

PRIMARY SOCIAL STUDIES

SYLLABUS

Class One

SEPTEMBER 2005

Ministry of Education, Youth Affairs & Sports

Barbados

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ACKNOWLEDGEMENTS

The Ministry of Education, Youth Affairs and Sports expresses thanks and appreciation to the following persons for their contribution to the development of this syllabus:

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|---|--|
| Mrs Donna Allman | St. Christopher Primary School |
| Mr. Hal Ifill | Eden Lodge Primary School |
| Mrs Ometa Hinds | Charles F Broome School |
| Miss Karen Bobb | St. Christopher Primary School |
| Miss Beverly Burrowes | West Terrace Primary School |
| Miss Jennifer Sealy | Peripatetic Teacher, Ministry of Education (Chairperson) |
| Mrs. Celeste Clarke-Cox | Education Officer, Ministry of Education |
| 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 organising 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 values 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 v. A 4 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 or restrictive.

Since assessment is an essential part of any educational program, an Assessment section with examples is included for each topic. This syllabus recommends a range of assessment methods.

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 |
| 1.0 THE FAMILY | ■ | | | |
| 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 | ■ | | | |
| 2.0 THE NEIGHBOURHOOD | ■ | | | |
| 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 | ■ | | | |
| | | | | |

| | CLASS | | | |
|---|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 3.0 COMMUNICATION | ■ | | | |
| 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. | ■ | | | |
| 4.0 TRANSPORTATION | | | | |
| 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 | ■ | | | |

| | CLASS | | | |
|--|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 5.0 AN INTRODUCTION TO BARBADOS | | | | |
| 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. | ■ | ✓ | ✓ | ✓ |
| 6.0 NATIONHOOD | | | | |
| 6.1 Definition of the term 'independence'. | ■ | ✓ | ✓ | ✓ |
| 6.2 Symbols of independence. | ■ | ✓ | ✓ | ✓ |
| 6.3 Nation builders who chartered the course for independence. | ■ | ✓ | ✓ | ✓ |
| 6.4 Importance of independence | ■ | ✓ | ✓ | ✓ |
| 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. | ■ | ✓ | ✓ | ✓ |
| | | | | |

SCOPE AND SEQUENCE

- v **Begin teaching the concept/skill/fact**
- 3 **Maintain and develop concept/skill/fact**

| | CLASS | | | |
|--|--------------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| 7.0 UTILITY SERVICES | | | | |
| 7.1 Definition of the term 'utility services' | | ■ | | |
| 7.2 Identification of utility service in Barbados | | ■ | | |
| 7.3 Water as a utility service - the main source | | ■ | | |
| 7.4 Transportation of water to our homes | | ■ | | |
| 7.5 Conservation and preservation of our water supply | | ■ | | |
| 8.0 NATURAL RESOURCES | | | | |
| 8.1 Definition of the term 'natural resources' | | ■ | | |
| 8.2 Identification of natural resources in Barbados | | ■ | | |
| 8.3 Definition of the term '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 | | ■ | | |
| | | | | |

| | CLASS | | | |
|---|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 9.0 THE EARLIEST KNOWN INHABITANTS | | | | |
| 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 world civilisation | | ■ | ✓ | ✓ |
| 10.0 AGRICULTURE IN BARBADOS | | | | |
| 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 | | | ■ | |
| 10.8 Characteristics of small and large farms | | | ■ | |

| | CLASS | | | |
|--|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 10.9 Problems associated with agriculture | | ■ | ✓ | |
| 10.10 Benefits of agriculture to the country | | ■ | ✓ | |
| | | | | |

SCOPE AND SEQUENCE

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

| | CLASS | | | |
|--|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 11.0 TOURISM IN BARBADOS | | | | |
| 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 | | | ■ | |
| 12.0 OUR REGIONAL NEIGHBOURS | | | | |
| 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 | | | ■ | |
| | | | | |

| | CLASS | | | |
|---|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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 organisations - CARICOM, CSME | | | ■ | ✓ |
| 13.0 OUR CULTURE | | | | |
| 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 evidence of their culture | | | ■ | ✓ |
| 13.5 Preserving our history and cultural legacy. | | | ■ | ✓ |
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SCOPE AND SEQUENCE

- v **Begin teaching the concept/skill/fact**
- 3 **Maintain and develop concept/skill/fact**

