

# The Cayman Islands

## National Curriculum 2008

### Social studies

## Programme of study for Key Stages 1, 2 and 3

## Acknowledgements

The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

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## Aims

Learning about social studies contributes to achievement of the curriculum aims for all young people (The 'Educated Caymanian') to become:

- Enthusiastic and motivated about learning, and willing to continue to extend their knowledge and skills after leaving school
- Well rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Literate, numerate and adept at using information and communication technology
- Have an awareness of global issues affecting life in the 21<sup>st</sup> century

Social studies aims to enable students to participate in a changing society as informed, confident, and responsible citizens. The primary social studies curriculum aims to:

- Equip students with the knowledge, skills as well as attitudes and values to make informed decisions
- Develop a sense of responsibility towards the environment
- Develop a positive attitude towards life-long learning
- Foster a sense of belonging to the Cayman Islands

## Overview

In the Cayman Islands' curriculum, students will achieve these aims by developing **knowledge and understanding about human society**. Social studies comprises the disciplines of history, geography and sociology. It also draws upon aspects of economics. It is the study of people in relation to each other and to the world in which they live. As a study of human beings in their physical, social and cultural environments, social studies examines the past and present and looks towards the future.

Students will develop **skills** as they use the social studies **processes** of inquiry, values exploration and social decision-making to learn about society and to enable them to participate responsibly in society.

## Sequencing the programme of study

The sequence of the topics in the social studies programme of study is based on an expanding environment approach (see figure 1 on the next page). Such an approach allows students to first look at topics that are familiar and gradually proceed to topics that are less familiar.

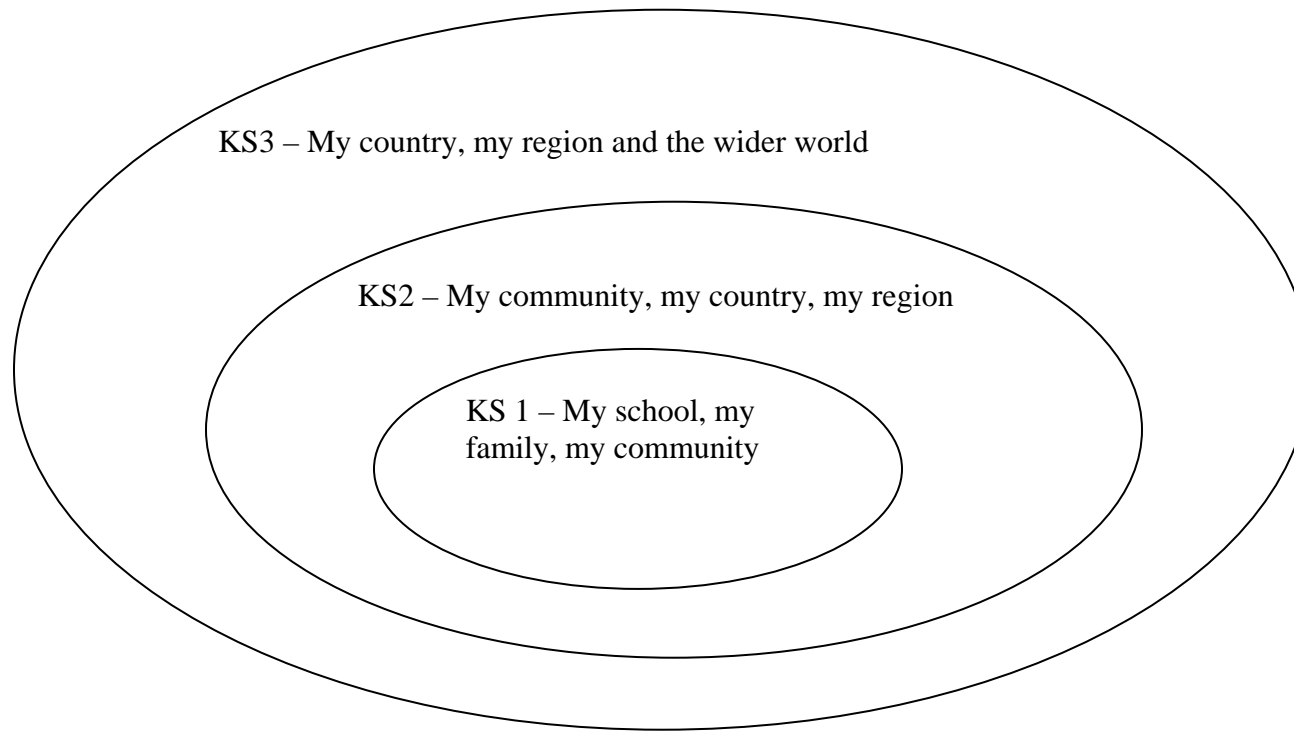
The programme begins in Key Stage 1 by examining the students' immediate environment. It then expands to cover the larger social spheres of the neighbourhood, the society, the country and aspects of the wider world.

In Key Stage 2, students continue to study our country but broaden their viewpoint to study our neighbouring countries and the rest of the world as it relates to our country and region.

In  
Key Stage 3 students learn about broader and deeper issues related to the wider world.

Figure 1 –

The Expanding Environment Approach



## How teachers should use the programme of study and attainment targets

The programme of study identifies the experiences and opportunities that students must be given to enable them to achieve the knowledge, skills and understanding specified in the attainment targets.

### The Strands

The social studies curriculum is divided into three strands:

- i. **Social Organisation:** people's organisation in groups and the rights, roles, and responsibilities of people as they interact within groups
- ii. **Geography:** people's interaction with places and the environment and the ways in which people represent and interpret place and environment
- iii. **History:** relationships between people and events, through time, and interpretations of these relationships

This division into strands is a convenient way of emphasizing the outcomes for social studies in schools. It does not mean that learning in each strand has to be developed independently.

**Progression** in this subject requires students to develop their skills in investigating, exchanging information and evaluating alongside their knowledge and understanding. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts. Progression is shown through the different expectations at each key stage.

