

# **PRIMARY SOCIAL STUDIES**

## **SYLLABUS**

**Class Three**

**REVISED – SEPTEMBER 2012**

**MINISTRY OF EDUCATION & HUMAN RESOURCE DEVELOPMENT  
BARBADOS**

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## **ACKNOWLEDGEMENTS**

The Ministry of Education and Human Resource Development expresses thanks and appreciation to the following persons for their contribution to the development of this syllabus:

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Ms. Karen Bobb	St. Christopher Primary School
Ms. Beverly Burrows	West Terrace Primary School
Mrs. Celeste Clarke-Cox	Education Officer, Ministry of Education
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Mrs. Ometa Hinds	St. Joseph Primary School
Mr. Hal Ifill	Eden Lodge Primary School
Ms. Jennifer Sealy	Bay Primary (Chairperson)
The National Curriculum Development Council	

## **RATIONALE**

The Social Studies Curriculum focuses on the study of man, his interpersonal relationships and his interactions with the cultural, physical and social environment. Therefore, it deals with his origins, historical development and systems of government. It selects relevant concepts and skills from a variety of disciplines. Social Studies brings a unique way of Organizing content to enable the child to construct meaning of his social, cultural and physical world and so permits the adoption of a child-centered approach to teaching and learning. This curriculum provides an excellent forum for the infusion of values education and social and emotional learning. Every effort must be made to help students to be aware of and to accept and develop values such as tolerance, respect, honesty, cooperation and empathy.

The adoption of an integrated approach to the curriculum enables students to see a 'wholeness' about their learning in the classroom. A variety of strategies should be used to provide self-directed, integrated learning experiences. This syllabus provides a framework for the development of citizenship education through which students can make meaningful contributions to their community, the region and the world.

## **GENERAL OBJECTIVES**

- ❑ To develop good citizens
- ❑ To develop an appreciation for our culture and national heritage
- ❑ To enable students to develop good interpersonal skills
- ❑ To inculcate attitudes and habits which enable students to conserve and preserve natural resources.
- ❑ To engender a spirit of cooperation and unity among our students.

## FORMAT OF THE SYLLABUS

The Social Studies Curriculum is divided into a Scope and Sequence, Attainment Targets and a detailed syllabus outline. In the Scope and Sequence and Attainment Targets when a concept/skill is first introduced it is indicated by a ■. A √ indicates in which future class (es) the concept/skill has to be developed and maintained.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level. The Attainment Targets indicate the skills and competencies, which each student should be able to achieve by the end of each academic year. The Specific Objectives are clearly outlined and indicate what each student should be able to achieve at the end of this level.

The Suggested Activities are designed to facilitate the development of social and emotional learning skills, decision-making skills and critical and creative thinking. They foster cooperative and collaborative learning in the classroom, while consolidating instructions and developing desired skills. These activities are intended only as a guide to teachers and are by no means prescriptive nor restrictive.

Since assessment is an essential part of any educational programme, an Assessment section with a wide range of methods is included for each topic.

### KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life	HFLE	History	HI
Home Economics	HE	Industrial Arts	IA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social/Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

## SCOPE AND SEQUENCE

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>1.0 THE FAMILY</b>				
1.1 The individual	■			
1.2 Definition of the term "family"	■	✓	✓	✓
1.3 Types of families	■	✓	✓	✓
1.4 Roles and relationships of family members	■	✓	✓	✓
1.5 Challenges which families face	■	✓	✓	✓
1.6 Social agencies that assist families	■	✓	✓	✓
<b>2.0 THE NEIGHBOURHOOD</b>				
2.1 Definition of the term "neighbourhood"	■			
2.2 Places, people and activities in the school's neighbourhood	■			
2.3 The need for community - spiritedness	■	✓	✓	✓



- Begin teaching the concept/skill/fact
- √ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>3.0 COMMUNICATION</b>				
3.1 Definition of the term 'communication'.	■			
3.2 Methods of communication past and present.	■			
3.3 Communication centres in Barbados.	■			
3.4 The importance of communication.	■			
<b>4.0 TRANSPORTATION</b>				
4.1 Definition of the term 'transportation'	■			
4.2 Methods of transporting people - past and present	■			
4.3 Methods of transporting goods - past and present	■			
4.4 Transportation centres in Barbados.	■			
4.5 The importance of transportation	■			

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>5.0 AN INTRODUCTION TO BARBADOS</b>				
5.1 The shape and location of Barbados	■	✓	✓	✓
5.2 Location of parishes, towns and places of interest	■	✓	✓	✓
5.3 A description of the physical landscape		■	✓	✓
5.4 An introduction to the climate of Barbados	■	✓	✓	✓
5.5 Hurricane preparedness at the individual, family and community levels.	■	✓	✓	✓
<b>6.0 NATIONHOOD</b>				
6.1 Definition of the term 'independence'.	■	✓	✓	✓
6.2 Symbols of independence.	■	✓	✓	✓
6.3 Nation builders who chartered the course for independence.	■	✓	✓	✓
6.4 The importance of independence and patriotism	■	✓	✓	✓
6.5 Benefits and challenges of independence.			■	✓
6.6 Our system of government			■	✓
6.7 The importance of rules and laws to the country.	■	✓	✓	✓
6.8 Rights and responsibilities of the child in the nation - building process.	■	✓	✓	✓