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

| | CLASS | | | |
|--|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 15.4 Identification of major physical features | | | | ■ |
| 15.5 The effects of major physical features on mankind | | | | ■ |
| 16.0 TRADING WITH THE WORLD | | | | |
| 16.1 Goods and services which we export and import | | | | ■ |
| 16.2 Countries with which we trade | | | | ■ |
| 16.3 Trading Organisation - regional and international | | | | ■ |
| 16.4 The importance of regional and international trade. | | | | ■ |
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**CLASS 1
ATTAINMENT TARGETS**

THE FAMILY

Pupils should be able to:

- Describe feelings about 'self'.
- Define the term 'family'.
- Describe types of families.
- Describe the various roles of family members.
- Develop an appreciation for the rights and responsibilities of family members.
- Develop appropriate social habits e.g. respect, courtesy, tolerance and cooperation .
- Explain at least THREE challenges which families face.
- Name at least THREE agencies that assist families.
- Describe the role of ONE agency.

THE NEIGHBOURHOOD

Pupils should be able to:

- Define the term 'neighbourhood'
- Locate significant landmarks in the school's neighbourhood.
- Identify significant contributions of persons in the school's neighbourhood
- Develop an awareness of the need for community spiritedness.
- Demonstrate community spiritedness within the classroom process.

COMMUNICATION

Pupils should be able to:

- Define the term 'communication'.
- List past and present methods of communication.
- Describe past and present methods of communication .

- Discuss TWO advantages and TWO disadvantages of at least THREE methods of communication.
- Locate FOUR types of communication centres .
- Explain reasons why we communicate.

TRANSPORTATION

Pupils should be able to:

- Define the term 'transportation'.
- List past methods of transporting people and goods.
- List present methods of transporting people and goods.
- Locate FIVE transportation centres.
- Give reasons why transportation is important.

AN INTRODUCTION TO BARBADOS

Pupils should be able to:

- Describe the shape of Barbados
- Locate Barbados on a map of the Caribbean.
- Name and locate the parishes and towns on an outline map of Barbados.
- Name at least THREE places of interest and the parishes in which they are found.
- Discuss the importance of places of interest to Barbados.
- Define the term 'weather'.
- Describe FOUR elements of weather .
- Discuss the importance of hurricane preparedness at the individual, family and community levels.

NATIONHOOD

Pupils should be able to:

- Define the term 'independence'.
- Identify the symbols of independence and discuss their significance.
- State the contributions made by TWO nation builders.
- Discuss the importance of independence.
- Show how rules and laws are important to the country.
- List at least FOUR rights and accompanying responsibilities of the child in the nation building process.