Progress in social studies can be characterized by:

- Acquiring wider and more detailed knowledge of Caymanian and world history and geography
- Deepening understanding of the meaning of symbols, events and practices
- More fluent and competent use of maps, globes and map skills
- Increased levels of skills in responding to questions of identity, meaning, purpose, values and commitment
- Showing respect for the world's people and cultures through a commitment to human rights, equity and the dignity of all persons
- Understanding the history and foundations of parliamentary democracy in the Cayman Islands

**The attainment targets** specify the knowledge, understanding and skills that students should acquire through the key stage. More detail is given about how to interpret them in appendix 1. During each key stage students should be offered opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

## Programme of study for Key Stage 1

### Strand i: Social organisation (Key Stage 1)

#### Introduction

In Key Stage 1, students explore who they are in relation to others in their world. They become aware of how people live, play and work together in order to meet their basic needs. As they explore their social and natural environments, they become aware that they live in a country called the Cayman Islands, and begin to see themselves as part of a larger world. Students also examine rules and responsibilities and study basic needs.

In undertaking enquiry into social organisation, students should develop knowledge and understanding by having the opportunity to:

- Explain what a group is, *for example, my family, my class*
- Describe a number of groups to which people belong, *for example, my church family, my team*
- Describe the functions of those groups
- Give examples of the benefits of belonging to groups
- Describe roles that an individual can have within a group and across a range of groups, *for example, leadership roles – teacher, principal, captain*
- Give examples of how people may acquire roles, *for example, volunteering, appointing, voting*
- Explain what people do when they fulfil particular roles

- Explain ways in which people are part of various communities
- Identify group rules and the rights and responsibilities that individuals have within a group, *for example, discuss school and class rules and why we have them*
- Explain how rights and responsibilities might vary in different groups, *for example, family compared to school*
- Give examples of ways in which rights have accompanying responsibilities within particular groups, *for example, why we should go to school*

#### Suggested activities

- *Take part in discussions with one other person and the whole class by sharing their opinions on things that matter to them and explain their views*
- *Take part in a simple debate about topical issues*

## Strand ii: Geography (Key Stage 1)

### Introduction

During key stage 1, students investigate their local area and a contrasting area in the Cayman Islands or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

### Students should be given opportunities to:

- Identify and describe what places are like, *for example, in terms of landscape, jobs, weather*
- Identify and describe where places are, *for example, position on a map, whether they are on a beach*
- Recognise how places have become the way they are and how they are changing, *for example, traffic levels*
- Recognise how places compare with other places, *for example, compare the local area with places elsewhere in the Cayman Islands*
- Recognise how places are linked to other places in the world, *for example, food from other countries*
- Make observations about where things are located, *for example, types of restaurants on the islands* and about other features in the environment, *for example, seasonal changes in weather*
- Recognise changes in physical and human features, *for example, heavy rain causing flooding*
- Recognise changes in the environment, *for example, pollution*
- Recognise how the environment may be improved and sustained, *for example, by restricting the number of cars, asking geographical questions for example, 'What is it like to live in this place?'*
- Observe and record, *for example, identify buildings in the street and complete a chart*
- Express their own views about people, places and environments *for example, about litter in the school*
- Communicate in different ways, *for example, in pictures, speech, writing*
- Use geographical vocabulary, *for example, hill, river, highway, near, far, north, south*
- Use fieldwork skills, *for example, recording information on a school plan or local area map, maps and plans at a range of scales, for example, following a route on a map use secondary sources of information for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts*
- Make maps and plans, *for example, a pictorial map of a place in a story*
- Record the daily weather and use symbols for different conditions

### In their study of localities, students should:

- Study at a local scale
- Carry out fieldwork investigations outside the classroom

### During the key stage, students should be taught the knowledge, skills and understanding through the study of two localities:

- The locality of the school
- A locality *either* in the Cayman Islands *or* overseas that has physical and/or human features that contrast with those in the locality of the school



## Strand iii: History (Key Stage 1)

### Introduction

During Key Stage 1, students develop awareness of their own past and of aspects of life which have changed over time.

History is likely to be approached in a cross-curricular way. Students should be given opportunities through other subjects to consider historical concepts and information, for example, by discussing the setting of stories the class reads or by talking about when various kinds of technology were invented.

In the later years of the key stage, it may be more appropriate to choose history-led topics that focus on a specific period of time.

### Contexts

Aspects of the following should be taught throughout the key stage:

- Personal history
- Personalities, events and celebrations
- Projects

### Personal History

Students **should be given opportunities** to explore, at an increasing level of detail as they get older, and build up time lines of:

- My life then and now, *for example*,
  - *Making a comparison of 'myself' now and as a baby, such as, clothes, toys, food, size, abilities*
  - *My day, morning, afternoon and evening*
- My life so far, *for example*,
  - *'Myself' at different ages, a time line of photographs, toys, clothes*
  - *Significant memories and achievements at different ages*
  - *My week, using a day by day diary of activities*
- My family and school, *for example*,
  - *Timeline of my life*
  - *A family tree*
  - *My year, using a month by month timeline of family and school events*
  - *Memories of older people I know, using a timeline of their life, school days, holidays, significant events they can remember*

### Our Early History

Students **should be given opportunities** to explore, at an increasing level of detail as they get older:

- The key events and timelines in the early history of the Cayman Islands, *for example, Columbus' voyages, early settlement, wreck of the ten sails*
- Topical events of local or national significance, *for example, local sports events, Olympics, National Heroes day, Remembrance Day*
- National symbols and their significance, *for example the National Song, National Tree*
- Significant people, *such as Christopher Columbus, William Bodden, James Bodden, Sybil McLaughlin*

## Projects

Students **should be given opportunities** to explore, **at least once a year**, a history-related aspect of a topic in order to consider the differences between the past and the present and what has changed over time, *for example, in projects such as,*

- *Toys and games, homes, school, transport, farming or shopping.*
- *Seasonal events, for example, Christmas, Lent, Easter, Mother's Day, Father's Day;*
- *Folklore figures, from the past, for example Blackbeard or Anne Bonney*

Towards the end of the key stage it is recommended that projects focus on a specific period of time. *For example, suggested projects could include*

- *Life in the recent past*
- *Life in the Cayman Islands in the 1950s and 1960s*
- *Life during World War II*
- *Changes in life during this century*

In undertaking enquiry into history, students should develop their skills by **being given the opportunity** to develop:

