

ISZL Social Studies Scope and Sequence

This document should be read in conjunction with supporting information in the IB Primary Years Programme Social Studies Scope and Sequence (2018).

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

(IB Primary Years Programme Social Studies Scope and Sequence, 2018, p.1)

“We are a community of learners determined to make the world - or our corner of it - a better, kinder place” (ISZL Mission)

The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organizations and culture, continuity and change through time, human and natural environments, resources and the environment. These strands do not have fixed boundaries; many areas will necessarily overlap with each other and with other subjects such as mathematics, arts and personal, social and physical education. Students should be made aware of the inevitable links to other areas of the curriculum in order to understand the interconnected nature of the subjects, both with one another and with the transdisciplinary themes.

(IB Primary Years Programme Social Studies Scope and Sequence, 2018, p.4)

At ISZL, social studies is integrated and taught within the programme of inquiry. This scope and sequence aims to provide information about learning in the subject area of social studies through the transdisciplinary programme of inquiry, identifying the units of inquiry that provide authentic opportunities for learning. The scope and sequence is a tool to support teaching, learning and assessment of social studies within the context of units of inquiry.

For planning purposes, at ISZL, the conceptual understandings, knowledge and skills referenced in this scope and sequence are transferred directly onto the unit of inquiry planners (Managebac), into the ‘learning goals’ section.

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Overall Expectations for 3-5 year olds: Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.				
		Human systems and economic activities: The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.	Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals' groups and societies interact with each other.	Continuity and change through time: The study of the relationship between people and events through time; the past, its influences on the present and it'd implications for the future; people who have shaped the future through their actions.
Early Years 1	Conceptual Understandings		WWA Participation in a shared space requires cooperation for effective learning.	
	Students will know/be able to (learner outcomes)		WWA Know taking turns and listening to others supports our interactions with others. Share resources and develop an awareness of the possibilities or limitations in spaces (self-regulation)	
Early Years 2	Conceptual Understandings		STP Their responsibility as a part of a community. People bring different opinions and beliefs to a shared space. WWA ⇌ Links with PSPE Relationships can contribute to our well-being. Physical and social spaces shape our relationships.	
	Students will know/be able to (learner outcomes)		STP Know How to care for our shared spaces and resources. Show respect for our shared spaces and resources through their actions. There are different ways to solve conflicts. Consider others' opinions and beliefs when solving conflicts. WWA ⇌ Links with PSPE Know there are different types of relationships. Know our relationships have an impact on ourselves and our learning group. Recognise positive characteristics in themselves and others. Listen to each other, discuss ideas and work towards a consensus. Adapt behaviours and relationships in different social and physical spaces.	

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		Human and natural environments: The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.	Resources and the environment: The interaction between people and the environment; the study of how humans allocated and manage resources; the positive and negative effects of this management; the impact of scientific and technological advancements on the environment.	Social Studies Skills: Focus skills in BOLD
Early Years 1	Conceptual Understandings	WWAPT Spaces have characteristics and can be used in different ways. Spaces can be transformed. People experience spaces in different ways. Everyone has the right to personal space.		Formulate and ask questions about the past, the future, places and society. Use an analyse evidence from a variety of historical, geographical and societal sources. Orientate in relation to place and time Identify roles, rights and responsibilities in society
	Students will know/be able to (learner outcomes)	WWAPT Some spaces can be changed physically and others cannot. Elements of the space can be changed for different purpose(s) People have different needs regarding their personal space. Use spaces creatively. Take action to transform spaces. Communicate their feelings about being in different spaces. Respect the personal space of others.		Assess the accuracy, validity and possible bias of sources.
Early Years 2	Conceptual Understandings		STP We share a variety of spaces and resources.	Formulate and ask questions about the past, the future, places and society.
	Students will know/be able to (learner outcomes)		STP Know the difference between shared and personal spaces and resources. Identify resources and spaces that we share.	Use an analyse evidence from a variety of historical, geographical and societal sources. Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources.

