



## Social Studies Scope and Sequence

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

Human systems  
and economic  
activities

<p><b>PYP Social Studies Skills across all grades</b></p>	<ul style="list-style-type: none"> <li>• Formulate and ask questions about the past, the future, places and society.</li> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources.</li> <li>• Orientate in relation to place and time.</li> <li>• Identify roles, rights and responsibilities in society.</li> <li>• Assess the accuracy, validity and possible bias of sources</li> </ul>	
<p><b>Learning outcomes</b></p>	<p><b>Pre KG- KG 1</b></p> <ul style="list-style-type: none"> <li>• identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</li> <li>• talk about the reasons that rules are necessary in the various communities to which he or she belongs</li> <li>• suggest some suitable rules and routines for the class</li> <li>• demonstrate ability to apply existing rules and routines to work and play with others</li> <li>• reflect on a journey he or she has taken and what was learned from it</li> <li>• represent some of the journeys he or she has made (for example, through drawing or role play)</li> <li>• identify the chronological steps necessary in making a journey</li> <li>• determine types of questions that are useful in planning and making a journey.</li> <li>• demonstrate a positive attitude towards learning</li> <li>• exhibit skills and strategies for organizing his or her time and belongings</li> <li>• recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person’s actions can impact others).</li> </ul>	<p><b>KG 2- Gr 1</b></p> <ul style="list-style-type: none"> <li>• explore how systems influence lifestyle and community</li> <li>• compare transportation systems within the local community to those in other communities</li> <li>• explain how and why changes in transport have occurred over time</li> <li>• examine the impact of technological advances in transport on the environment.</li> <li>• identify and describe the functions of various public places in the community</li> <li>• demonstrate how various public places serve the needs of people in a community</li> <li>• compare and contrast the functions of public and private places.</li> <li>• identify ways to organize himself or herself on a daily basis</li> <li>• plan and create a system of organization (for example, for his or her desk, classroom, school)</li> <li>• suggest improvements to organizational systems already in place in his or her home or school.</li> <li>• discuss what is meant by a “limited resource”</li> <li>• create a list of practices that could be used to maintain natural resources at home and in school</li> <li>• critique the methods of waste management in his or her immediate environment</li> <li>• explain the different roles of people in the recycling process</li> <li>• reflect on and self-assess his or her personal use of natural resources.</li> </ul>
	<p><b>Gr 2- Gr 3</b></p> <ul style="list-style-type: none"> <li>• identify responsibilities people have in different workplaces</li> <li>• explain the purpose of rules and responsibilities in a workplace</li> <li>• construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace</li> </ul> <p>work in a group to establish a shared vision and purpose for the class.</p> <ul style="list-style-type: none"> <li>• explore a variety of signs and symbols and interpret their messages</li> <li>• identify the cultural and historical context in which signs and symbols develop</li> <li>• describe the impact of communications technology on everyday communication</li> </ul>	<p><b>Gr 4 -Gr 5</b></p> <ul style="list-style-type: none"> <li>• identify reasons why people migrate</li> <li>• analyse ways that people adapt when they move from one place to another</li> <li>• identify the long-term and short-term effects of migration</li> <li>• assess settlement patterns and population distribution in selected regions, areas or countries</li> <li>• compare and contrast two or more different human migrations.</li> <li>• analyse how individuals’ and communities’ needs and/or wants are met</li> <li>• evaluate the equity of different economic systems and marketplaces</li> <li>• develop criteria for ethical practices regarding products and services</li> <li>• explain how supply and demand are affected by population and the availability of resources.</li> <li>• analyse information about past technological advances and societal systems</li> <li>• assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources</li> <li>• predict societal and technological changes in the future.</li> <li>• recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) examine how the rights of a person in a particular society directly affect their responsibilities</li> <li>• identify and describe means by which citizens can monitor and influence actions of their governments and vice versa</li> </ul>

- demonstrate how non-verbal communication allows people to transcend language barriers.
- identify the services and the users of these services in the local community
- compare availability of services in two or more different communities
- analyse the reasons for different services in place in a community
- make connections between different services in the community
- gather data (for example, survey) in order to identify current and future needs to support the community
- apply his or her knowledge to plan services for the local community.

- explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society.
- explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).
- people feel compelled to explore the unknown
- investigate the impact of exploration on people in the past, present and future
- analyse how available technology influences people's abilities to navigate
- demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites).
- identify and describe examples in which technology has changed the lives of people
- examine the impact of particular technologies on sustainability
- describe the connection between human needs and wants and technological development
- explain the relevance of various inventions in relation to the time period in which they were developed
- reflect on the role of technology in his or her own life.
- practise techniques of mediation and negotiation within the class and/or school community
- document examples of conflict (local and global) and identify the causes and consequences
- evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation)
- reflect on his or her own strategies in dealing with situations of personal conflict.