- An awareness of time by
  - Using simple language related to the passing of time, *for example, the terms now, then, long ago, before and after*
  - Placing pictures or objects in sequence, *for example, sequencing pictures of themselves at different ages*
- A sense of the past by:
  - Identifying obvious differences between past and present, *for example, students could identify in drawings, photographs and film, features that differ from the present*
  - Talking about possible reasons why people may have acted as they did in the past and how they may have felt, *for example, students could listen to a story about an historical character, such as Christopher Columbus and talk about how he may have felt during his voyages*
- An awareness of evidence by
  - Talking about evidence and artefacts that give us information about the past, *for example, students could talk about how we can find out about the past from pictures, objects, stories, songs, or museum displays*

- Talking about some of the different ways in which the past is represented, *for example, students could talk about how films present a view or an interpretation of the past which sometimes may not be totally accurate*
- Communication by
  - Re-telling stories about the past, *for example, students could retell the main points of a story, legend or folktale in their own words, such as describing the '32 hurricane or relating the legend of Blackbeard*
  - Describing events, photographs and objects, or drawing pictures of what they have seen or heard, *for example, students could examine an object from the past and talk about the material it is made of, its shape and possible use*
  - Using appropriate words, phrases, captions or simple sentences, and ICT as appropriate under the guidance of the teacher, *for example, students could make captions for a display of history work*

## Programme of study for Key Stage 2

### Strand i: Social organisation (Key Stage 2)

#### Introduction

In Key Stage 2, students examine the rights and responsibilities of Caymanian citizens. This includes a focus on Cayman's national symbols, songs and public holidays. Students also consider community influences and interactions related to identity, leadership and decision making.

#### Students should be given opportunities to:

- Identify leaders in different groups and situations
- Describe ways people can become leaders, *for example, inheritance, election, appointment, use of force*
- Explain how different styles of leadership affect members of groups
- Describe processes that groups use to make rules and laws, *for example, discussion and agreement, meetings, local government processes*
- Give examples of what happens when rules and laws are broken
- Identify types of challenges and crises that people face, *for example, social, technological, economic, political, cultural*
- Identify groups trained to help in different types of crises
- Explain how groups and individuals can work together to deal with challenges and crises
- Identify the rights people have at different ages and in different groups

- Describe processes that can be used to exercise rights within society
- Describe factors that shape people's responsibilities and the ways in which people meet these responsibilities, *for example, economic, cultural, age-related, status-related, religious*
- Identify the features of different political systems
- Explain how government decisions affect people's lives
- Explore how the media present information

#### Suggested activities

- *Talk and write about their opinions, and explain their views, on issues that affect themselves and society*
- *Research, discuss and debate topical issues, problems and events*
- *Meet and talk with people for example community leaders*
- *Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences*

## Strand ii: Geography (Key Stage 2)

### Introduction

During Key Stage 2, students investigate a variety of people, places and environments at different scales, in the Cayman Islands and abroad. They start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

### Students should be given opportunities to:

- Identify and describe what places are like, *for example, in terms of weather, jobs*, including the location of places and environments they study and other significant places and environments, *for example, places and environments in the news*
- Describe where places are, *for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are*
- Explain why places are like they are, *for example, in terms of weather conditions, local resources, historical development*
- Collect, record and explain data relating to the main elements of the weather, *for example, students could use a database to record and present data such as temperature, rainfall or wind strength/direction*
- Identify how and why places change, *for example, through the closure of shops or building of new houses, through conservation projects* and how they may change in the future, *for example, through an increase in traffic or an influx of tourists*
- Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world, *for example, comparing a village with a part of a city in the same country*
- Recognise how places fit within a wider geographical context, *for example, as part of a bigger region or country* and are interdependent, *for example, through the supply of goods, movements of people*
- Study some of the differences between places with contrasting weather conditions, for example, students could find out about a place which experiences weather which is very different from ours, and some of the plants and animals which live there, such as
  - polar/tundra regions
  - deserts
  - tropical rain forests
- Study the effects of weather on the lives of people here and elsewhere, for example, students could investigate how weather affects aspects of life here and in another country such as *house types, work such as farming, or recreational activities*
- Study the effects of extreme weather events upon the lives of people here and elsewhere, *for example, students could find out about the impact upon peoples' lives of an extreme weather event, such as seasonal hurricanes in the Caribbean or drought as a result of the dry season in the Cayman Islands compared with long term severe drought in parts of Africa.*
- Recognise some physical and human processes, *for example, beach erosion, hurricane damage, hotel closure* and explain how these can cause changes in places and environments
- Recognise how people can improve the environment, *for example, by recycling land* or damage it *for example, by damaging the coral reef*, and how decisions about places and environments affect the future quality of people's lives
- Recognise how and why people may seek to manage environments sustainably and to identify opportunities for their own involvement, *for example, taking part in a local conservation project*

## Geographical Skills

The following geographical skills should be developed and reinforced, for the most part as an integral part of a thematic approach.

### Students should have opportunities to:

- Use photographs, plans and maps of different scales for different purposes, *for example, students could*
  - *locate objects on a plan*
  - *locate places or features on a map or photograph*
  - *follow directions on a plan of the school or a map of their local area*
- Draw simple plans and maps without the use of scale, *for example, students could draw a plan of the classroom, playground or journey to school*
- Use the eight points of the compass, *for example, students could use compass directions to describe a route followed on a map of the local area or an area visited as part of a school trip*
- Use a key of lands and survey symbols to identify some familiar features, *for example, students could identify roads, railways, churches, post offices and other familiar features on a map of the local area*
- Use letter number co-ordinates and four figure grid references, *for example, students could locate features and places on maps with letter/number referencing*
- Use a globe and the contents and index in an atlas to locate places, including the continents, oceans, equator, poles, countries and capitals of the Caribbean and any other places studied
- Observe, measure, record, present and discuss field work information and information from other sources (using

ICT as appropriate), *for example, students could survey house types in the local area or traffic flows near school at different times of the day*

- Ask geographical questions, *for example, 'What is this landscape like?', 'What do I think about it?'*
- Collect and record evidence, *for example, by carrying out a survey of shop functions and showing them on a graph*
- Analyse evidence and draw conclusions, *for example, by comparing population data for two localities*
- Identify and explain different views that people, including themselves, hold about topical geographical issues, *for example, views about plans to build an hotel in an environmentally sensitive locality*
- Communicate in ways appropriate to the task and audience, *for example, by writing to a newspaper about a local issue, using e-mail to exchange information about the locality with another school*
- Use appropriate geographical vocabulary, *for example, temperature, transport, industry*
- Use appropriate fieldwork techniques such as labelled field sketches and instruments, *for example, a rain gauge, a camera*
- Use secondary sources of information, including aerial photographs, *for example, stories, information texts, the internet, satellite images, photographs, videos*

- Use ICT to help in geographical investigations, *for example, creating a data file to analyse fieldwork data*
- Develop decision-making skills, *for example, deciding what measures are needed to improve road safety in a locality*

During Key Stage 2, students should be taught the knowledge, skills and understanding through the study of **two localities** and **three contexts**:

- A locality in the Cayman Islands
- A locality in a country that is less economically developed

## Strand iii: History (Key Stage 2)

### Introduction

During Key Stage 2, students develop an awareness of selected periods in the history of the Cayman Islands, the Caribbean and the wider world and to provide opportunities to study related or other chosen, topics in more depth.