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>7.0 UTILITY SERVICES</b>				
7.1 Definition of the term "utility service"		■		
7.2 Identification of utility services in Barbados		■		
7.3 Water - the main source		■		
7.4 Transportation of water to our homes		■		
7.5 Rights and responsibilities of the consumer and service provider		■		
7.6 Conservation and preservation of our water supply		■		
<b>8.0 NATURAL RESOURCES</b>				
8.1 Definition of the term 'natural resources'		■		
8.2 Identification of natural resources in Barbados		■		
8.3 Definition of the terms 'renewable' and 'non-renewable' resources		■		
8.4 Classification of natural resources as renewable and non-renewable		■		
8.5 Conservation and preservation of our natural resources		■		

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>9.0 THE EARLIEST KNOWN INHABITANTS</b>				
9.1 The Amerindians - origin, physical appearance, lifestyle and settlement		■	✓	✓
9.2 The earliest Europeans who came to Barbados		■	✓	✓
9.3. The account of the early English settlement		■	✓	✓
9.4 The arrival of the Africans		■	✓	✓
9.5 Africa - a vast and varied continent			■	✓
9.6 African contribution to Barbados and the world		■	✓	✓
<b>10.0 AGRICULTURE IN BARBADOS</b>				
10.1 Identification of crops grown		■		
10.2 The sugar industry - a description of the cane plant		■		
10.3 Cultivation of sugar cane		■		
10.4 Harvesting of sugar cane		■		
10.5 Processing of sugar cane		■		
10.6 Definition of the term 'agro-industries'			■	
10.7 Identification of agro-industries in Barbados			■	

- Begin teaching the concept/skill/fact
- √ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
10.8 Characteristics of small and large farms			■	
10.9 Problems associated with agriculture		■	√	
10.10 Benefits of agriculture to the country		■	√	
<b>11.0 TOURISM IN BARBADOS</b>				
11.1 Definition of the term 'tourist'			■	
11.2 Reasons why tourists come to Barbados			■	
11.3 Main countries from which tourists come			■	
11.4 Types of accommodation			■	
11.5 The influence of tourism on culture			■	
11.6 Problems associated with tourism			■	
11.7 Benefits of tourism to the country			■	

- Begin teaching the concept/skill/fact
- √ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>12.0 OUR REGIONAL NEIGHBOURS</b>				
12.1 Location of the Caribbean region			■	
12.2 Island groupings and capitals			■	
12.3 Limestone and volcanic islands			■	
12.4 Peoples of the Caribbean region and their origins			■	
12.5 Natural resources of the Caribbean region			■	
12.6 Classification and use of natural resources			■	
12.7 Conservation and preservation of the region's natural resources			■	
12.8 Regional organizations – CARIFTA, CARICOM, CSME, OECS			■	√
<b>13.0 OUR CULTURE</b>				√
13.1 Definition of the term 'culture'			■	√
13.2 Aspects of our culture			■	√
13.3 Cultural diversity - religious and other festivals			■	√
13.4 Origins of major ethnic groups and retentions of their culture			■	√
13.5 Preserving our history and cultural legacy			■	√

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>14.0 FISHING IN BARBADOS</b>				
14.1 Types of fish caught				■
14.2 Methods of fishing and types of boats used				■
14.3 Fishing ports and villages				■
14.4 Conserving fish and other marine life around Barbados				■
14.5 Cultural celebrations associated with fishing				■
14.6 Challenges associated with the fishing industry				■
14.7 The role of the Coast Guard				■
14.8 Importance of fishing to Barbados				■
<b>15.0 THE EARTH AND MAJOR PHYSICAL FEATURES</b>				
15.1 The composition of the earth				■
15.2 Lines of latitude and longitude				■
15.3 Earth movements - rotation and revolution				■

- Begin teaching the concept/skill/fact  
 ✓ Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
15.4 Identification of major physical features				■
15.5 How major physical features affect mankind				■
<b>16.0 TRADING WITH THE WORLD</b>				
16.1 Goods and services which we export and import				■
16.2 Countries with which we trade				■
16.3 Trading organizations - regional and international				■
16.4 The importance of regional and international trade				■



## **SPECIFIC OBJECTIVES**

### **1. THE FAMILY**

*Pupils should be able to:*

- a. Describe feelings about “self”;
- b. Define the term “family”;
- c. Describe types of families.
- d. Describe the various roles of family members (see p 25);
- e. Perform operations e.g. addition, subtraction, multiplication and division re the family budget;
- f. Develop an appreciation for the rights and responsibilities of family members;
- g. Explain at least THREE (3) challenges which families face;
- h. Name at least THREE (3) agencies that assist families;
- i. Describe the role of ONE (1) agency.

