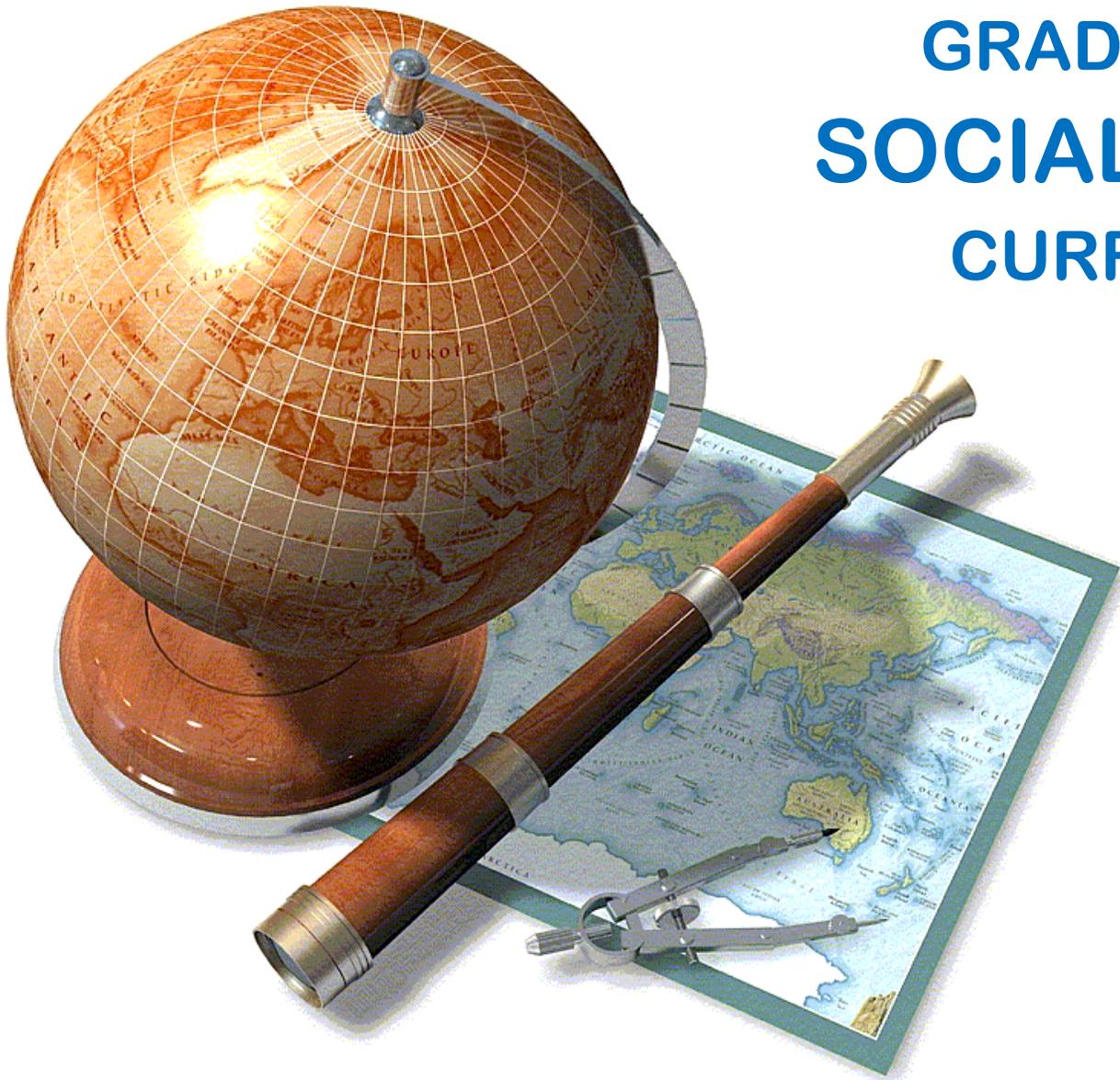


# GRADE 5 AND 6 SOCIAL STUDIES CURRICULUM



Section	Unit	Background Information
Culture and heritage	Customs and folklore	<p><b>Background information:</b></p> <p>The history of the Caribbean is diverse and colourful and this should be presented to students as a unique and wonderful feature of their lives in this area. There is an ever-developing tendency towards homogeneity in our world, with the influence of western culture such as American and British television, fashion and music. This unit aims to embrace the diversity of Caribbean life and to encourage young people to value and respect the cultural and racial differences across the region, whatever their background and history. Best practice draws from the experiences and backgrounds of students themselves, modelling interest and affirmation towards differences.</p>
	Music, language, art and creativity	<p><b>Background information</b></p> <p>One of the purpose of this unit is to demonstrate the importance of local languages and creativity in a part of the world that is increasingly influenced by western language and culture. Young people need to be proud of the language and artistic creations from their part of the world, but also to be challenged regarding their own possible contributions to these.</p>
	Influence on Caribbean culture	<p><b>Background information</b></p> <ul style="list-style-type: none"> <li>• It is important for students to appreciate that customs and cultural practices adopted by the early tribes who lived in the area have remained influential to this day. Over time, these were modified, developed and added to by foreign settlers, and students will be aware of some of these. In an attempt to make this section easier for young people to relate to, the examples of food and religion have been used to demonstrate how invaders and settlers have brought their own ideas to these islands. In both areas, there is a huge combination of influences that have evolved over centuries and show the organic development of cultural life here. When discussing religious affairs in the classroom, be careful not to mention your own views, unless asked by students. This best practice ensures you do not unwittingly influence young people who are often keen to ‘impress’ their teachers by claiming beliefs that they sometimes do not have.</li> </ul>

	<p><b>Data collection and interpretation</b></p>	<p><b>Background information:</b>  This section gives students the opportunity to investigate the answers to any questions that may have arisen during the Culture and Heritage section. After reading about, and discussing the various data collection instruments, you could choose some questions that could be analysed as sample questions for possible investigation. Which questions might be possible to investigate easily? Which data collection technique would be most effective for which question? Would a change of wording make some questions easier to answer than others? This section is potentially challenging for students as they think critically about their data, requiring them to apply mathematical learning in order to present it effectively. Their chosen method of data collection – questionnaire / interview / observation schedule / document search – may well affect their choice of presentation. It is equally important that you, as the teacher, model the correct language to use when interpreting results and drawing conclusions.</p>