The content of the programme of study is organised into **three contexts**:

- Ancient civilisations
- Voyages of exploration
- Projects

and into **historical skills and concepts**.

There is no requirement to study the contexts in the order in which they are presented. However, it will be necessary to ensure that students have an understanding of chronological order. Making links within and across the different contexts will help students develop a chronological framework. At least one opportunity must be taken to allow students to investigate an aspect of history in their local area, either close to home, if possible, or elsewhere in the Caribbean. Suggestions for the development of a local dimension are provided in each of the contexts.

By providing opportunities to investigate a range of historical sources (including pictures, photographs, objects, artefacts, written sources, buildings and site visits, and museum reconstructions) students will begin to recognise the importance of evidence in piecing together our knowledge of the past and that it can be done in different ways.

By providing opportunities to look at history from different angles, such as the social and economic conditions of the periods, the cultural and religious beliefs of the people living then, their crafts, technological and scientific knowledge students will begin to recognise that history comprises a variety of perspectives.

By providing opportunities to investigate periods from a variety of points of view, for example, the settlers and the Native Americans, the Aztec rich and poor, students will begin to recognise that there can be different views and interpretations of the past depending on the evidence and stand-point from which it is viewed or constructed.

In undertaking enquiry into history, students should develop their knowledge and understanding within the following study contexts:

### **Context 1: Ancient civilizations – Greeks, Egyptians or Aztecs**

This unit should focus on the distinctive features of life in these civilizations.

Students should be given opportunities to investigate developments in human skills which led to the achievements of these people and the impact which these had on their lifestyles.

Students **should be given opportunities** to investigate, compare and contrast **two of these civilizations** considering:

- Way of life:
  - Housing, farming, fishing, shipbuilding, trade, religion, clothes
  - social and political structure
- Expansion and colonization:
  - Armies, conquests, trading and settlements

### **Context 2: Our recent history**

This unit should focus on the development of features of life in the Cayman Islands.

Students should be given opportunities to investigate the achievements of our people over the past two centuries, and the impact that changes in our society have made on our lifestyles.

Students **should be given opportunities** to investigate:

- Cayman's relationship with the United Kingdom and Jamaica
- Vestrymen and democracy
- Slavery on the Cayman Islands and emancipation,
- The establishment of schools and churches
- Our constitutional changes and present system of government
- Our economic growth and expansion

### **Context 3: Projects – Students should study one of each of the following:**

**Required project: Voyages of exploration**

**Students should be given the opportunity to study the nature of exploration by different peoples from a**

range of eras and societies. Examples could include:

- The Phoenicians, *for example, Faraon Neco*
- The Vikings *for example, Eric the Red*
- The Arab explorers *for example, Ahmed Bin Majid*
- The Chinese explorers *for example, Zheng He*
- The Polynesians *for example, the Maoris*
- The European explorers *for example, Magellan, Vasco de Gama, Columbus, John and Sebastian Cabot, Jacques Cartier*

**Students should be given opportunities to study the:**

- Nature of these societies and their reasons for exploration
- Impact of exploration and colonial expansion
- Development of human skills which enabled exploration

#### **Personal projects**

- A personal interest linked to 'Ancient civilisations' or 'Voyages of exploration', *for example, ancient China, Caymanian seafarers, ancient African empires, such as Mali, Benin*
- An unrelated **local** study of their own, *for example, students could investigate a topic based on an aspect of the community over a long period of time, such as housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as an individual, a family, a building, an event*

#### **Historical skills and concepts**

In undertaking enquiry into history, **students should be given opportunities to develop:**

- **Chronological awareness** by:
  - Using words or phrases related to the divisions of time, *for example, students could use phrases such as early times, BC, AD, Roman times, century*
  - Sequencing events and changes in the periods studied, *for example, students could make a simple timeline of the period, marking major events and changes*
- **A sense of the past and a range and depth of knowledge and understanding**, by identifying:
  - Some of the characteristic features of past societies and some of the main events, *for example, students could describe the main features of Aztec society, such as the way people lived*
  - Some similarities and differences between ways of life at different times, *for example, students could identify how lifestyle differed within and across periods studied, such as between the early and later colonial period*
  - Some things that have changed and some things that which have remained the same, *for example, students could consider how basic tools remained the same but the material that they were made of differed*
  - Some of the feelings people may have had at a time in the past, *for example, students could consider how native Americans viewed the colonial explorers or how the Greek rich thought about the poor*

- **Awareness of evidence, historical enquiry and interpretations** by:

- Using sources of information appropriate to their age and ability to gain information about an aspect of the past, *for example, students could use photographs or make visits to local museums to describe what life was like in earlier times*
  - Recognising that sources sometimes offer different versions of the past, *for example, students could compare how native North Americans and settlers described each other*
  - Extracting factual information from a range of appropriate sources to make statements about the past, *for example, students could use photographs and descriptions together to describe conditions on a plantation*
  - Talking about some of the different ways in which the past is represented, *for example, students could talk about how films of the past present a view or interpretation that sometimes may not be totally accurate*
- **Communication** by:
    - Describing orally, and in writing, the main events of a story organised in sentences, *for example, students could tell the story of a Viking raid*
    - Constructing basic historical narratives describing what happened, organised in paragraphs, *for example, students could give a description of life in a Greek house*

## Programme of study for Key Stage 3

### Strand i: Social organisation (Key Stage 3)

#### Introduction

In Key Stage 3, students examine the rights, roles and responsibilities people have as they participate in groups and learn about the rules and laws that determine people's behaviour in groups.