## **2. THE NEIGHBOURHOOD**

*Pupils should be able to:*

- a. Demonstrate community spiritedness within the classroom process.

## **5. AN INTRODUCTION TO BARBADOS**

*Pupils should be able to:*

- a. Use symbols including cardinal points to locate places on a map of Barbados;
- b. Give a brief description of the physical landscape of Barbados;
- c. Locate the main highland and lowland areas and the Scotland District on a map of Barbados;
- d. Locate the Caribbean region on the map of the world;
- e. Define the terms “weather” and “climate”;
- f. Name FOUR (4) elements of weather and the instruments used for measuring them;
- g. Interpret graphical representations on aspects of weather;
- h. Describe the climate of Barbados;
- i. Discuss the importance of hurricane preparedness at the individual, family and community levels.

## 6. NATIONHOOD

*Pupils should be able to:*

- a. Identify symbols of independence and names of the persons who created them;
- b. State at least THREE (3) contributions each of TWO (2) nation builders;
- c. Discuss the importance of independence and patriotism;
- d. Discuss at least THREE (3) benefits which the country has experienced since independence;
- e. Discuss at least THREE (3) challenges facing the country since independence;
- f. Identify the system of government which exists in Barbados;
- g. Discuss at least FOUR (4) characteristics which define our system of government;
- h. Describe ONE (1) of the main functions of each of the following offices;
  - a) Governor General                      c) Leader of the Opposition
  - b) Prime Minister                         d) Speaker of the House
- i. Explain the role of a government;
- j. Show how rules and laws are important to the country;
- k. List at least FOUR (4) rights and accompanying responsibilities of a child in the nation building process.

## **9. EARLIEST KNOWN INHABITANTS**

*Pupils should be able to:*

- a. Locate on a world map, the countries from which the earliest Europeans came;
- b. Give a brief account of the early English settlement in Barbados;
- c. Locate Africa on a map of the world;
- d. Locate on a map of Africa, countries from which African slaves were taken;
- e. State the main reason why Africans were brought to Barbados;
- f. Discuss the major climatic regions of Africa (see p 36);
- g. Research and present information on TWO (2) African leaders (Nelson Mandela and ONE (1) other);
- h. Describe the cultural impact of Africa on our way of life.

## **10. AGRICULTURE IN BARBADOS**

*Pupils should be able to:*

- a. Define the term “agro-industries”;
- b. Identify at least TEN (10) agro-industries in Barbados;
- c. State at least THREE (3) characteristics each of small and large farms;

- d. Discuss at least THREE (3) problems associated with agriculture;
- e. Discuss at least THREE (3) benefits of agriculture to Barbados;
- f. Interpret graphical representations on aspects of agriculture.

## **11. TOURISM IN BARBADOS**

*Pupils should be able:*

- a. Define the term “tourist”;
- b. State FIVE (5) reasons why tourists come to Barbados;
- c. Locate on a map of the world the main countries from which tourists come;
- d. Identify at least FOUR (4) types of accommodation available in Barbados;
- e. Locate the main areas where tourist accommodation and facilities are found in Barbados;
- f. Discuss at least THREE (3) ways in which tourism influences cultural practices in Barbados;
- g. Discuss at least THREE (3) problems associated with tourism;
- h. Discuss THREE (3) benefits of tourism to Barbados;
- i. Interpret graphical representations on aspects of tourism.

## 12. OUR REGIONAL NEIGHBOURS

*Pupils should be able to:*

- a. Locate the Caribbean region on a map of the world;
- b. Identify the major island groupings on a map of the Caribbean;
- c. Name the capitals of the CARICOM member states;
- d. Identify islands of the Caribbean region according to their rock formation e.g. limestone/volcanic;
- e. Identify the various ethnic groups of the Caribbean region and discuss their origin;
- f. Identify the natural resources of the region and their location;
- g. Classify the natural resources of the region as renewable and non-renewable and identify their uses;
- h. State reasons why we should conserve and preserve the natural resources of the region;
- i. List FOUR (4) regional organizations and state the main function of each.