# Social organization and culture

<p><b>PYP Social Studies Skills across all grades</b></p>	<ul style="list-style-type: none"> <li>• Formulate and ask questions about the past, the future, places and society.</li> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources.</li> <li>• Orientate in relation to place and time.</li> <li>• Identify roles, rights and responsibilities in society.</li> <li>• Assess the accuracy, validity and possible bias of sources</li> </ul>	
<p><b>Learning outcomes</b></p>	<p><b>Pre KG- KG 1</b></p> <ul style="list-style-type: none"> <li>• identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of)</li> <li>• talk about the reasons that rules are necessary in the various communities to which he or she belongs</li> <li>• suggest some suitable rules and routines for the class</li> <li>• demonstrate ability to apply existing rules and routines to work and play with others</li> <li>• identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes)</li> <li>• use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</li> <li>• talk about the different ways in which family history can be documented</li> <li>• place events from his or her life in chronological order (for example, using personal photos).</li> <li>• demonstrate a positive attitude towards learning</li> <li>• exhibit skills and strategies for organizing his or her time and belongings</li> <li>• recognize how his or her choices and behaviours affect learning in the classroom (for example, respond to various picture and story prompts to explain how one person's actions can impact others).</li> </ul>	<p><b>KG 2- Gr 1</b></p> <ul style="list-style-type: none"> <li>• describe and compare the various communities to which he or she belongs</li> <li>• explain how communities have natural and constructed features</li> <li>• recognize the components of a local community</li> <li>• identify the contributions of different members of a community</li> <li>• create and share his or her own story about being a community member.</li> <li>• explain why a particular celebration is important in his or her own life</li> <li>• suggest reasons for various celebrations</li> <li>• identify and compare traditions and celebrations observed by others in the class</li> <li>• use a variety of sources to gain information about celebrations from both a historical and a cultural perspective</li> <li>• create graphs and charts to organize and interpret information</li> <li>• express his or her understanding of what a home is</li> <li>• research and compare homes in different cultures</li> <li>• identify factors that influence where people live and what their homes are like</li> <li>• present the type of home that reflects who he or she is.</li> <li>• identify and describe the functions of various public places in the community</li> <li>• demonstrate how various public places serve the needs of people in a community</li> <li>• compare and contrast the functions of public and private places.</li> </ul>
	<p><b>Gr 2- Gr 3</b></p> <ul style="list-style-type: none"> <li>• explore how families influence the individual</li> <li>• describe how artifacts, heirlooms and rituals are evidence of cultural identity</li> <li>• represent people, events and places chronologically</li> <li>• compare and contrast current family experiences with those of a previous generation.</li> <li>• explore a variety of signs and symbols and interpret their messages</li> <li>• identify the cultural and historical context in which signs and symbols develop</li> <li>• describe the impact of communications technology on everyday communication</li> <li>• demonstrate how non-verbal communication allows people to transcend language barriers.</li> </ul>	<p><b>Gr 4 -Gr 5</b></p> <ul style="list-style-type: none"> <li>• distinguish between personal beliefs and belief systems</li> <li>• identify the source of beliefs</li> <li>• reflect upon how beliefs affect the individual and society.</li> <li>• explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures</li> <li>• analyse a variety of sources that describes the risks and challenges that children face</li> <li>• describe how organizations and individuals meet the needs and wants of children</li> <li>• suggest ways in which an individual can overcome adversity.</li> <li>• analyse information about past technological advances and societal systems</li> <li>• assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources</li> <li>• predict societal and technological changes in the future.</li> <li>• identify and describe the components of culture</li> <li>• recognize how rituals and traditions contribute to cultural identity</li> <li>• cultural beliefs and values using the evidence provided by rituals, traditions and artifacts</li> <li>• reflect on the influence of the arts and technology throughout history in the representation of culture</li> <li>• recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) examine how</li> </ul>

the rights of a person in a particular society directly affect their responsibilities

- identify and describe means by which citizens can monitor and influence actions of their governments and vice versa
- explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society.
- identify and describe ways that family, groups and community influence personal choices
- explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts
- describe advantages and disadvantages of cultural and individual diversity
- reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability)

