

**PRIMARY SOCIAL STUDIES SYLLABUS**  
**MINISTRY OF EDUCATION, TECHNOLOGICAL AND VOCATIONAL**  
**TRAINING**

**CLASS ONE - FOUR**

**Only for use in the academic year 2021 – 2022**

## **Introduction**

The COVID-19 pandemic has necessitated a revision to the core curriculum (English, Mathematics, Science and Social Studies) in primary schools. This document reflects the changes made to the Social Studies syllabus for Class 1, Class 2, Class 3 and Class 4.

### **What are the changes to the syllabus?**

The main changes made to the syllabus are as follows:

- reduction in content
- reorganisation of the topics for each year group around specific themes
- new objectives that deepen learning around the themes
- new suggested activities that include the use of strategies and tools suitable for use in an online environment and
- the use of project based and inquiry based learning to extend student learning in the third term.

### **Why have these changes been made?**

- To respond to the changes in the teaching and learning environment caused by the COVID-19 pandemic. E.g loss of instructional time, shifting from in-person to blended or online instruction
- To standardize the priority areas for teaching which is likely to influence national assessments
- To reduce the need to cover all syllabus topics at the expense of depth of understanding and application of the content
- To permit mastery of the key concepts, big ideas and skills in Social Studies
- To afford you the opportunity to implement creative teaching strategies and integrate technology that enhances learning in the Social Studies classroom

### **How can these changes enhance my teaching?**

- These changes offer you the opportunity to implement constructivist, active learning or student-centered strategies without feeling the pressure to cover a broad syllabus. There is no need to feel as though you have to “rush” through the syllabus. For example, it can take one lesson for students to describe their family traditions (*See Class 1*

*syllabus*). You may decide this is a significant area for the students where they can compare past family traditions with the ones they shared in the classroom. This would allow students to broaden and deepen their understanding and will require additional lessons. The reduced number of topics allows greater flexibility for further modification such as this one to occur. Based on your interest and your students' interests and abilities, you may wish to put your own creative spin on the syllabus.

- In Term 3, it is recommended that students investigate a topic to extend their learning. The use of project-based learning, service-learning projects and inquiry-based learning are very important strategies in the teaching of Social Studies. You can better guide and supervise students as they carry out these projects.
- Some of the suggested learning activities demonstrate how digital tools may be integrated into your teaching. For example, Google Earth is a free web-based tool that allows tours and field trips to occur within the online environment.

#### **Why does the syllabus say only for use in 2021 – 2022?**

- This syllabus was designed as a response to the issues caused by the pandemic. It is not intended for use beyond the period identified.

#### **Do you have additional questions?**

- Please contact Miss Shanelle Waithe (Education Officer, General Studies) at [swaithe@school.edu.bb](mailto:swaithe@school.edu.bb) or [swaithe@mes.gov.bb](mailto:swaithe@mes.gov.bb).

**Class 1: THE INDIVIDUAL, FAMILY AND THE COMMUNITY****TERM 1: THE INDIVIDUAL AND FAMILY**

<b>Learning Objectives</b>	<b>Suggested Activities</b>
Describe feelings about self.	Use a poll and have students identify the personality trait that best describes them. Discuss the similarities and differences of individuals in the class.
Define the term family.	Students research definitions of family using a search engine. Picture viewing and discussion to select a definition of the family.
Describe types of families.	View and discuss pictures of different family types.
Describe the various roles of family members.	View and discuss videos that demonstrate the roles of parents.  Listen to a podcast on how children can help in the home. Discuss the podcast. Record and upload a video that states or shows how I help my parents at home.
<i>Describe one's family traditions. E.g Christmas celebrations, attending church on Sunday, movie and games night</i>	Work in small groups to create a slideshow of family traditions using google slides or jamboard.
<i>Create a timeline of the major events in one's family.</i>	Observe the creation of a timeline showing major events. Listen to an explanation on how a timeline works. Create a timeline of the major events in one's family.
Develop an appreciation for the rights and responsibilities of	Lecture/discussion to foster an appreciation of mutual

family members.	responsibilities and relationships among family members.
Explain THREE challenges families face.	Class discussion aided by scenarios/pictures on challenges which families face.
Name at least THREE agencies that assist the family.	Group discussion aided by teacher - generated passage.
Describe the role of ONE agency that assists the family.	Listening to an expert from PAREDOS/Welfare Department/Child Care Board etc explain the role of the agency using Google Meets.

