

Social Studies

Aims

Social Studies contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale

Social Studies aims to help learners develop the skills and knowledge that enable them to comprehend ideas and think critically and logically about themselves, their families, communities, the nation and global communities. It encourages them to become active and responsible citizens.

It also helps to develop understanding about cultural heritage, and the social political, physical, environmental and economic features of different communities. It develops a culture of understanding, mutual respect and value of human dignity.

The knowledge, understanding, skills, values and attitudes acquired from social studies help the learners to understand life styles and culture of their people both within their own country and global communities for peaceful co-existence and development.

Social Studies with the Framework

Social Studies can contribute to all four of the Framework competencies. The subject is an ideal context for the development of critical thinking skills, and for building an understanding of South Sudanese culture and heritage that leads to proud citizenship. It also provides many opportunities for learners to co-operate in groups, and to communicate with different audiences.

Teaching and Learning Social Studies

Social Studies is an integrated subject, but its four strands should enable older learners to move smoothly into the study of separate history, geography or civics in S3 should they opt to do so.

Although the requirements are set out in separate strands in this overview, the teaching and learning can be thematic. There are clear connections at each grade between the requirements across the strands. These are brought out in the Units of Study. Making these connections will enable learners to gain a better understanding. Setting them out separately in this document will help ensure that essential learning is not missed.

The subject should be learned wherever possible through first-hand experiences that are rooted in learners' own locality and experience. It should also enable learners to understand the world beyond their own homes and their own country.

Social Studies is best learned through a variety of methods and materials including field studies, books, documents, photographs, oral accounts, databases and other electronic sources where possible.

Learners should be given opportunities to survey and analyse a wide range of sources and learn to form their own opinions and draw their own conclusions. Opportunities should be provided for learners to communicate their knowledge and understanding in a variety of ways. They should also study the work of other people in this subject domain and become familiar with the standard theories and interpretations.

Strands

There are four strands in Social Studies:

- History: how the past has produced the present
- Geography: how we live in the world around us
- Citizenship: how we live together in society
- Peace Education: how we can live together peaceably

Citizenship includes Civics, and also the more active aspects of the subject including advocacy

Younger learners will learn these in an integrated way, but as they move towards secondary school, the strands will become distinct and separate subjects.

<p>History</p> <p>How the past has produced the present</p>	<p>Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shed our history. They recognize the impact of the past on the present.</p> <p>They learn to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.</p> <p>They use a range of primary sources where possible to carry out their own investigations and evaluate interpretations made by others.</p>	
<p>Geography</p> <p>How we live in the world around us</p>	Physical	Learners explore the physical world around them and recognize the impact this has on the way we live. They find out about different ways in which communities are linked and depend on each other.
	Human, economic and environmental	They carry out field-work, and collect record and present evidence. They analyse evidence and draw conclusions. They use, make and interpret maps at different scales.
	Map skills	Learners recognise the possible impact of climate change and appreciate the need for sustainability.
<p>Citizenship</p> <p>How we live together in society</p>	Civics	Learners should know about some of the methods and institutions that enable communities to organise themselves and make decisions They should recognize the patterns in communities, cultures and places, and how these have changed and developed over time.
	Advocacy	They should take part in community projects and learn first-hand how communities are run, and how decisions are made
	Active citizenship	Citizenship is more than a statutory subject. Its skills and values will enhance democratic life for us all, both rights and responsibilities , beginning in school, and radiating out.
<p>Peace Education and Human Rights</p> <p>How we can live peaceably together</p>	<p>Learners should find out about the strategies that are used to promote peace and harmony. They should know about different sorts of rights such as Constitutional and Human rights.</p> <p>They should be aware of the importance of HIV/AIDS and STIs and the need to promote gender equality.</p> <p>They should build their own skills of peaceful living and conflict resolution and be committed to peace and reconciliation.</p>	

