manage environments and resources
	6SSPES5	Identify opportunities for personal involvement in sustainability