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Overall Expectations for 5-7 year olds: Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.		Human systems and economic activities: The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.	Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals' groups and societies interact with each other.	Continuity and change through time: The study of the relationship between people and events through time; the past, its influences on the present and it'd implications for the future; people who have shaped the future through their actions.
Kindergarten	Conceptual Understandings		HWEO Celebrations have a personal meaning. Celebration stories help us to understand why or how people celebrate. Celebrations are an element of personal, family or cultural heritage. WWA ⇨ Links with PSPE What we say and do affects others. Actions have consequences. Our responsibilities can change depending on the environment/space.	
	Students will know/be able to (learner outcomes)		HWEO Know a range of celebrations and the reason(s) they are held. Know examples of celebration stories. Know stories are told over time to pass on traditions, values, beliefs and culture. Know similarities and differences between families. Identify features of celebrations and traditions. Participate in celebration story telling. Use stories to share their own traditions, values, beliefs and culture. Create a meaningful celebration for the class. WWA ⇨ Links with PSPE Know what a choice is. Know examples of rights and responsibilities. Consider others when faced with choices. Make responsible choices when interacting with others in different spaces.	
Grade 1	Conceptual Understandings		HWOO All citizens have important roles in the community. Members of a community can make decisions for the benefit of the community.	WWAPT The past is preserved in many ways, including artefacts and stories. Knowing about our past helps us to understand who we are. Knowing about the past helps us to imagine the

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			Members have a responsibility to be an active participant in a democratic community.	future.
	Students will know/be able to (learner outcomes)		HWOO Examples of community roles. Ways to make a group decision. Members of a community can choose to participate or not. Formulate and ask questions about communities. Identify roles and responsibilities in communities.	WWAPT Examples of artefacts. Gather information from primary and/or secondary sources. Present information in a variety of ways. Give examples of significant events in personal and family history. Make inferences and draw conclusions from sources. There is a difference between the past, present and the future. Identify, describe and sequence significant events in time.

		Human and natural environments: The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.	Resources and the environment: The interaction between people and the environment; the study of how humans allocated and manage resources; the positive and negative effects of this management; the impact of scientific and technological advancements on the environment.	Social Studies Skills: Focus skills in BOLD
Kindergarten	Conceptual Understandings			Formulate and ask questions about the past, the future, places and society.
	Students will know/be able to (learner outcomes)			Use an analyse evidence from a variety of historical, geographical and societal sources. Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources.
Grade 1	Conceptual Understandings			Formulate and ask questions about the past, the future, places and society.
	Students will know/be able to (learner outcomes)			Use an analyse evidence from a variety of historical, geographical and societal sources. Orientate in relation to place and time Identify roles, rights and responsibilities in society Assess the accuracy, validity and possible bias of sources.

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<p>Overall Expectations for 7-9 year olds: Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.</p>				
		<p>Human systems and economic activities: The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.</p>	<p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals' groups and societies interact with each other.</p>	<p>Continuity and change through time: The study of the relationship between people and events through time; the past, its influences on the present and it'd implications for the future; people who have shaped the future through their actions.</p>
Grade 2	Conceptual Understandings	<p>HWOO Systems are organised in different ways. Systems share common features. Systems influence lifestyles and communities. The reasons that people use different systems are varied and dependent on many factors. Everyone has a role and responsibilities in a community.</p>	<p>WWAPT Culture refers to and describes the commonalities of a group. Our perspective is one of many ways to view the world.</p>	
	Students will know/be able to (learner outcomes)	<p>HWOO Different examples of systems and communities. What organisation means and looks like. Examples of choices we make to organise a community. Organise themselves as a community. Identify/explain different systems and their purpose. Personal choices have an impact on a community. Take responsibility for organising themselves and the group. Actively contribute to the smooth running of a community.</p>	<p>WWAPT Examples of features that contribute to their own or family cultural background. Examples of different perspectives or ideas around a similar topic. Show appreciation for different cultures and perspectives. Compare and contrast the similarities and differences of places and cultures using first and second hand sources.</p>	
Grade 3	Conceptual Understandings	<p>HWOO There are systems in place to meet the needs and wants of customers.</p>	<p>STP ⇒ Links with PSPE Groups come together for a specific purpose with roles and structures. Conditions cause community members to act in particular ways. Conflict arises when an individual's interests are in competition with those of others/the group. WWA There are a range of motivations that make people take action. There are some attitudes which people have that make them more likely to take action. Taking action involves a process of reflection and making responsible choices.</p>	<p>WWAPT Humans explore and have explored for a variety of reasons. Technological advancement has changed the way people explore. Discovery can happen by chance, or design and change the way we live. There are positive and negative consequences of exploration, depending on one's perspective.</p>

