

ESF Social Studies Skills Continuum

	Phase 1		Phase 2		Phase 3		Phase 4	
	K1	K2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Formulate and ask questions about the past, the future, places and society	Decide for ourselves what we would like to find out about <i>in relation to the past, future, places and society</i> (K)		Identify a range of questions about the past, present or future to inform an historical or social inquiry (ABIS)		Develop and refine questions to help us seek and gather information <i>related to the past, future, places and/or society</i> (K)		Formulate and ask questions to help identify current world issues (IS)	
	Come up with ideas for how to find out answers to our questions <i>related to the past, future, places and/or society</i> (K)		Analyse questions to enhance an historical or social inquiry (ABIS)		Link the information we gather to the questions we have begun with <i>in relation to the past, future, places and/or society</i> (K)		Ask questions about 'why' (IS)	
	Pose a range of questions about the past, present or future to inform an historical or social inquiry (ABIS)						Begin to suggest potentially viable solutions to real-life issues or problems (IS)	
	Ask geographical questions e.g. What is this landscape like? (NC)							
Use and analyse evidence from a variety of historical, geographical and societal sources	Explore a range of sources about the past (ABIS)		Identify and locate a range of relevant sources (ABIS)		Make a valid generalisation supported by evidence (NZ)		Use knowledge to interpret the evidence and present an informed view (S)	
	Use non fiction books/photos/pictures/videos to get new information (K)		Locate information related to inquiry questions in a range of sources (ABIS)		Seek and select the best source of information for the task (K)		Using primary and secondary data to support their opinion (IS)	
	Locate relevant information from sources provided (ABIS)		Compare information from a range of sources (ABIS)		Make a plan to systematically gather information (K)		Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)	
	Use directions to describe the relationship between two or more features (ABIS) (i.e. the hill is close to the house)		Identify points of view in the past and present (ABIS)		Be organised and systematic in our research (K)		Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)	
	Describe a map and a globe as a representation of a space, or model of Earth (ABIS)		Using information and communication technologies to access information, investigate ideas and represent their thinking. (Auz)		Cite the sources of information gathered in appropriate ways (K)		Create and use various kinds of maps, including political, physical, and thematic maps, of places in the world (ABIS)	
	Use and plan perspectives to recognise landmarks and basic human and		Locate and identify the physical features and human characteristics of places in the world (ABIS)		Record the information we gather in efficient and effective ways (K)		Use latitude and longitude on maps and globes to locate places in the world (ABIS)	
					Analyse information gathered from different sources and look for patterns and trends (K)			

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	<p>physical features e.g. devise a simple map, use aerial photographs; use and construct basic symbols in a key (NC)</p> <p>Use skills of observation to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (NC)</p>				Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (NC)		Use concepts of location (relative location, cardinal and intermediate directions) to describe places in one's community, region, country, or the world (ABIS)		Use cardinal and intermediate directions to describe the relationship between features found on a map or globe (ABIS)
Orientate in relation to place and time	<p>Sequence familiar objects and events (ABIS)</p> <p>Identify cause and effect in personal situations (ABIS)</p> <p>Talk about or show what we <i>already</i> know about place and time (K)</p> <p>Recognise continuity and change over time in personal situations (ABIS)</p> <p>Distinguish between the past, present and future using a variety of words to reference time (ABIS)</p> <p>Use and create timelines to chronicle events of personal significance (ABIS)</p> <p>Use and create calendars to identify days, weeks, months, years and seasons (ABIS)</p> <p>Use relative and absolute location words to identify the location of self or a specific item or place (ABIS) eg near to, or 69 Hang Heng Street</p>			<p>Use dates and historical vocabulary to describe periods of time (NC)</p> <p>Understand the difference between fact and opinion</p> <p>Use and create timelines to chronicle personal, school, community, world or historic events (ABIS)</p> <p>Recognise continuity and change over time in historical contexts (ABIS)</p> <p>Identify and describe reasons for and results of, historical events, situations and changes in a period of time (NC)</p> <p>Describe ways in which people's lives are influenced by time (e.g. through seasons, days of the week, calendars, timetables) (NZ)</p> <p>Recognise similarity and difference (compare and contrast) of unfamiliar objects, people and events or abstract ideas.(ABIS)</p>		<p>Identify and describe reasons for and results of, historical events, situations and changes in a period of time (NC)</p> <p>Reference different time periods using correct terminology, including the terms decade, century and millennium (ABIS)</p> <p>Explain the difference between the recent past and the distant past; (NZ)</p> <p>Identify different types of environment in which people live (e.g. tundra, plains, atolls, war-torn, polluted); (NZ)</p> <p>Identify features of places that reflect people's relationships to the places (e.g., monuments, plaques, street names); (NZ)</p>		<p>Identify types of challenges and crises that people face (e.g., social, technological, economic, political, cultural) (NZ)</p> <p>Use and create timelines to chronicle personal, school, community, world or historic events (ABIS)</p> <p>Explain consequences of ideas and actions of people in the past (NZ)</p> <p>Explain the likely future significance of these ideas and actions (NZ)</p>	