Continuity and  
change through  
time



<p><b>PYP Social Studies Skills across all grades</b></p>	<ul style="list-style-type: none"> <li>• Formulate and ask questions about the past, the future, places and society.</li> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources.</li> <li>• Orientate in relation to place and time.</li> <li>• Identify roles, rights and responsibilities in society.</li> <li>• Assess the accuracy, validity and possible bias of sources</li> </ul>	
<p><b>Learning outcomes</b></p>	<p><b>Pre KG- KG 1</b></p> <ul style="list-style-type: none"> <li>• identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes)</li> <li>• use primary sources (such as parents and grandparents) to identify reasons for documenting personal history</li> <li>• talk about the different ways in which family history can be documented</li> <li>• place events from his or her life in chronological order (for example, using personal photos).</li> <li>• reflect on a journey he or she has taken and what was learned from it</li> <li>• represent some of the journeys he or she has made (for example, through drawing or role play)</li> <li>• identify the chronological steps necessary in making a journey</li> <li>• determine types of questions that are useful in planning and making a journey.</li> </ul>	<p><b>KG 2- Gr 1</b></p> <ul style="list-style-type: none"> <li>• describe and compare the various communities to which he or she belongs</li> <li>• explain how communities have natural and constructed features</li> <li>• recognize the components of a local community</li> <li>• identify the contributions of different members of a community</li> <li>• create and share his or her own story about being a community member.</li> <li>• explain why a particular celebration is important in his or her own life</li> <li>• suggest reasons for various celebrations</li> <li>• identify and compare traditions and celebrations observed by others in the class</li> <li>• use a variety of sources to gain information about celebrations from both a historical and a cultural perspective</li> <li>• create graphs and charts to organize and interpret information</li> <li>• explore how systems influence lifestyle and community</li> <li>• compare transportation systems within the local community to those in other communities</li> <li>• explain how and why changes in transport have occurred over time</li> <li>• examine the impact of technological advances in transport on the environment.</li> </ul>
	<p><b>Gr 2 -Gr 3</b></p> <ul style="list-style-type: none"> <li>• locate on a globe or map his or her place in the world, and its relationship to various other places</li> <li>• use a variety of resources and tools to gather and process information about various regions and different ways of representing the world</li> <li>• explain how people’s perceptions and representations of place have changed over time</li> <li>• explore the evidence that helps people learn about places and their inhabitants.</li> <li>• explore how families influence the individual</li> <li>• describe how artifacts, heirlooms and rituals are evidence of cultural identity</li> <li>• represent people, events and places chronologically</li> <li>• compare and contrast current family experiences with those of a previous generation.</li> <li>• identify the evidence that the Earth has changed (for example, land formations in local environment)</li> <li>• use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth’s changes (for example, relocation of population; strengthening defences; redesigning buildings)</li> <li>• explore scientific and technological developments that help people understand and respond to the changing Earth.</li> </ul>	<p><b>Gr 4 -Gr 5</b></p> <ul style="list-style-type: none"> <li>• distinguish between personal beliefs and belief systems</li> <li>• identify the source of beliefs</li> <li>• reflect upon how beliefs affect the individual and society.</li> <li>• identify reasons why people migrate</li> <li>• analyse ways that people adapt when they move from one place to another</li> <li>• identify the long-term and short-term effects of migration</li> <li>• assess settlement patterns and population distribution in selected regions, areas or countries</li> <li>• compare and contrast two or more different human migrations.</li> <li>• analyse information about past technological advances and societal systems</li> <li>• assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources</li> <li>• predict societal and technological changes in the future.</li> <li>• people feel compelled to explore the unknown</li> <li>• investigate the impact of exploration on people in the past, present and future</li> <li>• analyse how available technology influences people’s abilities to navigate</li> <li>• demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites).</li> <li>• identify and describe examples in which technology has changed the lives of people</li> <li>• examine the impact of particular technologies on sustainability</li> <li>• describe the connection between human needs and wants and technological</li> </ul>

		<p>development</p> <ul style="list-style-type: none"><li>• explain the relevance of various inventions in relation to the time period in which they were developed</li><li>• reflect on the role of technology in his or her own life.</li></ul>
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Human and natural  
environments