### 13. OUR CULTURE

*Pupils should be able to:*

- a. Define the term “culture”;
- b. Describe at least FOUR (4) aspects of our culture;
- c. Identify at least EIGHT (8) festivals observed in Barbados;
- d. Classify the festivals as religious and non-religious;
- e. Identify THREE (3) major ethnic groups found in Barbados;
- f. Describe FOUR (4) retentions of the THREE (3) major ethnic groups;
- g. Explain THREE (3) ways in which we can preserve our history and culture;
- h. Perform operations e.g. addition, subtraction, multiplication and division re cultural activities.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>THE FAMILY</b>	<b>The pupils should be able to:</b>			
<b>The Individual</b>	Describe feelings about self.	Oral presentation about self. E.g. physical appearances, qualities, likes and dislikes.(LA)	Write five sentences about 'self'	Feeling Good About Yourself –D. Pincus
<b>Definition of the term family</b>	Define the term family.	Picture viewing and discussion to define the term family.(VA)	Draw and label pictures of family members.	Pictures of family members Caribbean Primary Social Studies Book 1 (new ed.) - M Albertin & M. Brathwaite
<b>Types of families</b> - nuclear - single parent - extended	Describe types of families.	View and discuss pictures of different family types.	Labelling pictures to identify different types of families.	
<b>Roles and relationships of family members</b>	Describe the various roles of family members. 1. Parents (a) socialization (b) economic support (c) procreation (d) meeting emotional needs.	Listen to and roleplay a number of scenarios to depict the major roles of parents. Class discussion to clarify these roles.(D/LA)	Complete work sheets on roles of parents	CD player, tape recorder The Values Book - P. Schiller & T. Bryant



TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Roles and relationships of family members	<p><b>The pupils should be able to:</b></p> <p>Describe the various roles of family members</p> <p>2. Children</p> <p>(a) Engaging in household tasks.</p> <p>(b) Grasping educational opportunities.</p> <p>(c) Practicising desirable behaviours including financial literacy.</p>	<p>Brainstorming to generate ideas on how to help at home.</p> <p>Role play scenarios which portray modes of behavior e.g. respect, tolerance, conflict resolution, team work and financial literacy for all. <b>(D/SEL)</b></p>	<p>Create a list of five activities to show how they help at home.</p> <p>Oral/written account of family activities</p> <p>Critique the presentations</p>	<p>Pictures of family members</p> <p>Home Videos</p> <p>Resource personnel from the polyclinic</p> <p>Child Care Board</p>
	<p>Develop an appreciation for the rights and responsibilities of family members.</p>	<p>Lecture/discussion to foster an appreciation of mutual responsibilities and relationships among family members. <b>(LA)</b></p>	<p>Create posters/slogans/jingles/poems/skits to portray mutual responsibilities and relationships.</p>	

TOPIC	Challenges which families face	Social agencies that assist families	THE NEIGHBOURHOOD
OBJECTIVES	<p>The pupils should be able to:</p> <p>Explain THREE challenges which families face.</p> <p>Name at least THREE agencies that assist families.</p> <p>Describe the role of ONE agency.</p> <p>Demonstrate community spiritedness within the classroom process.</p>	<p>Class discussion aided by scenarios/pictures on challenges which families face.(HFLF)</p> <p>Group discussion aided by teacher - generated passage.(SEL)</p> <p>Listening to a taped conversation which explains the role of an agency that assists families.(HFLF)</p> <p>Engage the class in a community project.(SEL)</p>	<p>Question and answer session on solutions to challenges.</p> <p>Oral presentations by group leaders</p> <p>Write answers to questions on the role of the agency.</p> <p>Assess the project for its community spiritedness.</p>
SUGGESTED ACTIVITIES			
ASSESSMENT			
SUGGESTED RESOURCES	<p>Tape recorder</p> <p>Pictures</p> <p>The Welfare Department</p> <p>Child Care Board</p>		

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>AN INTRODUCTION TO BARBADOS</b>  <b>A description of the physical landscape</b>	<p><b>The pupils should be able to:</b></p> <p>Use symbols including cardinal points to locate places on a map of Barbados</p> <p>Give a brief description of the physical landscape of Barbados.</p>	<p>Locate towns, parishes and places of interest on individual maps</p> <p>Use pictures to identify and describe briefly each of the following: The St. Philip Tableland, The St. Lucy Tableland, Central Uplands, Western Terraces, Scotland District, Christ Church Ridge, Silver Sands Flats and St. George Valley. (G/LA)</p>	<p>Students to work in pairs and check maps for accuracy</p> <p>Create a summary of the various physical regions of Barbados</p>	<p>Barbados Our Environment (2<sup>nd</sup> ed.) - I. Waterman</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>A description of the physical landscape</b>	<b>The pupils should be able to:</b>  Locate the main highland and lowland areas on a map of Barbados	Conduct a field trip to observe and discuss physical regions. (G/LA)	Complete individual worksheets.	Worksheets
<b>Location of the Caribbean region</b>	Locate the Caribbean region on the map of the world	Locate the EIGHT physical regions on an outline map of Barbados (G)	Use a colour key to show the various physical regions of Barbados.	Map of Barbados
<b>An Introduction to the climate of Barbados</b>	Define the terms “weather” and “climate”	Use of atlases/wall maps of the world to locate the Caribbean region  Listen to a taped weather report to elicit information which defines the term ‘weather.’ (G)	Circle the Caribbean region on individual world maps and check for accuracy  Write sentences to defines the term “weather” and “climate”	CBC TV <a href="http://www.nationnews.com">www.nationnews.com</a> local radio stations