<b>TERM 2: THE SCHOOL AND NEIGHBOURHOOD</b>	
Define the term neighbourhood.	Play the song "Who Are the People In the Neighbourhood" and question students to elicit the meaning of the term 'neighbourhood'.
Locate one's neighbourhood and that of the school on a map of Barbados.	Teacher uses Google Earth to show the location of the school and students' neighbourhoods. Students identify the parish in which the school is located.
Discuss the similarities and differences between neighbourhoods.	Use Google Earth to discuss the similarities and differences between neighbourhoods. E.g size/types of buildings/physical features/resources etc
Locate significant landmarks in the school's neighbourhood.	Brainstorm definitions of the term landmark based on the words "land" and "mark". View pictures of landmarks within the schools' neighbourhood.  Watch a presentation that uses Google Earth to show significant landmarks in the school's neighbourhood.
<i>State THREE modes of transportation used by individuals within the school community.</i>	Respond to an online poll identifying the mode of transportation used to attend school. Teacher demonstrates how to create a pictograph with the data.
<i>Examine appropriate ways of communicating with</i>	Produce a list of rules or tips for communicating with teachers and peers within the virtual classroom.

<i>individuals within the school community.</i>	
Identify significant contributions of people in the school's neighbourhood.	Conduct an online interview with an individual who lives within the school's neighbourhood and has made a significant contribution. Students design postcards to thank the individual for his or her contribution.
Develop an awareness for community spiritedness.	Discuss newspaper clippings, which show community spiritedness. e.g. community response to a house fire.
Suggest at least ONE way in which children can demonstrate community spiritedness within the school or neighbourhood.	Students draw pictures or tell a story of ONE way they can help their neighbours. Students upload the picture or recording of the story.

### **TERM 3 - Sample Ideas for Class One Projects**

Investigate an issue/problem/challenge within one's community (e.g pollution, water outages, limited recreational spaces for children/care of the elderly etc. The teacher will guide students in selecting an appropriate issue/problem/challenge. Students will produce a news report on the issue/problem/challenge that he or she investigated. The news report can be in the form of a video or newspaper article. The news report will answer the questions below:

- What is the issue/problem/challenge?
  - Who is affected by the issue/problem/challenge?
  - How are they affected?
  - What is one way the issue/problem/challenge may be solved?
- 
- Create models/sketch maps of neighbourhoods of their dreams.
    - The model/sketch map should contain residential buildings/places/resources/features, which students believe should be in close proximity to where they live. For example, students might consider a school, park, beach, hospital/clinic, shop etc.
    - Students should take a photograph of the model or sketch map and upload to Google Classroom or other platform. The photograph should be accompanied by a video/audio recording that justifies the choices made by the student.
  
  - Create a presentation on "My Family".
    - Family type - Draw a picture/take a photograph. Name the members of the family in the picture or photograph.
    - Location - Map of Barbados showing the location of one's neighbourhood/Pictures of landmarks or important places or features/Written description of the location
    - Traditions - Photographs/drawings/descriptions
    - Timeline of major events in one's family