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	Create sketch maps to illustrate spatial information about familiar places and settings from stories (Auz)			Create and interpret simple maps of places around the world, local to global and incorporate map features to display spatial information (ABIS)				
Identify roles, rights and responsibilities in society	<p>Identify the rights and responsibilities individuals have within a group (NZ)</p> <p>Identify what people do when they fulfil particular roles (NZ)</p> <p>Participate in classroom activities that reflect an understanding of civil discourse (listening to others, participating in class discussions, following rules, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority, etc.) (ABIS)</p> <p>Participate in classroom voting procedure (ABIS)</p> <p>Identify ways people work as individuals or groups to address a specific problem or need (ABIS)</p> <p>Select the best choice to achieve a goal when several alternative choices are given (ABIS)</p>			<p>Engage in school voting and civil discourse to improve and sustain democratic principles and support general welfare of students (ABIS) (learner voice and choice)</p> <p>Take civic action in the community to influence the decision of policy makers and individuals on a specific issue. (ABIS)</p> <p>Describe a range of groups <i>and their functions</i> (NZ)</p> <p>Explain how rights and responsibilities might vary in different groups (NZ)</p> <p>Identify reasons why people may need to work together or depend on others to obtain resources (NZ)</p>		<p>Identify possible short- and long-term consequences (costs and benefits) of different choices (e.g. economic, personal, social, etc.) (ABIS)</p> <p>Apply a reasoned decision-making process to make a choice / alternative choice that could have been made for an event (e.g. economic, personal, historical, social, etc.) (ABIS)</p> <p>Describe ways people can become leaders (e.g. inheritance, election, appointment, use of force, volunteering) (NZ)</p> <p>Identify how different styles of leadership affect members of groups (NZ)</p> <p>Describe ways leaders seek to resolve differences within and between groups (NZ)</p> <p>Identify why groups have rules and laws and the ways in which they are developed (NZ)</p>		<p>Identify the rights people have at different ages and in different groups (NZ)</p> <p>Describe processes that can be used to exercise rights within society (NZ)</p> <p>Describe factors (e.g., economic, cultural, age-related, status-related, religious) that shape people's responsibilities and the ways in which people meet these responsibilities (NZ)</p>
Assess the accuracy, validity and possible bias of sources	<p>Identify and compare features of objects from the past and present (ABIS)</p> <p>Identify different points of view (ABIS)</p>			<p>Begin to analyse the extent to which evidence can be trusted and use this in learning about the past (S)</p> <p>Compare information from a range of sources (ABIS)</p>		<p>Identify and describe points of view, attitudes and values in primary and secondary sources (ABIS)</p> <p>Efficiently assess whether a text/source is right for us (valid) (K)</p>		<p>Use primary and secondary sources <i>selectively</i> to research events in the past (S)</p> <p>Analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and</p>

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			Identify points of view in the past and present (ABIS)		Judge the quality of information we gather – using criteria (K) Verify the source of the information we gather (K)		limitations (MYP) Interpret different perspectives and their implications (MYP)		