They continue to be actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life. They will discover how individuals, communities and nations exercise their rights and meet their responsibilities. They will understand the effects of change on these rights, roles and responsibilities.

#### Students should be given opportunities to:

- Identify some types of institutions in society *for example, families, political parties, religious institutions, education systems*
- The key characteristics of parliamentary and other forms of government
- The electoral system and the importance of voting
- Explain why some systems or institutions are easier to change than others
- Explain reasons for changes and people's motivations for seeking change
- Describe procedures for reviewing systems or institutions and ways of making changes, *for example, through referenda, petitions, marches, conferences*

- Identify changes in society, *for example, technological, social, political, economic*, that have affected people's rights, roles and responsibilities
- The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- The importance of resolving conflict fairly
- Central and local government, *for example district administration*, the public services they offer and how they are financed, and the opportunities to contribute
- The work of community-based, national and international voluntary groups
- The significance of the media in society
- The world as a global community, and the political, economic, environmental and social implications of this, and the role of CARICOM, the Commonwealth and the United Nations

#### Suggested activities

- *Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources*
- *Justify orally and in writing a personal opinion about such issues, problems or events*

- *Contribute to group and exploratory class discussions, and take part in debates*
- *Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own*
- *Negotiate, decide and take part responsibly in school and community-based activities*
- *Reflect on the process of participating*

#### Contexts

- **Water** and its effects on landscapes and people, including the physical features of mangrove swamps, coasts and rivers, and the processes of erosion and deposition that affect them
- How **settlements** differ and change, including why they differ in size and character for example, commuter areas, and an issue arising from changes in land use for example, the building of new housing or a tourist complex
- **An environmental issue**, caused by change in an environment for example, increasing traffic congestion, drought, pollution, and attempts to manage the environment sustainably for example, by improving public transport, creating a new nature reserves, reducing water use



In their study of localities and themes, students should be given opportunities to:

- Study at a range of scales - local, regional and national
- Study a range of places and environments in different parts of the

world, including the Cayman Islands and the Caribbean region

- Carry out fieldwork investigations outside the classroom

## Strand ii: Geography (Key Stage 3)

### Introduction

During Key Stage 3, students investigate a wide range of people, places and environments at different scales around the world. They learn about geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues. They also learn about how places and environments are interdependent.

Students will carry out geographical enquiry inside and outside the classroom. In doing this they identify geographical questions, collect and analyse written and statistical evidence, and develop their own opinions. They use a wide range of geographical skills and resources such as maps, satellite images and ICT.

### Students should be given the opportunity to:

- Describe the location of places and environments studied, places and environments in the news and other significant places and environments
- Describe the national, international and global contexts of places studied, *for example, in the Pacific Rim, a member of CARICOM or the European Union*
- Describe and explain the physical and human features that give rise to the distinctive character of places

- Explain how and why changes happen in places, and the issues that arise from these changes
- Explain how places are interdependent, *for example, through trade, aid, international tourism, acid rain, and explore the idea of global citizenship*
- Describe and explain patterns of physical and human features and relate these to the character of places and environments
- Identify, describe and explain physical and human processes, and their impact on places and environments
- Describe and explain environmental change, *for example, deforestation, soil erosion and recognise different ways of managing it*
- Explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives
- Ask geographical questions, *for example, 'How and why is this landscape changing?', 'What is the impact of the changes?', 'What do I think about them?' and to identify issues*
- Suggest appropriate sequences of investigation, *for example, gathering views and factual evidence about a local issue and using them to reach a conclusion*
- Collect, record and present evidence, *for example, statistical information about countries, data about rainfall characteristics*
- Analyse and evaluate evidence and draw and justify conclusions for example, analysing statistical data, maps and graphs, evaluating publicity leaflets that give different views about a planning issue
- Appreciate how people's values and attitudes (*for example, about overseas aid*) including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues
- Communicate in ways appropriate to the task and audience, *for example, by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place*
- Use an extended geographical vocabulary
- Select and use appropriate fieldwork techniques, *for example, land-use survey, data logging and instruments, for example, cameras*
- Use atlases, globes, maps and plans with a range of scales

- Select and use secondary sources of evidence, including photographs (including vertical and oblique aerial photographs), satellite images and evidence from ICT-based sources, *for example, from the Internet*
- Draw maps and plans at a range of scales, using symbols, keys and scales and select and use appropriate graphical techniques to present evidence on maps and diagrams (*for example, pie chart*), including using ICT, *for example, using mapping software to plot the distribution of shops and services*
- Communicate in different ways, including using ICT, *for example, by writing a report about an environmental issue, exchanging fieldwork data using email decision-making skills*

**The skills and knowledge should be developed within the contexts of:**

**Two countries:** in significantly different states of economic development, including the regional differences that exist and their causes and consequences, and how and why each country may be judged to be more or less developed

**Ten contexts:**

**1 Tectonic processes** and their effects on landscapes and people, including:

- The global distribution of tectonic activity and its relationship with the boundaries of plates
- The nature, causes and effects of earthquakes or volcanic eruptions
- Human responses to the hazards associated with these processes

**2 Geomorphological processes** and their effects on landscapes and people, including:

- The processes responsible for the development of selected landforms and the role of rock type and weathering
- The causes and effects of a hazard and human responses to it, *for example, flooding*

**3 How and why weather and climate** vary, including:

- The differences between 'weather' and 'climate'
- The components and links in the water cycle
- How and why aspects of weather and climate vary from place to place, *for example, fronts, tropical storms, hurricanes and other weather systems that affect the Caribbean and elsewhere*

**4 Ecosystems** - how physical and human processes influence vegetation, including:

- The characteristics and distribution of one major biome, *for example, savannah grassland, tropical rainforest, temperate forest*
- How the ecosystems of this biome are related to climate, soil and human activity

**5 Population distribution and change,** including:

- The global distribution of population
- The causes and effects of changes in the population of regions and countries, including migration
- The interrelationship between population and resources

**6 The changing characteristics of settlements,** including:

- The reasons for the location, growth and nature of individual settlements
- How and why the provision of goods and services in settlements varies

- How and why changes in the functions of settlements occur and how these changes affect groups of people in different ways
- Patterns and changes in urban land use