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>An Introduction to the climate of Barbados</b>	<b>The pupils should be able to:</b>			
	Define the terms “weather” and “climate”	Group work – read a passage and brainstorm to define “climate”	Write sentences to define the term “weather” and “climate”	
	Name FOUR elements of weather (temperature, rainfall, cloud cover and wind) and name the instruments used for measuring them	Outdoor observation and discussion to identify the FOUR elements of weather. Internet/library search to name the instruments. <b>(G/SC)</b>	Predict the weather based on the FOUR elements discussed. Work in groups to construct weather charts and insert information on the day's weather. Fill in blank spaces to name the instruments used for measuring the elements.	Advocate Newspaper Nation Newspapers A video recorder
	Describe the climate of Barbados	Class discussion to describe the climate of Barbados <b>(G)</b>	Write a sentence to describe the climate of Barbados	CERO handbook on ‘Hurricane Prepared’

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>An Introduction to the climate of Barbados</b></p> <p><b>NATIONHOOD</b></p>	<p><b>The pupils should be able to:</b></p> <p>Discuss the importance of hurricane preparedness at the individual, family and community level</p> <p>Identify symbols of independence and names of the persons who created them</p> <p>State at least THREE contributions made by TWO nation builders</p>	<p>Use newspaper clippings/ a video clip to generate discussion on damage done by hurricanes and suggestions for hurricane preparedness at all levels.(SEL)</p> <p>View/Listen to and discuss symbols of independence</p> <p>Individual research to present brief biographies of TWO nation builders. (HI)</p>	<p>Work in groups to role-play ways in which families may respond to bulletins. Critique group presentations.</p> <p>Complete fact sheets about the symbols of independence and persons who created them.</p> <p>Write a summary on the contribution of a nation builder.</p>	<p>Advocate Newspaper Nation Newspapers</p> <p>CERO handbook on 'Hurricane Prepared'</p> <p>Builders of Barbados - F. A. Hoyos</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>The importance of independence and patriotism</b>	<p><b>The pupils should be able to:</b></p> <p>Discuss the importance of independence and patriotism</p>	<p>Define the term “independence” re: students’ responsibilities for self and property while at school.</p> <p>Define the term “patriotism” and suggest ways in which we can show love for our country. <b>(H)</b></p>	<p>Write a paragraph to explain THREE reasons why students should be responsible for self and property while at school.</p> <p>Roleplay scenarios which illustrate love for our country.</p>	<p>For love of country – H. Beckles.</p> <p>National Heroes of Barbados - GIS 1998</p>
<b>Benefits and challenges of independence</b>	<p>Discuss at least THREE benefits which the country has enjoyed since independence.</p>	<p>Listen to tape recordings /view video clips of speeches delivered by nation builders to generate class discussion. <b>(LA/VA/IT)</b></p>	<p>Group work to prepare and present a brief summary on benefits of independence.</p>	<p>Builders of Barbados – F.A. Hoyos.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Benefits and challenges of independence</b>	<p>The pupils should be able to:</p> <p>Discuss at least THREE challenges facing the country since independence</p>	<p>View pictures/newspaper clippings to discuss challenges experienced since independence. Interview members of staff/family to hear their views on past independence issues. (VA/IT)</p>	<p>Oral presentations to identify some challenges experienced since independence.</p>	<p>Builders of Barbados – F.A. Hoyos.</p>
<b>Our System of Government</b>	<p>Identify the type of government which exists in Barbados.</p>	<p>Use the slogan “Government OF the people, FOR the people and BY the people” to discuss the concept of a democracy. (HI)</p>	<p>Write a sentence which identifies our system of government.</p>	<p>Civics for Barbados (3<sup>rd</sup> ed.) - W.L. Inniss.</p>



TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Our System of Government	The pupils should be able to:			
	Discuss at least FOUR characteristics which define our system of government.	Work in groups to research at least FOUR characteristics which define our system of government. <b>(HI/SEL)</b>	Present the group findings as oral reports	
	Describe ONE of the main functions of each of the following offices: a) Governor – General b) Leader of the Opposition c) Speaker of the House	Listen to a parliamentary representative /lawyer to describe the functions of the offices. <b>(HI)</b>	Write summaries outlining functions of the offices	
	Explain the role of a government	Class discussion to explain the role of a government <b>(HI/SEL)</b>	Write a paragraph to explain the role of a government	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>The importance of rules and laws to the country</b>	<p><b>The pupils should be able to:</b></p> <p>Show how rules and laws are important to the country.</p>	<p>Roleplay scenarios which portray the importance of rules and laws to the country. <b>(D/HI)</b></p>	<p>Critique the roleplay</p>	
<b>Rights and responsibilities of the child in the nation building process</b>	<p>List at least FOUR rights and accompanying responsibilities of the child in the nation building process.</p>	<p>Group discussions aided by slogans to elicit responsibilities which accompany specific rights. <b>(SEL)</b></p>	<p>Role-play to portray an understanding of rights and their accompanying responsibilities.</p>	<p>UNICEF</p> <p>Civics for Barbados (3<sup>rd</sup> ed.)- W. LeRoy Inniss</p>
<b>THE EARLIEST KNOWN INHABITANTS OF BARBADOS</b>	<p>Locate on a world map, the countries from which the earliest Europeans came.</p>	<p>Locate the countries on a world map and on a globe. <b>(G)</b></p>	<p>On individual world maps illustrating the political boundaries of Spain, Portugal and England, students will shade to identify these countries.</p>	<p>The People Who Came Bk 1 - Alma Norman</p> <p>The Caribbean People Bk1 – Lennox HoneyChurch</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>THE EARLIEST KNOWN INHABITANTS OF BARBADOS</b></p> <p><b>Africa - a vast and varied continent</b></p>	<p>The pupils should be able to:</p> <p>Locate Africa on a map of the world.</p> <p>Locate on a map of Africa the countries from which African slaves were taken.</p> <p>State the main reason why Africans were brought to Barbados</p>	<p>Locate Africa on a map of the world in relation to other continents and the equator. (G)</p> <p>Read teacher-prepared passages to identify West African countries from which slaves were taken.</p> <p>Locate the countries on a wall map of Africa. (G)</p> <p>Brainstorm to identify the main reason why Africans were brought to Barbados.(HI)</p>	<p>Shade the continent of Africa on an outline map of the world.</p> <p>Insert on an outline map of Africa, SIX countries from which slaves were taken.</p> <p>Write a sentence to explain the main reason why Africans were brought to Barbados</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Africa - a vast and varied continent</b>	<p><b>The pupils should be able to:</b></p> <p>Discuss the major climatic regions of Africa</p>	<p>Research /Discussion aided by video, clips, pictures, documentaries on TWO characteristics of each region:</p> <ul style="list-style-type: none"> <li>- equatorial region</li> <li>- hot desert region</li> <li>- tropical grass lands (savannah)</li> <li>- temperate lands</li> </ul> <p><b>(SEL/ G/H/IT/VA)</b></p>	<p>Name at least ONE African state located in each specific region. Create a poster to depict life in any ONE region. Oral presentations by groups on life in any ONE region.</p>	<p>Map of Africa.</p>
<b>African contribution to Barbados and the world</b>	<p>Research and present information on TWO African leaders (Nelson Mandela and ONE other)</p>	<p>Work in groups to research TWO African leaders using the internet, library, resource persons.</p> <p><b>(HI/IT)</b></p>	<p>Write short biographies on the African leaders. Complete short answer questions on the same.</p>	<p>The Heritage Library of African Peoples (Series)</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>African contribution to Barbados and the world</b>	<p><b>The pupils should be able to:</b></p> <p>Describe the cultural impact of Africa on our lives.</p>	<p>Field trip to the Barbados Museum to view the African Gallery. <b>(HI/SEL/VA)</b></p> <p>Lecture-discussion by resource persons to identify African retentions in Barbados <b>(HI/SEL/VA)</b></p> <p>Interview Africans living in Barbados to identify similarities inherent in African and Barbadians life-styles. <b>(HI/SEL)</b></p>	<p>Complete fact sheets on the cultural impact of Africa on our lives.</p> <p>Demonstrate the cultural impact through song, dance, drama, fashion, food and visual arts.</p>	<p>Resource personnel – the National Cultural Foundation/Commission for Pan African Affairs.</p> <p>The Barbados Museum</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>AGRICULTURE IN BABRADOS</b>	<b>Pupils should be able to:</b>			
<b>Definition of the term 'agro-industries'</b>	Define the term 'agro-industries'	Engage in word analysis e.g. explaining the meaning of 'agro' and 'industry' to arrive at the definition of agro-industry (SC/G)	Complete worksheets to classify industries at 'agro-based' or 'non-agro-based' industries.	Barbados Our Environment (2 <sup>nd</sup> ed.) - I. Waterman.
<b>Identification of agro-industries in Barbados</b>	Identify at least TEN agro-industries	View pictures/ video on manufacturing in Barbados to identify the agro-based industries (VA/SC/G) Classify the agro-industries as plant or animal based. (SC/G)	Compile a list of agro-based industries in Barbados.	Photographs taken at Agrofest  <a href="http://www.agriculture.gov.bb">http://www.agriculture.gov.bb</a>
<b>Characteristics of small and large farms</b>	State at least THREE characteristics each of small and large farms	Read a teacher – prepared passage which will define small and large farms and highlight characteristics of each type. (SC/G)	Write a summary on each type of farm.	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Problems associated with agriculture</b>	<p><b>Pupils should be able to:</b></p> <p>Discuss at least THREE problems associated with agriculture in Barbados.</p>	Conduct a field trip to a farm and discuss with the farmer, some of the problems associated with agriculture (SC/G)	Write a report on THREE problems which are associated with agriculture in Barbados.	Farmers
<b>Benefits of agriculture to Barbados</b>	Discuss at least THREE benefits of agriculture to Barbados	Conduct research/ Invite a resource person to speak on benefits of agriculture to Barbados. (SC/G)	Create a poster/ poem/ jingle on benefits of agriculture to Barbados	Resource personnel – Ministry of Agriculture & Rural Development