CLASS 1

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|---|--|---|--|
| THE FAMILY | The pupils should be able to: | | | |
| The Individual | 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 |
| Definition of the term family | 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 |
| Types of families - nuclear - single parent - extended | Describe types of families. | View and discuss pictures of different family types. | Labelling pictures to identify different types of families. | Caribbean Primary Social Studies Book 1 (new ed.) - M Albertin & M. Brathwaite |
| Roles and relationships of family members | Describe the various roles of family members. 1. Parents (a) socialization (b) economic support (c) procreation (d) meeting emotional needs. | Listen to and role play 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 |
|---|---|--|--|---|
| <p>Roles and relationships of family members</p> | <p>Pupil should be able to: Describe the various roles of family members 2. Children (a) Engaging in household tasks. b) Grasping educational opportunities. c) Practising desirable behaviours.</p> <p>Develop an appreciation for the rights and responsibilities of family members.</p> | <p>Brainstorming to generate ideas on how they help at home.</p> <p>Collect and view pictures from family albums. (VA)</p> <p>Role play given scenarios which portray appropriate modes of behaviour e.g. conflict resolution, team work.. (D/SEL)</p> <p>Lecture/ discussion to foster an appreciation of mutual responsibilities and relationships among family members.(LA)</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>Create posters/ slogans/ jingles/ poems/skits to portray mutual responsibilities and relationships.</p> | <p>Pictures of family members</p> <p>Home Videos</p> <p>Resource personnel from the polyclinic</p> <p>Child Care Board.</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|--|--|---|---|
| <p>Challenges which families face</p> | <p>The pupils should be able to: Explain THREE challenges which families face.</p> | <p>Class discussion aided by scenarios/pictures on challenges which families face. (HFLE)</p> | <p>Question and answer session on solutions to challenges.</p> | <p>Tape recorder Pictures</p> |
| <p>Social agencies that assist families</p> | <p>Name at least THREE agencies that assist families.</p> <p>Describe the role of ONE agency.</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. (HFLE)</p> | <p>Oral presentations by group leaders</p> <p>Write answers to questions on the role of the agency.</p> | <p>The Welfare Department</p> <p>Child Care Board</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|--|---|---|--|
| <p>THE NEIGHBOURHOOD</p> <p>Definition of the term 'neighbourhood'</p> <p>Places, people and activities in the school's neighbourhood</p> | <p>Pupils should be able to:</p> <p>Define the term 'neighbourhood'</p> <p>Locate significant landmarks in the school's neighbourhood</p> | <p>Sing the song " Who Are the People In the Neighbourhood" and question students to elicit the meaning of the term 'neighbourhood' (MU)</p> <p>Inserting symbols and cardinal points to identify landmarks on a sketch- map. (G)</p> <p>(a) Field trip to familiarise students with the neighbourhood. (G)</p> | <p>Oral presentations to define the term 'neighbourhood'</p> <p>Critique map work (check for neatness, accuracy and clarity)</p> <p>Construct a model of a section of the school's neighbourhood.</p> | <p>CD Player tape recorder</p> <p>Sketch- map of the neighbourhood.</p> <p>Caribbean Primary Social Studies Book 1 (new ed.) - M. Albertin & M. Brathwaite</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|---|--|--|--|--|
| <p>The need for community spiritedness</p> | <p>Pupils should be able to: Identify significant contributions of people in the school's neighbourhood. Develop an awareness for community spiritedness within the classroom process. Demonstrate community spiritedness within the classroom process</p> | <p>Conduct interviews with resource persons in the school's neighbourhood. Discuss newspaper clippings which show community spiritedness. e.g. community response to a house fire . (SEL) Work in groups to role play solutions to problems presented by the teacher. e.g. You see a student taking another student's purse from her bag.. What would you do? Why? (D)</p> | <p>Create FIVE line poems (cinquain) on the people in the school's neighbourhood. Write THREE ways in which community spiritedness can be demonstrated. Critique the dramatizations and offer suggestions for improvement</p> | <p>Nation Newspaper Advocate Newspaper</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|---|---|--|---|--|
| <p>Methods of communication- past and present.</p> <p>Communication centres in Barbados</p> | <p>Pupils should be able to:</p> <p>Discuss TWO advantages and TWO disadvantages of at least THREE methods of communication</p> <p>Locate FOUR types of communication centres.</p> | <p>Class discussion to determine TWO advantages and TWO disadvantages.</p> <p>Map work to locate FOUR communication centres. (G)</p> <p>Create a video while visiting a communication centre. (IT)</p> <p>Lecture discussion by a resource person who works with a communication centre.</p> | <p>Complete true and false items on advantages and disadvantages</p> <p>Complete individual maps using appropriate symbols to represent communication centres.</p> <p>View and discuss the video for clarification.</p> <p>Work in groups complete activity sheets.</p> | <p>A wall map of Barbados Individual maps of Barbados.</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|--|---|---|---|
| <p data-bbox="241 432 533 504">The importance of communication</p> <p data-bbox="241 874 589 1034">TRANSPORTATION IN BARBADOS Definition of the term 'transportation'</p> | <p data-bbox="611 347 947 504">Pupils should be able to: Explain reasons why we communicate.</p> <p data-bbox="611 959 864 1034">Define the term 'transportation'</p> | <p data-bbox="965 432 1301 871">Roleplay a scenario in which an accident occurred because the motorist did not pay attention to a traffic sign.(Involve newspaper /television radio reporters; telephone calls to the family, the police and ambulance service. (D))</p> <p data-bbox="965 959 1294 1150">Children would use a variety of locomotor movements to move around the classroom.. (PE)</p> | <p data-bbox="1323 432 1653 587">Critique presentations to focus on the importance of communication.</p> <p data-bbox="1323 959 1653 1074">Give verbal definitions of the term transportation</p> | <p data-bbox="1682 639 1977 786">Cameras, telephones and other materials need for the simulation.</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|---|--|---|---|