## Class 2: MY ISLAND HOME

### TERM 1: GEOGRAPHY AND CLIMATE OF BARBADOS

Learning Objectives	Suggested Activities
Explain why Barbados is an island and a country.	View pictures that are examples and non-examples of islands. E.g Islands - Jamaica, Greenland, Haiti Not Islands - Guyana, Belize, United States of America Teacher explains that Barbados is an island and a country.
Describe the shape of Barbados.	Display a map of Barbados and question students on its shape. Invite students to select objects that look like the shape of Barbados e.g leg of ham, boot
Locate Barbados on a map of the Caribbean.	Use Google Earth to locate Barbados. Identify Barbados as the most easterly island. Point out the water bodies (Caribbean Sea, Atlantic Ocean).
Name and locate the parishes and towns on a map of Barbados.	Use an interactive tool (e.g padlet) of Barbados to learn about each parish in more detail.
Give a brief description of the physical landscape of Barbados.	Watch a presentation on the physical regions of Barbados. The presentation includes a map and pictures of the physical regions. The St. Philip Tableland, The St. Lucy Tableland, Central Uplands, Western Terraces, Scotland District, Christ Church Ridge, Silver Sands Flats and St. George Valley
Locate the main highland and lowland areas of Barbados and the Scotland District.	Display a relief map of Barbados. Have students interpret the map to identify highland and lowland

	areas. Use Google Earth to further explore the highland and lowland areas and Scotland District.
Define the terms “weather” and “climate”.	Oral reports on information gained by 1. watching the weather forecast on television 2. listening to the radio. Class discussion to elicit information which defines the term 'weather'.
Describe FOUR elements of weather.	Prior to class, listen to the news and conduct an outdoor observation of weather. Record the temperature, rainfall, wind speed and direction. In class, discuss the measurements for each of the elements of weather. Show pictures of the instruments used to measure weather. Students state the element of weather they think the instrument measures.
Describe the climate of Barbados.	Review definition of climate. Display a world map that contains the three climatic regions. Show the location of Barbados in relation to the equator. Question students on the relationship between the location of Barbados - the equator and the climate. Explanation of 'wet season' and 'dry season' with a climate graph.
Briefly explain why Barbados experiences hurricanes.	Use an online hurricane simulation to explore the effect between sea surface temperature and hurricanes. Guide discussion on the conditions needed for the formation of hurricanes. Watch a video on the formation of hurricanes.
Discuss the importance of hurricane preparedness at the individual, family and community level.	Use newspaper clippings/a video clip to generate discussion on damage done by hurricanes and suggestions for hurricane preparedness at the family

	level.
Identify places of interest on a map of Barbados.	Watch a virtual tour of places of interest in Barbados using Google Earth. Use cardinal points to state the location of places of interest in relation to the school.
Discuss the importance of places of interest to Barbados.	Picture viewing and class discussion on the importance of places of interest e.g. 1. Physical attraction Harrison Cave. 2. Heritage - Sunbury Plantation. 3. Scenic Beauty - Barclays Park.

<b>TERM 2: NATIONHOOD</b>	
<i>Outline the social and economic conditions in Barbados during the 1930s.</i>	View pictures and listen to teacher-created stories of life in Barbados during the 1930s e.g housing, work Use hot seating (roleplay) to have students respond to questions on their dissatisfaction with the conditions. Create posters/drawings showing how individuals might have felt during this period.
<i>State the contributions of Clement Payne to the 1937 riots.</i>	Watch a video and answer questions on aspects of Clement Payne’s life and the 1937 riots using Nearpod or Edpuzzle.
Define the term ‘independence’.	Use the analogy of parent and young e.g. Cow/calf, bird/nestling, ewe/lamb to develop an understanding of the term 'independence'.
Discuss the importance of independence and patriotism.	Define the term independence re: students’ responsibilities for self and property while at school. Define the term patriotism and suggest ways in which we can show love for our country
Identify symbols of independence and names of the persons who created them.	View/Listen to and discuss symbols of independence.
<i>State the contributions made by Errol Walton Barrow in transforming Barbados after it achieved independence.</i>	Watch a video on national hero Errol Walton Barrow. Select the contributions made by Errol Barrow that improved the lives of Barbadians. Students produce a video/audio recording on “What

	free education means to me?"
List at least FOUR rights and accompanying responsibilities of the child in the nation building process.	Group discussions aided by slogans to elicit responsibilities, which accompany specific rights.
Show how rules and laws are important to a country.	Discuss scenarios, which portray the importance of rules and laws to the country.