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	Students will know/be able to (learner outcomes)	<p>HWOO Know examples of systems that create products. Explain how a system works.</p>	<p>STP Examples of roles and social groups. To compare and contrast roles and structures of different social groups. Examples of conditions (assumptions, biases, prejudices, survival, reproduction of species etc.) Recognise and analyse behaviours using models and simulations. Examples of conflicts and how they are solved or not. Use strategies to effectively manage conflict (negotiating, compromise, listening, sharing, taking turns, doing your part) ⇒ Links with PSPE</p> <p>WWA Examples of things which inspire people to take action. Consider what motivates them to take action. Review own actions and consider what form their action took. Know examples of traits/attitudes that can lead to taking action. Recognise personal traits/attitudes which help them to take action. Know the five PYP demonstrations of action. Know actions can be collective or individual. Identify opportunities where they could take action.</p>	<p>WWAPT Historical examples: e.g. fame, fortune, country (conquest), new land, resources, to be the first. Draw information from, and respond, to stories about the past from geographical and societal sources. Access a broad range of first and second hand sources of information.</p> <p>Know different tools and technologies explorers use. Explore similarities and differences between the past and the present. Sequence events, routines and personal histories in chronological order. Interpret place and time using tools such as maps and timelines.</p> <p>Know examples of different perspectives and consequences of exploration. Assess the accuracy, validity and possible bias of sources.</p>
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Grade 2	Conceptual Understandings	<p>HWW The construction of buildings and structures has an impact on the environment. The needs of a community can influence the style and type of structure.</p> <p>WWAPT Different physical environments influence culture in distinct ways. Maps, globes and geographical techniques help people to better understand their physical environment.</p>	<p>STP Our actions have consequences for the environment.</p>	<p>Formulate and ask questions about the past, the future, places and society.</p> <p>Use an analyse evidence from a variety of historical, geographical and societal sources.</p> <p>Orientate in relation to place and time</p> <p>Identify roles, rights and responsibilities in society</p> <p>Assess the accuracy, validity and possible bias of sources.</p>
	Students will know/be able to (learner outcomes)	<p>HWW Short and long term environmental impacts (natural resources, ecosystems, sewage etc.) Examine the responsibility of people towards the</p>	<p>STP Know ways to conserve water. Describe a personal action that has led to the conservation of water.</p>	

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		<p>environment. Buildings and structures meet the needs of communities Different styles and types of buildings.</p> <p>WWAPT Local and global environments have distinctive features (identify examples). Use maps and positional language to describe position and orientate in relation to geographical features.</p>		
Grade 3	Conceptual Understandings		<p>HWO0 We consume Earth's resources to meet our needs and wants.</p> <p>People have limited resources and make decisions about what to buy.</p>	<p>Formulate and ask questions about the past, the future, places and society.</p> <p>Use an analyse evidence from a variety of historical, geographical and societal sources.</p> <p>Orientate in relation to place and time</p>
	Students will know/be able to (learner outcomes)		<p>HWO0 Know the difference between need and want. Compare and contrast perspectives on needs and wants. People can make informed consumer decisions. Make an informed decision, considering the human needs and environmental impact.</p>	<p>Identify roles, rights and responsibilities in society</p> <p>Assess the accuracy, validity and possible bias of sources.</p>

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<p>Overall Expectations for 9- 12 year olds: Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.</p>				
		<p>Human systems and economic activities: The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.</p>	<p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals' groups and societies interact with each other.</p>	<p>Continuity and change through time: The study of the relationship between people and events through time; the past, its influences on the present and it'd implications for the future; people who have shaped the future through their actions.</p>
Grade 4	Conceptual Understandings	<p>HWOO The relationship between supply and demand determines the price of a good or service.</p>	<p>HWOO Particular words, phrases and images have a powerful effect on consumer decision-making.</p> <p>WWA People can have different beliefs and opinions. The same beliefs are not necessarily practised in different ways. While a group may hold a collective belief, individual interpretations may vary. Attitudes, opinions and beliefs influence the way people act.</p>	<p>WWAPT Stories of migration vary according to the perspective through which they are considered.</p>
	Students will know/be able to (learner outcomes)	<p>HWOO Supply is the amount of something available for use.</p> <p>Demand is how much of a good or service that consumers want.</p> <p>Explain how supply and demand works in a variety of contexts.</p>	<p>HWOO Different persuasion techniques.</p> <p>WWA The origins of different belief systems. The names and key features of belief systems. Consider beliefs from different perspectives. Identify examples of their own/family beliefs. Examples of things people may do to show their beliefs. People may have a stereotypical opinion or view of others. Other people and the media may influence people's perspectives and thoughts.</p>	<p>WWAPT Personal stories of migration. Examples of case studies of migration throughout history. An awareness that there is a difference between refugees, migrants, expats, asylum seekers, resident, alien and citizen. Discuss why people migrate over time. Compare perspectives of people in the past to those of the people in the present.</p>
Grade 5	Conceptual Understandings	<p>HWOO Every person has certain rights within and responsibilities to the broader society.</p> <p>All societies have developed various systems in order to manage their resources, and there are advantages and disadvantages to each type of system.</p> <p>Participation in civic and political life can help</p>	<p>HWOO Media can positively or negatively influence society and organisations.</p> <p>Identify different ways people take action to make change.</p> <p>Freedom of the press is important for informed participation by citizens in societal decision making.</p>	<p>WWAPT What exists today is, in part, the result of what has occurred in the past.</p>