		P1	P2	P3	P4
History		<p>Explore the History of their family (<i>eg family tree</i>) and village so that they appreciate how things have changed over time, (<i>eg by talking to older people in the village</i>)</p> <p>Look at how some familiar objects (<i>forms of transport etc</i>) have changed over time</p>	<p>Find out how their village and locality have changed over time, and begin to understand the reasons for these changes.</p> <p>Place events and objects in chronological order.</p>	<p>Describe the way of life of African people from the distant past and their economic and cultural activities.</p> <p>Understand the factors that influenced the development of early settlement and migration in South Sudan</p>	<p>Find out about the impact of technology on ways of life in the past and how this has shaped history, by studying some key examples (<i>eg the plough, gunpowder, printing, the steam engine etc</i>)</p> <p>Begin to place events, people and changes into correct periods of time.</p>
Geography	Physical	<p>Talk about the key physical features of their local area (<i>hills, streams, forests,)</i></p> <p>Identify the key human features of their area including resources and economic activities around home and school: (<i>crops, shops, manufacture etc.</i>)</p> <p>Begin to recognize how the physical world can be represented on a map within the context of their own school, village and local routes.</p>	<p>Talk about the physical features found within the Payam and South Sudan (<i>such as hills, valleys, rivers, swamp and significant plants and crops</i>)</p> <p>Describe key human activities of the Payam and South Sudan including some of the principle jobs and products (<i>such as: crops, animals, oil, mining etc</i>)</p> <p>Know the importance of caring for the immediate environment (<i>litter, dirt etc</i>)</p> <p>Be able to recognize the position of their own village and major cities and other features on a map of South Sudan.</p>	<p>Identify the key physical features of the African continent and begin to understand how they were formed</p> <p>Describe the types of settlement, land use, and economic activity in the African continent including some of the principle jobs and products and how these vary in different areas.</p> <p>Investigate the sources of what pollutes our environment (<i>eg burning, sewage, rubbish, water pollution etc</i>)</p> <p>Recognise and interpret the key features of Africa on a map (<i>rivers, mountains, major cities etc.</i>)</p>	<p>Described the pattern of local weather: and seasons, and begin to understand some of the causes of weather (<i>winds, rain etc</i>)</p> <p>Describe the basis of crop farming, forestry and fishing within the state, and find out about some of the traditional industries. Contrast this economic activity in localities in other parts of the world.</p> <p>Know about the phenomenon of climate change, and the impact on a locality</p> <p>Use scales to measure and investigate distance on maps and position places using grid lines. .</p>
	Human, economic and environmental				
	Map Skills				
Citizenship	Civics	<p>Find out about our homes, family members, and the school community.</p>	<p>Describe the communities found in the villages, their origin and the ceremonies, rituals and festivals practiced by people in the village.</p> <p>Take part in some of the everyday decisions that affect them in their school communities.</p>	<p>Compare their own village or town to a contrasting location and recognize the similarities and differences.</p> <p>Learn about the importance and values of the national symbols and how these impact on everyday life.</p> <p>They present their ideas to others and begin to acknowledge different responses to their ideas.</p>	<p>Find out about the different people of the state, the stories of their origin, and the laws governing the communities in the state.</p> <p>Know about some of the key religious practices and symbols in the community</p> <p>Take part in decision-making activities with others in contexts that are familiar to them.</p>
	Advocacy	<p>Be able to talk about their roles and responsibilities (<i>eg in the family and school</i>)</p>			
	Active citizenship				
Peace Education and Human Rights		<p>Take turns, line up and share things with others.</p> <p>Understand the dangers of unfamiliar objects found on the environment</p>	<p>Co-operate within a group, appreciating different needs and roles</p> <p>Know the key warning signs of the presence of landmines</p>	<p>Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equality</p> <p>Understand and explain risks of mines and unexploded ordinance</p>	<p>Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.</p>