**Class 3: BARBADIAN HISTORY, GOVERNMENT, NATURAL RESOURCES AND INDUSTRIES**

**TERM 1: BARBADIAN HISTORY**

<b>Learning Objectives</b>	<b>Suggested Activities</b>
Explain how Amerindians arrived in Barbados.	Identify on a globe or a world map the regions from which the Amerindians came. Trace their movement using Google Earth.
Describe the physical appearance and lifestyle of the Amerindians.	Watch video clips on the Amerindians to discover their appearance and lifestyle (religion, housing, food, organisation etc).
Locate at least TWO areas of Amerindian settlement in Barbados.	Use Google Earth to locate Barbados. Identify Barbados as the most easterly island. Point out the water bodies (Caribbean Sea, Atlantic Ocean).
<i>Explain the reasons for their disappearance from Barbados.</i>	Class discussion on the reasons
Locate the countries from which the earliest Europeans came.	Locate on a world map, the countries from which the earliest Europeans came.
Describe the settlement of Barbados by the English.	Conduct a virtual field trip to Holetown, St. James. Visit the monument and the library. Comment on the architecture in Streets 1 and 2. Research the contributions of the early English settlers in language, agriculture, names, religion etc.
<i>Explain how sugar-cane was introduced and cultivated in Barbados.</i>	Teacher-generated graphic organiser (Canva) on the cultivation of sugar

Identify the main areas from which Africans were brought to Barbados.	Identify on a world map some West African countries from which the slaves were taken.
Explain the reasons for the arrival of the Africans to Barbados.	Brainstorm to identify the main reason why Africans were brought to Barbados.
<i>Describe the ways in which Africans resisted their enslavement.</i>	Explain the concept of “resistance”. Read a modified excerpt of Olaudah Equiano’s experiences. Ask students to identify ways they think Africans might have used to resist such experiences.
<i>State the contribution of Bussa in resisting slavery (1816 revolt).</i>	View a video and answer questions on national hero Bussa.
Explain the meaning of emancipation and discuss why and how we should celebrate Emancipation Day.	Define the term emancipation. View videos of past Emancipation Day celebrations. Brainstorm new ways of celebrating Emancipation Day.
Describe FOUR cultural retentions of the THREE major ethnic groups.	Use resource personnel to describe cultural retentions of the THREE ethnic groups.
Describe at least FOUR aspects of Barbadian culture.	Listen to the speech of individuals from different countries. Identify the Barbadian speaker. Listen to Barbadian music of varying genres. Conduct research on various methods of preparing local dishes. View pictures of Barbadian architecture.
Explain THREE ways in which we can preserve our history and culture.	Use storytelling activities to highlight ways in which we can preserve our history and culture. Read a teacher prepared passage, which highlights the historical evolution of chattel houses.

## TERM 2: GOVERNMENT AND INDUSTRIES IN BARBADOS

*Study the Tourism Industry and EITHER the Sugar Industry OR the Fishing Industry.*

### Tourism Industry

- Define the term “tourist”.
- State FIVE reasons why tourists come to Barbados.
- Locate on a map of the world, the main countries from which tourists come.
- Locate the main areas where tourist accommodations and facilities are found in Barbados.
- Discuss at least THREE problems associated with tourism.
- Discuss TWO benefits of the tourist industry to Barbados.
- Interpret graphical representations on aspects of tourism.

**OR**

### Sugar Industry

- Identify the season during which sugar cane is harvested.
- Describe methods of harvesting sugar cane.

Research the climate in the main countries from which tourists come. Relate the weather and climate in these countries to the tourist season.

Write a short discussion post on “What makes Barbados special?” Teacher uses these posts to discuss reasons why tourists choose Barbados as a destination.

Use Google Maps or Earth to show the main tourist areas in Barbados. Invite students to relate the location of tourist accommodations and facilities to physical features.

Interpret a table which shows the revenue gained from tourism.

Read newspaper articles to identify and discuss problems associated with the tourism industry.

Interpret a bar chart which illustrates the rainfall pattern of Barbados . Show the relationship between the rainfall pattern and the period of harvesting sugar cane.