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		<p>citizens attain individual and societal goals (e.g. crime, health care education, child care, environmental protection).</p> <p>Equal opportunity and equal protection of the law are characteristics of a fair society.</p>	<p>Citizens have a responsibility to think critically and evaluate information and arguments.</p> <p>WWAPT Civilisations can be defined by features that are social (e.g. family life, gender roles), cultural (e.g. religion, linguistic diversity) and economic (e.g. education, politics, trade).</p>	
Students will know/be able to (learner outcomes)	<p>HWOO Governments are major sources of power within a society.</p> <p>Characteristics that define different forms of government.</p> <p>Identify and describe different systems of societal decision making.</p> <p>Social, economic, and cultural characteristics of a variety of societies (e.g. family organization, gender roles, property holding, education, linguistic diversity, religion).</p>	<p>HWOO Media can positively or negatively influence society and organisations.</p> <p>Make reasoned judgements on public issues or information in the digital and real world.</p> <p>Identify different ways the media influences society. Be critical consumers (and sharers) of information.</p> <p>WWAPT Examples of historical eras that range from the local to the global. Characteristics that define different civilisations. Identify the characteristics evident in past and present civilizations and societies (characteristics of a civilisation).</p>	<p>WWAPT Examples and consequences of significant events, individuals, groups, documents, places, and ideas that support investigations about the past and present.</p> <p>We want students to be able to Assess similarities and differences between historical periods and between the past and present. Compare and describe connections between past civilizations and present day societies.</p>	

		<p>Human and natural environments: The study of the distinctive features that give a place its identity; how people adapt to an alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.</p>	<p>Resources and the environment: The interaction between people and the environment; the study of how humans allocated and manage resources; the positive and negative effects of this management; the impact of scientific and technological advancements on the environment.</p>	<p>Social Studies Skills: Focus skills in BOLD</p>
Grade 4	Conceptual Understandings	<p>WWAPT Human settlements and movements relate to the availability of resources.</p> <p>People influence, and are influenced by places, people and their environment.</p>	<p>HWOO Businesses supply goods and services to meet consumer demands.</p> <p>The cost of distributing goods and services can vary depending on how available/accessible they are.</p> <p>We all have a responsibility to be environmentally aware of how goods are packaged.</p>	<p>Formulate and ask questions about the past, the future, places and society.</p> <p>Use an analyse evidence from a variety of historical, geographical and societal sources.</p> <p>Orientate in relation to place and time</p> <p>Identify roles, rights and responsibilities in society</p>
	Students will know/be able to (learner outcomes)	<p>WWAPT Push factors: famine, war, economic, education, natural disasters, lack of resources, political tension.</p>	<p>HWOO The difference between goods and services. Processes for how goods are distributed.</p>	<p>Assess the accuracy, validity and possible bias of sources.</p>

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		<p>Pull factors: quality of life, jobs, security, safety, family, education. There is not always a choice for where and when people migrate. Migration can be voluntary or involuntary.</p> <p>Challenges and achievements experienced by migrants. Examples of how migration affects communities. Identify the long/short time effects of migration on communities.</p>	<p>Describe how goods and services can be exchanged.</p> <p>We have different needs and wants</p> <p>Make informed choices as consumers.</p>	
Grade 5	Conceptual Understandings			<p>All Social studies skills in addition to: WWAPT</p> <p>We want students to understand that Acquiring relevant knowledge requires assembling and analysing information from a wide variety of historical, geographical and societal sources and perspectives.</p> <p>We want students to know Strategies and skills for how to collect, analyse, evaluate and preserve evidence.</p> <p>We want students to be able to: Compare and summarise information provided by different historical, geographical and societal sources and perspectives about the past.</p>
	Students will know/be able to (learner outcomes)			

*Scope and sequence last updated February 2022