

Social Studies at ISUtrecht

The Role Play phase can span from kindergarten to grade 2. In the Role play phase for social studies, the students are:

- Commenting on the roles of family members over time and comparing these with family roles today
- Identifying and naming the different members of a family and creating concept maps of their family with pictures or photographs to show the relationship between family members
- Describing the features of places that are special to them based on what they see, hear, smell and feel
- Identifying places they consider to be 'special' and explaining why the place is special to them
- Comparing families in the present with those from the recent past, in terms of their size and structure
- Identifying the places they live in and belong to
- Describing the features of their own place and places they are familiar with, or they are aware of
- Identifying how places provide people with their basic needs and why they should be looked after for the future
- Identifying the activities located in their place, locating them on a pictorial map, and suggesting why they are located where they are
- Describing how they rearrange the space within the classroom for different activities
- Describing the features of places that are special to them based on what they see, hear, smell and feel
- Using observations of the local place to identify and describe natural features, managed features and constructed features and locating them on a map
- Using observations and/or photographs to identify changes in natural, managed and constructed features in their place
- Describing local features people look after, and finding out why and how these features need to be cared for, and who provides this care

The Experimental phase can span from kindergarten to grade 3. In the Experimental phase for social studies, the students are:

- Developing and justifying a set of fair rules and consequences for the class
- Identifying who has the authority to make rules
- Suggesting reasons for the location of a local landmark before searching for resources that provide an explanation
- Discussing why a particular site has heritage significance/cultural value for present generations
- Identifying and designing a local historical tour of a building or site
- Identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood and finding out where each was produced
- Suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern
- Using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community
- Discussing why a particular site has heritage significance/cultural value for present generations
- Identifying and designing a local historical tour of a building or site
- Identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood, and finding out where each was produced
- Creating models of toys used by children who lived when electricity was not available
- Identifying some rules for children of past generations that do not apply in the present, and some rules of the present that did not exist in the past due to technological changes
- Suggesting reasons for the location of a local landmark before searching for resources that provide an explanation
- Discussing why a particular site has heritage significance/cultural value for present generations
- Using geographical tools or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map
- Describing the location of continents and oceans relative to home and host country, using terms such as north, south, opposite, near, far
- Describing the scale of places, from the personal, the local, to the national
- Discussing how some people are connected to one Country

- Identifying ways that knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals
- Identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies

The Early phase can span from grade 1 to grade 5. In the Early phase for social studies, the students are:

- Making decisions as a class by allowing everyone to have a say and a vote
- Identifying places and situations in communities where decisions are made democratically
- Identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed
- Discussing situations where it is not fair to have one rule that treats everyone the same, if some people have different needs or would be unable to follow the rules
- Identifying groups in the local community or through a virtual community and exploring their purpose
- Identifying language groups and explore the relationship between language, country and culture.
- Identifying individuals and groups from the past of diverse backgrounds who have contributed to the community's development and character;
identifying and discussing the historical origins of an important celebrations or commemorations
- Generating a list of local, state and national symbols and emblems and discussing their origins, use and significance
- Comparing the significance of national days in different countries, looking at why they developed and elements they have in common
- Discussing why it is important to protect places that have special significance for people
- Comparing photographs from the past and present of a specific location to identify the change or continuity associated with people, events/developments, places or ecosystems
- Using geographical tools to locate and name significant places such as the states, territories, major cities and regional centres in home and host country
- Identifying and describing the major natural features of home and host country and describing them with annotations on a map

- Using a globe to locate the countries relevant to students, labelling them on a map, and identifying the direction of the host country
- Describing the similarities and differences between their local place and places in neighbouring countries in their natural and human characteristics
- Identifying the hot, temperate and polar zones of the world and the difference between climate and weather
- Identifying and locating examples of the main climatic types in the world
- Recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources
- Deciding what characteristics make a material a pollutant

The Transitional phase can span from grade 3 to secondary. In the Transitional phase for social studies, the students are:

- Describing how local government services impact on the lives of students
- Distinguishing between 'laws' and 'rules'
- Discussing examples of laws and why they are important to students' lives
- Discussing ways people resolve differences
- Debating whether one person's need is another person's need or want
- Explaining the concept of scarcity and why individuals cannot have all the items they want and therefore must make a choice
- Explaining reasons for differences in needs and wants for different groups
- Mapping the diversity of language groups in home or host country and recognising the groups of their local area
- Identifying diversity through the different social, cultural and religious groups students belong to
- Listing and comparing the different beliefs, traditions and symbols used by groups
- Describing real, virtual or vicarious experiences with other cultures and different groups of people
- Recognising that people from many continents have explored parts of the world
- Comparing the European concept of land ownership, including terra nullius, with indigenous ideas, and how this affected relations between the groups

- Identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the European age of discovery
- Identifying some of the resources produced by the environment and where they come from
- Identifying renewable and non-renewable resources

The Conventional phase can span from grade 4 to secondary. In the Conventional phase for social studies, the student can:

- Discussing the meaning of democracy
- Discussing the meaning and importance of the key values of democracy
- Clarifying who has the right to vote and stand for election
- Categorising the different types of laws and regulations in their community and who enforces them
- Identifying and researching the role of different people associated with law enforcement
- Discussing how and why people volunteer for groups in their community
- Using social media to share and discuss ideas about how people can work together as local, regional and global citizens
- Identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions
- Comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices
- Identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community
- Listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future
- Creating 'what if' scenarios by constructing different outcomes for a key event
- Identifying the reasons why people migrated
- Connecting stories of migration to students' own family histories
- Mapping local, regional, rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
- Discussing challenges experienced by people in the colonial era and the enterprising or sustainable responses made to these challenges
- Using geographical tools to identify the relative location of the major countries and their environmental characteristics
- Using a printed or electronic atlas to identify the main characteristics of continents
- Comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia

- Mapping and explaining the location, frequency and severity of natural disasters
- Explaining the impacts of natural disasters on local vegetation and the significance of damage on communities
- Categorising resources as natural, human and capital