		P5	P6	P7	P8
History		Find about the key pre-colonial kingdoms of South Sudan and Africa, and how they developed over time. Compare this to a country in another continent.	Understand the struggle for independence of South Sudan and name the role of the key people involved. Compare and contrast this to struggles elsewhere (<i>eg India, South Africa, South America</i>) Place events, people and changes into correct periods of time.	Understand the development, rise and fall of civilisations over time by making a study of at least two (<i>eg Mayas, Aztecs, Rhymer Empire, Romans etc.</i>) Begin to develop a sense of period through describing and analysing the relationships between the characteristic features of periods studied.	Understand the process and implications of the coming of Europeans into Africa. Compare this to the experiences in other continents (<i>eg North and South America</i>) Build a chronological framework of periods and using this to place new knowledge in context.
Geography	Physical	Understand the processes leading to the original formation of the key physical features of South Sudan and Africa	Understand the processes leading to the creation of and changes in physical features (<i>such as tectonic plate movement, volcanic activity, erosion, deposition, pollution, human activity etc</i>)	Understand how physical features and processes impact on communication, production and trade in South Sudan and other parts of the world.	Understand the factors that produce the climate and appreciate its effects of climate on human settlement, economic activities. Understand some of the causes and impact of climate change on South Sudan and the world.
	Human, economic and environmental	Understand the importance of the differing farming systems to South Sudan and Africa in general, and how these relate to climate and physical features such as geology, soil and relief. Appreciate the possible impact of climate change and the need for sustainability.	Understand the operation of the key industries and types of trade of South Sudan and her neighbours. Make a particular study of the fishing industry in South Sudan. Understand how the key tourist attractions can be managed to the benefit of South Sudan and compare this to other countries.	Investigate the importance and potential of the mining sector of South Sudan, and the need for sustainable development. Understand the need to balance protection of bio-diversity with the development of agriculture and industry.	Compare and contrast farming systems in South Sudan with other countries that have similar climates, and understand the need for sustainability. Understand the role of co-operative societies in South Sudan (<i>types of cooperatives, functions, benefits, and the problems facing cooperatives.</i>) Examine the problems and benefits associated with development projects (<i>such as HEP in South Sudan and Africa.</i>)
	Map Skills	Use maps to interpret physical features at a range of scales in Africa and other continents.	Be familiar with the location of cities and key features of the major continents of the world.	Use maps to recognize settlement patterns, and major communication routes.	Interpret world maps to identify key physical and human features, and construct maps at a variety of scales.
Citizenship	Civics	Find out about the systems of governance of South Sudan and neighbouring countries.	Appreciate the importance of tolerance, respect and equality in the way people live together	Understand how ideals of justice and fairness underpin the legal system.	Appreciate the factors impacting on national unity, and understand the importance of equitable distribution of national resources and power sharing in South Sudan and elsewhere.
	Advocacy Active citizenship	Appreciate the qualities of a good leader and good citizen, Take part in debates on issues that are familiar to them.	Understand the social and political interactions between South Sudan and neighbouring countries. Explain the ways in which people can participate in democracy and how they can change things in communities.	Identify and discuss regional cooperation, regional bodies, and the importance of regional co-operation. (<i>eg Organization of African Unity (AU).</i>) Research issues and use this to make informed contributions to debates.	Work collaboratively to negotiate, plan and carry out an activity which will make a difference to the lives of others.
Peace Education and Human Rights		Recognise that respect for human rights and gender equality underpin peaceful co-existence (<i>including gender stereotypes</i>) Be aware of the dangers and consequences of the spread of HIV/AIDS and STIs	Recognise the importance of promoting human rights and the systems that protect them (<i>including forced marriage etc</i>) Know about the causes, effects and ways of preventing HIV/AIDS and STIs.	Begin to be able to discuss the consequences of international conflicts, and how they are mediated and resolved. Be aware of the ways of promoting gender equality in a local and national situation.	Understand some of the ways of building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.