<p><b>PYP Social Studies Skills across all grades</b></p>	<ul style="list-style-type: none"> <li>• Formulate and ask questions about the past, the future, places and society.</li> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources.</li> <li>• Orientate in relation to place and time.</li> <li>• Identify roles, rights and responsibilities in society.</li> <li>• Assess the accuracy, validity and possible bias of sources</li> </ul>	
<p><b>Learning outcomes</b></p>	<p><b>KG 2- Gr 1</b></p> <ul style="list-style-type: none"> <li>• describe the natural features of local and other environments</li> <li>• analyse ways in which humans use the natural environment (for example, recreation, settlements)</li> <li>• identify or generate a question or problem to be explored in relation to human impact on the local, natural environment.</li> <li>• express his or her understanding of what a home is</li> <li>• research and compare homes in different cultures</li> <li>• identify factors that influence where people live and what their homes are like</li> <li>• present the type of home that reflects who he or she is.</li> <li>• identify and describe the functions of various public places in the community</li> <li>• demonstrate how various public places serve the needs of people in a community</li> <li>• compare and contrast the functions of public and private places.</li> </ul>	
	<p><b>Gr 2 -Gr 3</b></p> <ul style="list-style-type: none"> <li>• locate on a globe or map his or her place in the world, and its relationship to various other places</li> <li>• use a variety of resources and tools to gather and process information about various regions and different ways of representing the world</li> <li>• explain how people’s perceptions and representations of place have changed over time</li> <li>• explore the evidence that helps people learn about places and their inhabitants.</li> <li>• compare the design of structures in various locations in relation to the natural environment</li> <li>• identify geographical and environmental factors that influence the design of structures in various locations</li> <li>• critique the impact of a structure on the natural environment</li> <li>• explain people’s responsibilities regarding the use of resources from the environment.</li> <li>• identify responsibilities people have in different workplaces</li> <li>• explain the purpose of rules and responsibilities in a workplace</li> <li>• construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace</li> <li>• work in a group to establish a shared vision and purpose for the class.</li> <li>• identify the evidence that the Earth has changed (for example, land formations in local environment)</li> <li>• use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth’s changes (for example, relocation of population; strengthening defences; redesigning buildings)</li> <li>• explore scientific and technological developments that help people understand and respond to the changing Earth.</li> </ul>	<p><b>Gr 4 -Gr 5</b></p> <ul style="list-style-type: none"> <li>• people feel compelled to explore the unknown</li> <li>• investigate the impact of exploration on people in the past, present and future</li> <li>• analyse how available technology influences people’s abilities to navigate</li> </ul> <p>demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites).</p>

# Resources and the environment

<p><b>PYP Social Studies Skills across all grades</b></p>	<ul style="list-style-type: none"> <li>• Formulate and ask questions about the past, the future, places and society.</li> <li>• Use and analyse evidence from a variety of historical, geographical and societal sources.</li> <li>• Orientate in relation to place and time.</li> <li>• Identify roles, rights and responsibilities in society.</li> <li>• Assess the accuracy, validity and possible bias of sources</li> </ul>	
<p><b>Learning outcomes</b></p>	<p><b>KG 2- Gr 1</b></p> <ul style="list-style-type: none"> <li>• explore how systems influence lifestyle and community</li> <li>• compare transportation systems within the local community to those in other communities</li> <li>• explain how and why changes in transport have occurred over time</li> <li>• examine the impact of technological advances in transport on the environment.</li> <li>• describe the natural features of local and other environments</li> <li>• analyse ways in which humans use the natural environment (for example, recreation, settlements)</li> <li>• identify or generate a question or problem to be explored in relation to human impact on the local, natural environment.</li> <li>• express his or her understanding of what a home is</li> <li>• research and compare homes in different cultures</li> <li>• identify factors that influence where people live and what their homes are like</li> <li>• present the type of home that reflects who he or she is.</li> <li>• discuss what is meant by a “limited resource”</li> <li>• create a list of practices that could be used to maintain natural resources at home and in school</li> <li>• critique the methods of waste management in his or her immediate environment</li> <li>• explain the different roles of people in the recycling process</li> <li>• reflect on and self-assess his or her personal use of natural resources.</li> </ul>	
	<p><b>Gr 2 -Gr 3</b></p> <ul style="list-style-type: none"> <li>• compare the design of structures in various locations in relation to the natural environment</li> <li>• identify geographical and environmental factors that influence the design of structures in various locations</li> <li>• critique the impact of a structure on the natural environment</li> <li>• explain people’s responsibilities regarding the use of resources from the environment.</li> <li>• explain why fresh water is a limited resource</li> <li>• describe the relationships between the location of water and population distribution</li> <li>• analyse systems of water storage and usage, both natural and human-made</li> <li>• identify water issues and propose strategies for responsible, equitable water use.</li> </ul>	<p><b>Gr 4 -Gr 5</b></p> <ul style="list-style-type: none"> <li>• identify reasons why people migrate</li> <li>• analyse ways that people adapt when they move from one place to another</li> <li>• identify the long-term and short-term effects of migration</li> <li>• assess settlement patterns and population distribution in selected regions, areas or countries</li> <li>• compare and contrast two or more different human migrations.</li> <li>• analyse how individuals’ and communities’ needs and/or wants are met</li> <li>• evaluate the equity of different economic systems and marketplaces</li> <li>• develop criteria for ethical practices regarding products and services</li> <li>• explain how supply and demand are affected by population and the availability of resources.</li> <li>• practise techniques of mediation and negotiation within the class and/or school community</li> <li>• document examples of conflict (local and global) and identify the causes and consequences</li> <li>• evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation)</li> <li>• reflect on his or her own strategies in dealing with situations of personal conflict.</li> </ul>