**7 Changing distribution of economic activity** and its impact, including:

- Types and classifications of economic activity
- The geographical distribution of one or more economic activities, *for example, tourism, farming*
- How and why the distribution has changed and is changing, *for example, the impact of new technologies, and the effects of such changes*

**8 Development,** including:

- Ways of identifying differences in development within and between countries
- Effects of differences in development on the quality of life of different groups of people
- Factors, including the interdependence of countries, that influence development

**9 Environmental issues,** including:

- How conflicting demands on an environment arise
- How and why attempts are made to plan and manage environments
- Effects of environmental planning and management on people, places and environments, *for example, managing coastal retreats, building a new airport*

**10 Resource issues,** including:

- The sources and supply of a resource
- The effects on the environment of the use of a resource

- Resource planning and management, *for example, reducing energy use, developing alternative energy sources*

**In their study of countries and contexts, students should be given opportunities to:**

- Study at a range of scales - local, regional, national, international and global
- Study different parts of the world and different types of environments, including their local area, the Cayman Islands, the Caribbean, and parts of the world in different states of economic development
- Carry out fieldwork investigations outside the classroom
- Study issues of topical significance

## **Geographical Skills**

### **Mapwork skills**

**Students should have opportunities to** learn and practice the following mapwork skills:

- The use of four and eight points of the compass to record and follow directions
- The use of four and six figure grid references to locate features and places on maps
- The use of a key to identify places and features on a 1:50,000 scale map
- The use of scale to measure straight line distances and distances along a curved route.
- Drawing simple plans and maps without the use of scale
- Draw simple plans using scale
- Identification of the methods used to represent height on maps

- Identification of physical and human features on maps, *for example, river valleys, slopes, mountains; settlement, communication, amenities*

### **Fieldwork skills**

**Students should have opportunities to** be involved in fieldwork investigations during the key stage. Fieldwork should take the form of a simple investigation at a location considered appropriate by the teacher. During Key Stage 3, fieldwork will be organised and planned by the teacher.

**Students should be given opportunities to:**

- Clarify the objectives of investigations
- Identify the type of information and evidence that is required
- Discuss and agree the methods to be used
- Carry out practical preparations
- Observe, measure and record data using a range of appropriate instruments and methods of data collection
- Refine and present data in a range of appropriate forms, *for example, tables, graphs, maps and text*
- Describe data, noting obvious patterns and relationships
- Make explanations and conclusions related to a previously stated aim or idea

## **Research, Data Handling and Presentation Skills**

**Students should have opportunities to:**

- Analyse and extract relevant information from a range of secondary sources, *for example, books, maps, photographs, census data*
- Refine and present data in a range of appropriate forms, *for example, tables, graphs, maps, population pyramids, geographical diagrams, sketches and descriptive and explanatory text*
- Use information technology as a medium for research, to process data and to present geographical information

## Strand iii: History (Key Stage 3)

During Key Stage 3, students should have opportunities to develop an understanding of important aspects of the culture, economy, politics and society of the Caribbean from the early Middle Ages to the 20th century. They should have opportunities to make links and connections between historical events and changes in the different periods and areas studied. They should use their historical knowledge to evaluate and use sources of information, and to construct narratives, descriptions and explanations of historical events and developments at levels appropriate to their age and ability.

The programme of study is set out under:

- **Five contexts** as follows:
  1. Ancient civilizations – The Romans
  2. Colonialism, slavery, freedom and democracy
  3. The Twentieth-Century World
  4. A required project unit
  5. A second project unit of the school's own choice
- **Historical skills and concepts**, which suggest possible progression

The first three contexts should, as far as possible be taught in sequence, one in each of the three years of the key stage. Contexts 5 and 6 may focus on projects of the school's own choice not covered elsewhere. The contexts are not weighted. The emphasis given to each is therefore a matter of professional judgement, although teachers may wish to devote more time to contexts 1-3.

It is important that the contexts and the historical skills and concepts should be taught together.

### Context 1: The Romans

This unit should focus on the distinctive features of life in this civilization.

Students should be given opportunities to investigate developments in human skills which led to the achievements of these people and the impact which these had on their lifestyles.

**Students should be given opportunities to** investigate, compare and contrast Roman civilization with the two civilizations studied at Key stage 2 considering:

- Way of life:
  - Housing, farming, fishing, shipbuilding, trade, religion, clothes
  - Social and political structure
- Expansion and colonization:
  - Armies, conquests, trading and settlements

### Context 2: Colonialism, slavery, freedom and democracy

Students should have opportunities to consider some of the major political, social, economic and religious changes that shaped the history of the Cayman Islands from the end of the sixteenth to the end of the nineteenth century.

**Students should be given opportunities to** consider a broad outline of the key issues, significant features and changes over the period including:

- The causes of conflict in the late 16th century
  - The impact of religious change
  - Colonial rivalry
  - Overseas exploration and discovery
- Caribbean c1600 - c1800
  - Conquest and colonialism,
  - Rebellions, wars and changes in land ownership
- Plantations and slavery
  - Slave trade, *for example, African origins, the conditions on board slave ships*
  - Plantations in the Caribbean and USA, *for example, the life of a slave, agricultural practice*
- The rise of democracy
  - The age of revolution – the American revolution, the French revolution, the Haitian revolution
- Abolitionism
  - The rise of abolitionism, the impact of abolition on Caribbean and American society, southern secession the American Civil War
- Examine at least one short case study involving the use of evidence and, where appropriate, a range of perspectives and interpretations, to consider **one** of the following areas:
  - Continuity and change in aspects of society over the period, *for example, monarchy, religion, exploration and expansion, trade*

*and agriculture, advances in arts and science*

- Causes and short and long term impact of a key event, *for example, the Renaissance, the Reformation, the Treaty of Madrid*; experiences, motives, role and impact of a key personality or group, *for example, Washington, Toussaint L'Ouverture*
- Examine at least one short case study involving the use of evidence and, where appropriate, a range of perspectives and interpretations, to consider **one** of the following areas:
  - Continuity and change in aspects of society over the period, *for example, technological change, the development of transport, science or medicine*
  - Causes and short and long term impact of a key event, such as *the Emancipation Act, the American Civil War*
  - Experiences, motives, role and impact of a key personality or group, *for example, William Wilberforce, Samuel Sharpe, Abraham Lincoln, John Brown*

### **Context 3: The Twentieth-Century World**

Students should have opportunities to investigate major events and developments that have shaped the twentieth century world through a study of the impact of world war and a study of an aspect of change in twentieth century society.