View and discuss pictures/videos on past and present

- Describe the process of making sugar.
- Discuss at least THREE problems associated with the sugar industry.
- Discuss at least TWO benefits of the sugar industry to Barbados.
- Interpret graphical representations on aspects of sugar.

**OR**

### Fishing Industry

- List at least FIVE types of fish caught in our waters.
- Identify and locate THREE main fishing ports and TWO fishing villages in Barbados.
- Describe THREE methods of fishing and TWO types of boats used in our waters.
- Discuss THREE challenges associated with the fishing industry.
- Discuss at least TWO benefits of the fishing industry to Barbados.
- Interpret graphical representations on aspects of fishing.

methods of harvesting of sugar-cane and the process of making sugar.

Read newspaper articles to identify and discuss problems associated with the sugar industry.

View, sort and discuss photos of types of fish found in our waters. Interpret a graph that illustrates the fish catch for different types of fish in Barbados.

Invite a fisherman to speak on methods of fishing and boats used. Use a multimedia presentation to aid the presentation.

Use an interactive map to discover the main fishing ports and fishing villages in Barbados. (map may be created with ThingLink)

Read newspaper articles to identify and discuss problems associated with the fishing industry.

Identify the type of government used in Barbados.	Use the slogan “Government OF the people, FOR the people and BY the people” to discuss the concept of a democracy.
Discuss at least FOUR characteristics, which define our system of government.	Use a diagram to explain the features of a constitutional monarchy. Discuss how a constitutional monarchy is different from a republic.
Describe ONE of the main functions of each of the following offices:  a) Governor General b) Prime Minister c) Leader of the Opposition d) Speaker of the House	Listen to a parliamentary representative/lawyer to describe the functions of the offices.
Explain the role of government	Class discussion to explain the role of a government.

<b>Class 4: AFRICAN AND REGIONAL CONNECTIONS</b>	
<b>TERM 1: AFRICA AND ITS ACHIEVEMENTS</b>	
<b>Learning Objectives</b>	<b>Suggested Activities</b>
Locate and describe the physical features of Africa on a map.	Watch a virtual tour of Africa using Google Earth.
Discuss the major climatic regions of Africa.	Discussion aided by video clips, pictures, documentaries on TWO characteristics of each region: - equatorial region - hot desert region - tropical grasslands (savannah) - temperate lands
<i>Outline the achievements of ancient Egypt and/or ONE of the major African kingdoms (Ghana, Mali, Songhai)</i>	Conduct research on one of the ancient civilizations of Africa and create a class website that educates others about the glory of Africa (Google Site).
Research and present information on TWO African leaders (Nelson Mandela and ONE other e.g Kwame Nkrumah, Jomo Kenyatta)	Class researches and then shares information on African leaders using padlet. Individuals select information from the padlet to produce a biography of the African leader.
Describe the cultural impact of Africa on our way of life.	Lecture/discussion on the cultural impact of Africa on our way of life.
Locate the Caribbean on a map of the world.	Use a world map to locate the Caribbean.
Identify the major island groupings and mainland territories on a map of the Caribbean.	Demonstrate the major island groupings - Greater Antilles, Lesser Antilles, Windward and Leeward Islands Explanation with use of a map the difference between an island and mainland territory (Belize, Suriname,

	Guyana and French Guiana).
Identify islands of the Caribbean according to their rock formations. E.g limestone, volcanic	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.
Identify the natural resources of Caribbean countries and their location.	Use an economic map to identify the natural resources of Caribbean countries. Make a table of Caribbean countries and their resources.
Classify the natural resources of the region as “renewable” and “non-renewable” and their uses.	Engage in a lecture – discussion on conservation and preservation of the natural resources of Barbados.
State reasons why we should conserve and preserve our natural resources.	Write a post for a discussion forum on why we should conserve and preserve our natural resources. Include one way we can achieve this. Like or comment on the posts of classmates.
<i>Examine the effects of natural disasters on the Caribbean e.g volcanic eruptions, hurricanes, earthquakes</i>	Conduct a virtual interview with students from Bahamas/St.Vincent/Haiti etc who can share their experiences of a natural disaster.