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>TOURISM</b>	<b>Pupils should be able to:</b>			
<b>Definition of the term 'tourist'</b>	Define the term 'tourist'	View pictures/ video of persons of varying ethnic groups/ nationalities and ages to elicit the definition of 'tourist'. (VA/IT/G)	Present oral definitions of the term 'tourist'	Tourism Education for the Caribbean Books 1-6 – Caribbean Tourism Organization (CTO).
<b>Reasons why tourists come to Barbados</b>	State FIVE reasons why tourists come to Barbados	View brochures/ pictures/ videos of tourists engaged in various activities on the island to identify reasons why tourists come here. (VA/IT/G)	Identify reasons why tourists come here. Classify tourists according to activities in which they are engaged to identify types of tourism e.g. eco-tourism, sports tourism, heritage tourism.	Resource personnel from CTO.  <a href="http://www.barbados.org">http://www.barbados.org</a>
<b>Main countries from which tourists come</b>	Locate on a map of the world, the main countries from which tourists come	Locate on a map of the world, countries from which tourists come and show the geographical relations between these countries and Barbados. (G)	Create a jigsaw puzzle type of map to show the location of the main countries from which our tourists come. Role-play scenarios in which students represent individual countries from which most tourists come.	



TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>TOURISM</b>	<b>Pupils should be able to:</b>			
<b>Types of accommodation</b>	Identify at least FOUR types of accommodation available in Barbados	View brochures/ posters/ videos / television advertisements to identify types of accommodation available in Barbados (VA/IT)	Present findings orally. Display pictures to show types of accommodation.	Map of Barbados
	Locate the main areas for tourist accommodation and facilities in Barbados.	Locate on the map of Barbados the main areas where tourist accommodation and facilities are located. (G)	Use information from the wall map to shade in the main areas on individual maps.	
<b>The influence of tourism on culture</b>	Discuss at least THREE ways in which tourism influences cultural practices in Barbados	View pictures/ video use resource persons to highlight the influence of tourism on our culture. (IT/VA)	Write a summary on THREE ways in which tourism influences our culture.	
				<a href="http://www.barbados.org">http://www.barbados.org</a>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Problems associated with tourism</b>	<p><b>Pupils should be able to:</b></p> <p>Discuss at least <b>THREE</b> problems associated with tourism</p>	Work in groups reading newspaper articles to identify and discuss problems associated with tourism. <b>(LA/G)</b>	Create posters which highlight problems and suggest possible solutions to the problems.	Map of the world
<b>Benefits of tourism to the country</b>	Discuss <b>THREE</b> benefits of tourism to Barbados	View pictures/ videos/ brochures and interview resource personnel to identify benefits of tourism to Barbados. <b>(VA/IT)</b>	Write a paragraph to identify benefits of tourism to Barbados	
<b>OUR REGIONAL NEIGHBOURS</b>  <b>Location of the Caribbean region</b>	Locate the Caribbean region on a map of the world.	View a wall map and a globe to identify the Caribbean region in relation to North and South America. <b>(G)</b>	Shade in the territories of the Caribbean region on individual outline maps of the world.	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Island groupings and capitals</b>	<p>Pupils should be able to:</p> <p>Identify the major island groupings on a map of the Caribbean</p>	<p>Use map of the Caribbean name and locate the major island groupings. Research the capitals of CARICOM member states (G)</p>	<p>Name and locate selected countries and major island groupings on individual maps. Name the capitals of selected countries on individual worksheets.</p>	<p>Caribbean School Atlas – M. Morrissey</p>
<b>Limestone and volcanic islands</b>	<p>Classify Caribbean islands according to their rock formation i.e. limestone and volcanic</p>	<p>Read a teacher-prepared passage to solicit names and characteristics of limestone and volcanic islands. View pictures which illustrate features identified in the teacher- prepared passage (G/VA)</p>	<p>Fill in the blank spaces to complete a summary on limestone and volcanic islands.</p> <p>Work in groups to create portfolios of a limestone or volcanic island.</p>	<p>Barbados Today- E. Pilgrim and M. Wilson.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Peoples of the Caribbean region and their origins</b>	<p><b>Pupils should be able to:</b></p> <p>Identify the various ethnics groups of the Caribbean region and discuss their origin.</p>	<p>View pictures and engage in discussion on the various ethnic groups of the Caribbean. (VA) Discuss their origin and locate the country of origin on a world map. (G/III)</p> <p>Engage in a costume parade which distinguishes the various ethnic groups of the Caribbean. (D/III)</p>	<p>Complete fact sheets on the various ethnic groups of the Caribbean.</p> <p>Critique the costume parade of the various groups.</p>	<p>Caribbean Primary Social Studies Book 3- M. Albertin &amp; M. Brathwaite</p>
<b>Natural resources of the region</b>	<p>Identify the natural resources of the region and their location</p>	<p>Work in groups to research at least TEN resources of the region and the countries in which they are found.</p>	<p>List at least TEN natural resources of the region and the countries in which they are found.</p>	<p>Caribbean School Atlas -- M. Morrissey</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Classification and use of natural resources	Pupils should be able to:			
	<p>Identify the natural resources of the region and their location</p> <p>Classify the natural resources of the region as renewable/ non renewable and identify their uses.</p>	<p>Use the atlas and a wall map of the Caribbean to locate the various resources found in the region.</p> <p>Discuss the resources as renewable /non-renewable including flora and fauna of the region. Work in groups to research and present profiles on natural resources and their uses. (G/SC)</p>	<p>Use outline maps of the Caribbean region and create a key to show the location of various resources found in the region.</p> <p>Complete short answer quizzes on the classification and use of natural resources.</p>	Caribbean School Atlas – M. Morrissey