**Students should have the opportunities to learn about:**

- The impact of World War - **Either** the First **or** the Second World War, **or** a major event or turning point that illustrates the nature and impact of total war, *for example,*
  - *World War I: Gallipoli 1915, The Battle of the Somme 1916, submarine and air warfare, the withdrawal of Russia from the war in 1917, the failure of the German offensive in 1918*
  - *World War II: the invasion of Poland, Pearl Harbour, Stalingrad 1942-3, the holocaust, the D-Day landings, the dropping of the atomic bomb 1945*
- **One** of the following areas:
  - A significant social development, *for example, the changing role and status of women, the rights to vote and expanding suffrage, Communism, the impact of changes in science, or medicine, or technology and communications, the UN Charter and Declaration of Human Rights*
  - A major event or person, *for example, the Russian Revolution; the rise of Dictators (Hitler, Mussolini or Stalin), the Holocaust, the dropping of the atomic bombs, the break-up of Empire and the emergence of new nations, the Cold War, the break-up of the Soviet Union; the Civil Rights movement in the USA in the 1950s and 1960s*
  - A significant organisation, *for example, the Commonwealth, the League of Nations, the United Nations, the European Union*

### **Context 4: Required project**

Students should gain an overview of the main issues, trends and changes related to the **history of migration and settlement on the Cayman Islands**. Students should become aware of the reasons why such issues, trends and changes have come about and their principal consequences. In carrying out this project students should be given opportunities to build upon their understanding of our constitutional changes and present system of government learned in Key Stage 2.

### **Context 5: Study units of the school's own choice**

Students should study a project of the school's own choice and not covered elsewhere (see suggestions below).

Students should gain an overview of the main issues, trends and changes related to the chosen topics and become aware of the reasons why such changes have come about and their principal consequences.

**Students should be given opportunities to study:**

- An historical theme over time, *for example, explorations and encounters, religion, democracy, empire, medicine, energy, the roles of women in the Cayman Islands and the wider world, slavery*
- A significant era or turning point in history, *for example, the Industrial Revolution, the American Frontier, the Renaissance, the Reformation, the American Revolution, the French Revolution, the Haitian revolution the American Civil War,*

*the British Empire, the First World War, the Second World War, the Cold War*

- A past European or non-European society not studied in Key Stage 2, *for example, Ancient Rome, Ancient China, Ancient Egypt, the Aztecs or Incas, Benin, indigenous peoples of North America or Australia, black peoples of the Americas*

In the light of the focus of contexts 1-3, it is recommended that choice of content in these units should ensure that the programme of study as a whole reflects breadth and balance in relation to coverage of historical periods and perspectives across the key stage.

### **Historical skills and concepts**

**Students should be given opportunities to develop:**

- **Chronological awareness** by:
  - Placing events, people and changes in the periods studied within a chronological framework, noting key dates, *for example, students could use timelines to record and sequence key events and developments within and across periods*
  - Describing and explaining important historical concepts associated with the periods studied, *for example, students could use and explain conceptual terms, such as invasion, conquest, expansion, feudalism, conflict and rivalry, exploration, colonisation and plantation, revolution, famine and emigration,*

*nationalism, industrialisation, empire and imperialism*

### • **Range and depth of historical knowledge and understanding** by:

- Identifying and analysing the characteristic features of periods and societies studied, *for example, students could identify and discuss some of the main ideas, beliefs and attitudes of men and women in ancient civilizations, 19<sup>th</sup> and 20<sup>th</sup> century periods, the social, cultural and religious diversity of Cayman Islands society*
- Describing and explaining reasons for and results of some of the historical events and changes in the periods studied, *for example, students could explain reasons for and results of the colonial conquests, the industrial revolution, slavery and its abolition, the first world war*
- Developing overviews of the main events and changes both within and across periods by making links between the content in different study units and between Caymanian, Caribbean, British, European and world history, *for example, students could develop overviews of issues such as migration between the Cayman Islands, the Caribbean, Europe and the Americas between the 19<sup>th</sup> and 20<sup>th</sup> century, and the changes this has brought about in the composition of the population*
- Assessing the significance of the main events, people and changes studied, *for example, students could discuss the modern significance of the treaty of Madrid, the impact of*

*colonization or the origins and influence of the United Nations*

### • **Interpretations of history** by:

- Considering how and why some historical events, people and changes have been interpreted differently, *for example, differing interpretations of the past, from sources such as Captains' logs, official histories or accounts such as of the wreck of the ten sails, or the American civil war*
- Analysing and evaluating sources and interpretations in their historical context

### • **Historical enquiry** by:

- Identifying, collecting and recording information from a range of sources, with increasing independence, aspects of the period, *for example, students could be given opportunities to extract relevant information from documents and printed sources, artefacts, pictures, photographs, films, music and oral accounts, buildings and sites*

### • **Organisation and communication** by:

- Recalling, selecting and organising information, using terms accurately to communicate their knowledge and understanding of history, *for example, constructing historical accounts,, including dates and terms and with reference to evidence, using ICT*

## Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

**i Social organisation**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<ul style="list-style-type: none"> <li>•Students talk about why people belong to groups.</li> <li>•They talk about different roles people fulfil within groups.</li> <li>•They talk about relationships with others as they explore groups in the community.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe their rights and responsibilities as members of communities.</li> <li>•They describe various ways people help and depend upon one another.</li> <li>•They describe ways in which their own needs and the needs of others are met individually and cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe how leadership of groups is acquired and exercised.</li> <li>•They describe why people make and implement rules and laws.</li> <li>•They explain how and why groups are organized within communities and societies.</li> <li>•They describe the development of an international organisation.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe how and why people exercise their rights and meet their responsibilities.</li> <li>•They investigate and describe rights, responsibilities and decision-making processes in the school and community.</li> <li>•They explain how participation can contribute to the quality of their school and community life.</li> <li>•They describe diverse and similar ways people live, meet their needs, express themselves and influence each other.</li> </ul>	<ul style="list-style-type: none"> <li>•Students explain how people organize themselves in response to challenge and crisis.</li> <li>•They explain changes and challenges that confront families in the Cayman Islands.</li> <li>•They explain why government is needed and the importance of leaders in a group or community.</li> <li>•They identify and explain how groups resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•Students explain how and why people organize themselves to review systems and institutions in society.</li> <li>• They explain the effects of change in society on people’s rights, roles and responsibilities.</li> <li>•They describe how and why people and technologies interact to meet needs and explain the effects of these interactions on people and the environments.</li> <li>•They identify services that are provided by government and explain how government raises revenue to finance its budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explain how and why international organizations become established and influence people and societies.</li> <li>•They discuss how communities and nations meet their responsibilities and exercise their rights.</li> <li>•They investigate the basic aspects of the Cayman Justice system and evaluate how they relate to young people.</li> <li>•They discuss the government systems that exist in other Caribbean countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Students analyse and discuss different ideas about how society should be organised.</li> <li>•They identify a variety of international organisations and discuss their purposes, activities and impact.</li> <li>•They discuss and evaluate the impact of reforms that have affected people’s rights, roles and responsibilities.</li> </ul>