**TERM 2: CARIBBEAN PEOPLE, THEIR ACHIEVEMENTS AND REGIONAL INTEGRATION**

Identify the various ethnic groups of the Caribbean region and discuss their origin.	View pictures and engage in discussion on the various ethnic groups of the Caribbean. Use Google Earth or a world map to trace the origins of different ethnic groups.
Describe the contributions of the main ethnic groups to Caribbean culture.	View multimedia presentation or watch videos on the languages, foods, music, festivals, sports etc
<i>Identify the similarities and differences between Barbadian culture and ONE other Caribbean country.</i>	Use the categories religion, language, music, festivals, food, folklore etc to compare Barbadian culture to another Caribbean country.
<i>Discuss outstanding achievements of Caribbean personalities in at least TWO of the following categories: music/the arts/sports/politics/science Caribbean personalities.</i>	Read stories and answer questions on outstanding Caribbean personalities. Create a hashtag or catchy phrase that summarises the achievement of the personality. e.g #Bolt9.58
Define the term “regional integration”.	Use a search engine to find definitions of regional integration. Paraphrase definitions. Listen to the song “Cooperation Makes It Happen”. Discuss how cooperation benefits countries in the region.
<i>Discuss early attempts at regional integration i.e West Indies Federation - Prime Minister Sir Grantley Adams</i>	Lecture discussion on the West Indies Federation including reasons why countries were interested in a federation and the countries that belonged to the W.I.F.
Identify the member states of CARICOM and their capitals.	Use CARICOM’s website (caricom.org) to find the 15 member countries of the Caribbean. Show a map of their locations and give the capitals. Students draw a table with two columns; one column gives the country and the second column gives the capital.

<p>List FOUR regional organisations and state the main function of each. E.g West Indies Cricket Board, UWI, CXC, CDEMA etc</p>	<p>Research FOUR regional organizations. Include the countries in which the headquarters are located, the functions and their leaders.</p>
<p><i>Discuss the role of transportation and communication in strengthening regional integration.</i></p>	<p>Compare types of transportation and communication available to Caribbean people when the West Indies Federation was established and at present. Relate the improvements in air transport and forms of communication to stronger connections among Caribbean people.</p>

### TEACHING IN TERM 3 - PROJECT-BASED LEARNING AND REVISION

It is recommended that schools and teachers use term three to extend students learning through the use of project-based learning activities. Schools and teachers are encouraged to come up with appropriate projects for each year group that will target important 21st century (communication, critical thinking and problem solving, creativity and innovation) and Social Studies skills (inquiry, research, presentation, spatial thinking and reasoning).

CLASS LEVEL	SAMPLE PROJECT IDEAS
1	Investigate an issue/problem/challenge within one's community (e.g pollution, water outages, limited recreational spaces for children/care of the elderly etc. The teacher will guide students in selecting an appropriate issue/problem/challenge. Students will produce a news report on the issue/problem/challenge that he or she investigated.
2	Create a land use plan or model for a town of the future. Students may choose to redesign an existing town or may choose a new location for a town in Barbados.
3	Conduct research on a natural disaster that affected one of the Caribbean countries. Use a slideshow to present the following information: <ul style="list-style-type: none"><li>- Location of the country on a Caribbean map</li><li>- Location of affected area on a map of the country</li><li>- Name (if applicable)/date of event</li><li>- Description of effects with use of photographs</li><li>- Description of the country's responses</li></ul>

4

Produce three 5-minute podcasts to educate children on African and regional achievements. Students may choose to interview experts on the topic/use a panel discussion format/speak on the topic.

### RESOURCES AND TOOLS FOR TEACHERS

1. Canva - <https://www.canva.com/>
2. Flipgrid - <https://info.flipgrid.com/>
3. Google Earth - <https://www.google.com/earth/versions/>
4. Hurricane Simulation - <https://scijinks.gov/hurricane-simulation/>
5. Nearpod - <https://nearpod.com/>
6. Padlet - <https://www.padlet.com>
7. Poll Everywhere - <https://www.polleverywhere.com/>
8. ThingLink - <https://www.thinglink.com/>