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Conservation and preservation of the region's natural resources</b>	<p><b>Pupils should be able to:</b></p> <p>State reasons why we should conserve and preserve natural resources of the region.</p>	<p>Engage in a lecture – discussion on conservation and preservation of the natural resources of Barbados.(G/SC)</p> <p>Work in groups to create scenarios which highlight reasons for conserving and preserving the natural resources of the region (G/HI/SC)</p>	<p>Create radio/television / newspaper advertisements jingles/ posters which depict reasons for conserving and preserving the resources of the region.</p>	<p>Resource personnel -- Ministry of Energy and The Environment</p> <p><a href="http://csmeonline.org">http://csmeonline.org</a></p> <p><a href="http://www.oces.org">http://www.oces.org</a></p>
<b>Regional organizations</b>	<p>List FOUR regional organizations and state the main function of each</p>	<p>Research FOUR regional organizations include the countries in which the headquarters are located, the functions and their leaders.</p>	<p>List FOUR regional organizations of the Caribbean and at least ONE function of each.</p>	

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<b>OUR CULTURE</b>	<b>Pupils should be able to:</b>			
<b>Definition of the term 'culture'</b>	Define the term 'culture'	Listen to the song 'Culture' by Anthony Carter ( Mighty Gabby) and brainstorm to arrive at a definition on 'culture' (SEL/MU/IT)	Present oral definitions of 'culture'	
<b>Aspects of our culture</b>	Describe at least FOUR aspects of our culture	Conduct interviews with persons of varying nationalities to observe modes of speech. Listen to a CD on Caribbean music of varying genres. Conduct research on various methods of preparing local dishes.  Conduct a 'walkabout' in the school neighbourhood and observe the evolution of architecture over time. ( IT/VA/HL/SEL)	Create individual scrap books which depict FOUR aspects of culture.	Resources Personnel -NCF.  The Media Resource Department – M.O.E

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Cultural diversity - religious and other festivals</b>	<p><b>Pupils should be able to:</b></p> <p>Identify at least EIGHT festivals observed in Barbados</p> <p>Classify festivals as religious and non-religious</p>	<p>View and discuss brochures/ pictures/ video clips/ news paper clippings of activities which depict a variety of festivals celebrated in Barbados (IT/VA/HI/SEL)</p>	<p>Classify festivals as 'religious' and 'other' and state the months during which they are celebrated.</p>	<p>It happened in Barbados – A. Forde.</p>
<b>Origins of major ethnic groups and retentions of their culture</b>	<p>Identify THREE major ethnic groups found in Barbados</p>	<p>View pictures video clips to identify THREE major ethnic groups found in Barbados. (IT/VA/SEL/HI)</p>	<p>Write sentences to identify distinguishing characteristics of THREE major ethnic groups in Barbados</p>	
	<p>Describe at least FOUR retentions of the THREE ethnic groups studied</p>	<p>Conduct group research/ Use resource personnel to describe retentions of the THREE ethnic groups. (SEL/HI)</p>	<p>Write a summary to identify at least FOUR retention of each ethnic group.</p>	



TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
Preserving our history and cultural legacy	<p>Pupils should be able to:</p> <p>Explain at least THREE ways in which we can preserve our history and culture.</p>	<p>Use storytelling activities to highlight ways in which we can preserve our history and culture.</p> <p>Read a teacher-prepared passage which highlights the historical evolution of chattel houses.</p> <p><b>(D/LA/ HI/SEL/IT)</b></p>	<p>Roleplay scenarios that depict ways in which we can preserve our history and culture.</p>	<p>Tanti at the Oval- P. Keens-Douglas</p> <p>Vibert String Bank- P. Keens- Douglas</p>

### SUGGESTED READING

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Pilgrim, E., & Wilson, M. (1993). Barbados today. London: Longman.

Waterman, I. (2003). Barbados our environment. (2<sup>nd</sup> ed.) Oxford: Macmillan Caribbean.

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