## ii Geography

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<ul style="list-style-type: none"> <li>•Students identify and talk about a limited range of places and features observed in the local neighbourhood and say why particular places are important for people.</li> <li>•They locate their local communities on a map.</li> <li>•They talk about how and why people record the important features of places and environments.</li> <li>•They observe and talk about changes in the weather from season to season.</li> <li>•They recognise symbols for different types of weather.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe how people's activities influence and are influenced by places and the environment.</li> <li>•They describe different aspects of the Cayman Islands, including the national symbols.</li> <li>•They recognise and describe some common landscape features in the environment or from resources such as photographs and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe how different groups view and use places and environments.</li> <li>•They demonstrate knowledge and understanding of how, and why, people express a sense of belonging to particular places and environments.</li> <li>•They describe the natural characteristics of places, such as climate and landscape, and explain some basic causes of those characteristics.</li> <li>•They describe why and how people find out about places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>•Students explain how places reflect past interactions of people with the environment.</li> <li>•They explain why people live and work as they do in different regions.</li> <li>•Students describe and compare a range of features and places and offer simple explanations for the relationships between some of them.</li> <li>•They locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</li> <li>•They explain how transportation and communication link people and communities.</li> </ul>	<ul style="list-style-type: none"> <li>•Students explain why people move between places and the consequences of this for the people and the places.</li> <li>•They explain why particular places and environments are significant for people.</li> <li>•They identify and explain about factors that contribute to the destruction of the physical/natural environment.</li> <li>•They use an appropriate geographical vocabulary to explain an increasing range of geographical features and places, including considering the main causes and effects of global warming and pollution.</li> </ul>	<ul style="list-style-type: none"> <li>•Students identify the implications of changes to places, for people and the environment.</li> <li>•Students use an increasing and appropriate geographical vocabulary to offer more detailed explanations of a widening range of geographical processes at a variety of scales</li> <li>•They explain how people's descriptions of places and the environment reflect particular purposes and points of view.</li> <li>•They identify the characteristics of population, such as age, sex, ethnic origin, religion.</li> <li>•They explain the factors affecting population change and the problems and conflicts caused by under and over population.</li> </ul>	<ul style="list-style-type: none"> <li>•Students discuss why and how people regulate the use of places and the environment.</li> <li>•They discuss how people's perceptions of places and environments are reinforced or changed by information or experience.</li> <li>•They discuss how conflicting demands on the environment may arise and evaluate different approaches to managing environments.</li> <li>•They give accurate and relevant explanations of a wide range of physical and human processes at a variety of scales and identify relationships, patterns and variations in them.</li> </ul>	<ul style="list-style-type: none"> <li>•Students analyse how and why people seek to resolve differences over how places and environments should be used</li> <li>•They analyse how new technology influences the ways people find out about and describe places and environments.</li> <li>•They evaluate disparities in development and explain the range and complexity of factors that contribute to the quality of life in different places.</li> <li>•They explain the operation of a wide range of physical and human processes at a range of scales, demonstrating knowledge and understanding of relationships, patterns and variations,</li> </ul>

### iii History

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<ul style="list-style-type: none"> <li>•Students can recognise and talk about their own past, and about their family and community history.</li> <li>•They can find out answers to simple questions about the past from sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>•Students recognise obvious differences between past and present from photographs, objects or stories.</li> <li>•They can carry out basic sorting and sequencing activities using pictures, objects or events from a story.</li> <li>•They can retell the main events from stories in the past, using drawings, words (like yesterday, today, long ago then, now), simple phrases and sentences, to demonstrate understanding.</li> </ul>	<ul style="list-style-type: none"> <li>•Students observe or handle sources of information to find out how the past is recorded and remembered in different ways.</li> <li>•They retell or write about a historical story, (using illustration as appropriate,) showing awareness of the correct sequence of events.</li> <li>•They use measurements of chronological time such as weeks, month, year, decades and centuries.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe some of the main features of the history of the Cayman Islands.</li> <li>•They describe some of the main events, people and changes give some reasons for them.</li> <li>•They select and combine information from different sources and produce some structured work, making appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>•Students construct historical accounts of aspects of the history of the Cayman islands and of world history, making some links between them.</li> <li>•They describe some of the main features, events, people and changes and give reasons for those changes.</li> <li>•They recognise that sources offer different versions of the past.</li> <li>•They can extract information from a range of sources and make basic deductions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>•Students use historical knowledge and understanding to describe past societies and periods.</li> <li>•They make links between features within and across different periods.</li> <li>•They suggest reasons for different interpretations of events personalities and changes.</li> <li>•They write independent, structured accounts containing accurate relevant detail.</li> </ul>	<ul style="list-style-type: none"> <li>•Students analyse relationships between feature of a particular period or society and evaluate reasons for, and results of, events and changes.</li> <li>•They show an understanding of how to use primary and secondary records to analyse significant events.</li> <li>•They extract and use relevant information to substantiate conclusions.</li> <li>•They write well structured accounts with independence and competence.</li> </ul>	<ul style="list-style-type: none"> <li>•Students analyse relationships between events, people and changes, and between features of past societies and cultures, setting their analysis within a wider historical context.</li> <li>•They make judgements about the usefulness of a variety of sources and interpretations and reach substantiated conclusions independently.</li> <li>•They critically construct analytical accounts that take into account a range of different perspectives and interpretations, making connections, comparisons and contrasts in support of a balanced consideration.</li> </ul>