| Definition of the term transportation (Cont'd) | Pupils should be able to: | Identify ways by which pupils move from home to school. | | |
| Methods of transporting people - past and present | List past and present methods of transporting people. | Library/Internet research to identify past and present methods of transporting people. (IT) | Categorise forms of transportation under the headings 'past' and 'present' | Pictures The Internet |
| Methods of transporting goods - past and present | List past and present methods of transporting goods. | View video clip/pictures to identify past and present methods of transportation. Match mode of transport with goods/service. | Draw pictures/Create models of past and present methods of transportation . Create large wall charts to show past and present methods of transportation. | Barbados Our Environment (2 nd ed.) – I. Waterman |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|---|---|--|---|--|
| <p>Transportation centres in Barbados</p> <p>The importance of transportation</p> | <p>Pupils should be able to:</p> <p>List types of workers involved in transporting people and goods.</p> | <p>Observe and record types of workers involved in transporting people and goods to the school.</p> <p>Presentation by one of these workers, followed by class discussion. (LA)</p> | <p>'Who am I' quiz to identify types of workers</p> <p>Complete a worksheet to describe the role of a worker.</p> | <p>Caribbean Primary Social Studies Book I (new ed.) M. Albertin & M. Brathwaite</p> <p>A wall map of Barbados</p> <p>Individual maps of Barbados</p> <p>Camcorder</p> <p>Digital camera</p> |
| | <p>Locate FIVE transportation centres.</p> | <p>Use symbols to locate on a wall map FIVE transportation centres. Visit a transportation centre. Observe and interview workers. (G)</p> | <p>Locate the FIVE transportation centres on individual maps. Complete a worksheet on the visit to the centre. Display pictures taken during the visit.</p> | |
| | <p>Give at least TWO reasons why transportation is important.</p> | <p>Class discussion using scenarios which highlight the importance of transportation.</p> | <p>Write TWO reasons why transportation is important.</p> | |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|--|---|---|--|
| <p>AN INTRODUCTION TO BARBADOS</p> <p>The shape and location of Barbados</p> <p>Location of parishes, towns and places of interest.</p> | <p>Pupils should be able to:</p> <p>Describe the shape of Barbados.</p> <p>Locate Barbados on a map of the Caribbean.</p> <p>Name and locate the parishes and towns on a map of Barbados.</p> <p>Name and locate at least THREE places of interest in Barbados.</p> | <p>Display a map of Barbados and question pupils on its shape. (G)</p> <p>Use cardinal points to locate Barbados on a wall map of the Caribbean. (G)</p> <p>Name and locate parishes and towns on a wall map of Barbados. (G)</p> <p>Name and locate places of interest on a wall map of Barbados. (G/HI)</p> | <p>Write a sentence to describe the shape of Barbados.</p> <p>Use cardinal points to make a statement about the location of Barbados.</p> <p>Name and locate parishes and towns on individual maps.</p> <p>Insert appropriate symbols to represent at least THREE places of interest.</p> | <p>Barbados Our Environment (2nd ed.) - I. Waterman</p> <p>www.barbados.org</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|---|--|--|---|
| <p>An introduction to the climate of Barbados</p> | <p>Pupils should be able to: Discuss the importance of places of interest to Barbados.</p> <p>Define the term "weather"</p> | <p>Picture viewing and class discussion on the importance of places of interest e.g.</p> <ol style="list-style-type: none"> 1. Physical attraction Harrison Cave 2. Heritage - Sunbury Plantation 3. Scenic Beauty - Barclays Park <p>(G/HD)</p> <p>Oral reports on information gained by</p> <ol style="list-style-type: none"> 1. watching the weather forecast on television 2. listening to the radio. Class discussion to elicit information which defines the term 'weather.' (G) | <p>Work in pairs to list TWO reasons why places of interest are important to Barbados.</p> <p>Write a sentence to define the term 'weather.'</p> | <p>Barbados Island Guide magazine.</p> <p>'The Visitor' magazine</p> <p>Brochures</p> <p>CBC TV www.nationnews.com Local radio stations</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|---|--|--|---|---|
| <p>An introduction to the climate of Barbados</p> | <p>Pupils should be able to: Describe FOUR elements of weather i.e. temperature , rainfall, cloud cover and wind.</p> | <p>View the radio and television Outdoor observation and discussion on the FOUR elements of weather. Listen to a taped weather forecast for discussion and clarification. (G/SC)</p> | <p>Predict the weather based on the FOUR elements discussed Work in groups to construct weather charts and insert information on the day's weather</p> | <p>CBC TV Local radio stations</p> |
| <p>Hurricane preparedness at the individual, family and community levels</p> | <p>Discuss the importance of hurricane preparedness at the individual, family and community level.</p> | <p>Use newspaper clippings/ a video clip to generate discussion on damage done by hurricanes and suggestions for hurricane preparedness at the family level. (SEL)</p> | <p>Work in groups to role-play ways in which families may respond to bulletins. Critique group presentations.</p> | <p>Advocate Newspaper Nation Newspapers A video recorder CERO handbook on 'Hurricane Preparedness'</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|--|---|---|--|------------------------|
| <p>NATION HOOD Definition of the term 'independence'</p> | <p>Pupils should be able to:</p> <p>Define the term 'independence'</p> | <p>Work in groups to develop given scenarios which will generate discussion on hurricane preparedness at the community level. e.g. a large ackee tree is over hanging an old lady's house. (SEL)</p> <p>Use the analogy of parent and young e.g. Cow/calf, bird/nestling, ewe/lamb to develop an understanding of the term 'independence'. (SC)</p> | <p>Create a checklist of at least FIVE ways in which a community may respond to hurricane preparedness.</p> <p>Make individual statements to define the term 'independence'.</p> | |
| <p>Symbols of independence</p> | <p>Identify the symbols of independence.</p> | <p>View/Listen to and discuss symbols of independence</p> | <p>Colour selected symbols . Recite/Sing the motto, pledge and the national anthem.</p> | <p>www.bgis.gov.bb</p> |