		S1	S2
History		<ul style="list-style-type: none"> Analyse and describe the pre-colonial trade in Africa Analyse and explain the colonial rules and African response to colonialism. Understand and explain the evolution of societies and heritage in Africa, and the evolution of Sudan as a Nation. Understand the key themes in South Sudan history and explore the link between the past present realities. Explore and understand the contribution of the regional and international organizations to the independence struggle and development in Africa. 	<ul style="list-style-type: none"> Explore the major themes in European history growth and development, including the impact of the industrial revolution. Discuss the achievements and failures of Vienna Congress in Europe and explore the unifications in Europe Understand and examine the causes and impacts of the world wars and cold wars on Europe and Africa. Understand liberal democracy and nationalism from ancient Europe to modern times. Explore the challenges, achievements and prospects of post independence Africa.
Geography	Physical	<ul style="list-style-type: none"> Identify and describe the physical features of Africa and South Sudan and explain how physical processes have influenced their landscapes.. The causes, consequences of and responses to extreme weather conditions and natural weather hazards, 	<ul style="list-style-type: none"> Understand and compare the physical geography of South Sudan to a contrasting area (<i>eg North America or the Rhine lands</i>) and explain the influence of physical processes on these. Understand the distribution and characteristics of large scale natural global ecosystems (such as tundra, rainforest and temperate forest), drawing out the interdependence of climate, soil, water, plants, animals and humans and the issues related to sustainable use and management.
	Human, economic and environmental	<ul style="list-style-type: none"> Understand population and settlement patterns in South Sudan and Africa. Explain resource utilization in South Sudan taking some examples from other African countries in the context of sustainability Understand and carry out field-work on socio-economic activities in South Sudan Understand the importance of field techniques Explain land tenure system and the politics behind rural economies. 	<ul style="list-style-type: none"> Compare the economic and human geography of South Sudan to a contrasting area (<i>eg North America or the Rhine lands</i>) Identify the factors to sustain the economy Understand key population trends and their economic implications to humanity and settlement patterns. Be aware of some key lessons learned from the industrialized regions of the world (<i>e.g. USA and UK</i>) that would help some African countries Understand the causes and implications of climate change both locally and beyond.
	Map Skills	<ul style="list-style-type: none"> Use a range of maps, atlases, satellite imagery and where possible other digital material to find evidence to answer geographical questions. 	<ul style="list-style-type: none"> Construct and use a range of maps atlases, satellite imagery and where possible other digital material to illustrate the relationships between aspects of physical and human geography and trends and developments over time.
Citizenship	Civics	<ul style="list-style-type: none"> Know about the functions of central and local government, the public services they offer and how they are financed, and the opportunities to contribute Understand the characteristics of parliamentary and other forms of government, including the electoral system and the importance of participating in democratic life. Explore different kinds of rights and responsibilities and how these affect both individuals and communities. Understand that individuals, organizations and governments have responsibilities to ensure that rights are balanced, supported and protected. Learners make informed contributions to discussions and debates on a range of topical and controversial issues. 	<ul style="list-style-type: none"> Understand the work of parliament, the government and the courts in making and shaping the law Recognise the importance of playing an active part in democratic and electoral processes Investigate the ways in which rights might compete and conflict, and understand that hard decisions have to be made to try to balance these. Learners develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them. They work with others to initiate, negotiate, plan and carry out an appropriate course of action in the local community to bring about change.
	Advocacy Active citizenship		
Peace Ed & Human Rights		<ul style="list-style-type: none"> Be aware of the theory of peace conflict resolution Understand the importance of service delivers in conflict resolution. 	<ul style="list-style-type: none"> Recognise key areas of conflict (<i>eg power, identity, religion, natural resources</i>) Know about key advocates for non-violence in South Sudan and the world.

	S3	S4
Citizenship	<ul style="list-style-type: none"> • Be aware of the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Africa and internationally • Understand the importance of a free and responsible press, and the media's (including the internet), role in society, in providing information and forming opinion, and be aware of the citizen's need to resist manipulation by such media 	<ul style="list-style-type: none"> • Be aware of the rights and responsibilities of consumers, employers and employees • Be well informed about some of the wider issues and challenges of global interdependence and responsibility, including sustainable development
Peace Education and Human Rights	<ul style="list-style-type: none"> • Recognise the links between conservation of environment and peace • Understand how civic leadership can work together to promote peace making and conflict resolution 	<ul style="list-style-type: none"> • Understand the basis of holistic peacemaking and conflict resolution. • Understand the role of the United Nations (UN) Charter on Conflict and peace resolution, and the African Union (AU) charter on conflict and resolution.