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|---------------------------------------|---|--|--|---|
| <p>Symbols of independence</p> | <p>Pupils should be able to:</p> <p>Discuss the significance of THREE symbols of independence - the flag , motto and Independence Day.</p> | <p>Display of symbols - the flag and the motto - to generate discussion on their significance . Listen to a CD/cassette and sing along " God Bless Bim on Independence Day'</p> <p>Class discussion to elicit types of activities in which we participate on/leading up to this day.</p> <p>(MU/HI)</p> | <p>Complete fact sheets about the symbols of independence.</p> <p>Answer TRUE/FALSE items on the significance of independence.</p> <p>Group work to create scrapbooks which depict activities done during our Independence celebrations.</p> | <p>Symbols of independence</p> <p>CD, tape recorder</p> |

| TOPIC | OBJECTIVES | SUGGESTED ACTIVITIES | ASSESSMENT | SUGGESTED RESOURCES |
|---|--|---|--|--|
| Nation builders who chartered the course for independence | Pupils should be able to: State the contributions made by TWO nation builders | Library/Internet research to identify contributions of TWO nation builders. (IT) | Write at least THREE points on the contributions of ONE nation builder. | National Heroes of Barbados - GIS |
| The importance of independence | Discuss the importance of independence. | Listen to a teacher - prepared dialogue which discusses the importance of independence .Class discussion to follow. | Oral presentation on ONE reason why independence is important to us. | |
| The importance of rules and laws to the country. | Show how rules and laws are important to the country. | Roleplay scenarios which portray the importance of rules and laws to the country. (D/HD) | Critique the roleplay. | UNICEF |
| Rights and responsibilities of the child in the nation building process. | 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. (SEL) | Role-play to portray an understanding of rights and their accompanying responsibilities. | Civics for Barbados (3 rd ed.)- W. LeRoy Inniss |

SUGGESTED READING

Albertin , Marcellus & Brathwaite, Marjorie Caribbean Primary Social Studies Book 1 (new ed.) Oxford:
Heinemann 2002

Inniss, W. LeRoy Civics for Barbados (3rd ed.) Kingston: Kingston Publishers Ltd. 1993

Pincus, Debbie Feeling Good About Yourself U.S.A: Good Apple Inc. 1990

Schiller, Pam & Bryant, Tamara The Values Book U.S.A: Gryphon House Inc. 1998

Waterman, I Barbados Our Environment (2nd ed.) Malaysia: Macmillian Education 2003

Hurricane Preparedness - Government Printing Department

National Heroes of Barbados – G.I.S

www.barbados.org

www.bgis.gov.bb

www.nationnews.com