<p><b>Time continuity and change</b></p>	<p><b>Early settlers</b></p>	<p>The most challenging aspect of this unit is to find ways for students to relate to the early settlers' way of life. Give them opportunities to think creatively about how they would survive with only a few natural materials for support.–If your school has an outside nature area – trees, bushes, stones, insect life, a pond – you will be able to complete the activities within the school grounds. If not, consider arranging to take students to a piece of land nearby where these things can be found.  –If you have a museum or library nearby, where students can see any examples of early Arawak tools or pictures of their way of life, organise a trip to visit this, too.  —A classroom display would be a useful way to embed learning during this unit. Put aside a table where they can showcase their models and art work.  —Examples of actual Taino symbols, as well as their own creative ones, appropriately labelled, will continue to bring this section of the course alive to them. Young people find it challenging to understand the passing of time, and need ways to visualise timespans. This is why a timeline and maps are used to help embed understanding and also a practical activity, best undertaken outside in the playground. Comparisons to their own experience– the length of their lives, and those of their parents and grandparents – are also helpful. Archaeologists do not know the exact time and sequence of early settlement in the region, and the dates given are approximate. It would be useful to point this out to students, to illustrate how our understanding of history is constantly changing, fed by new discoveries and developing archaeological expertise, such as carbon dating</p>

		techniques.
	<p><b>Culture and customs of the early settlers</b></p>	<p>The way in which artefacts can develop our understanding of early lifestyles.</p> <ul style="list-style-type: none"> <li>• The three groups of early settlers in this region are collectively called the Amerindians. However, the term ‘Indians’ was actually given to the people groups by Columbus who wrongly thought he had reached the East Indies.</li> <li>• Although the terms <i>Arawak</i> and <i>Taino</i> are often used interchangeably, there is some evidence that Taino were found in the area of the Greater and Lesser Antilles whereas the Arawak were more numerous in South America and Trinidad.</li> <li>• The terms <i>culture</i>, <i>customs</i> and <i>lifestyle</i> are used interchangeably in this unit. For more refined definitions, see as follows:  <i>Culture</i>– the unique way, in which a community of people live,  <i>Customs</i>– a widely accepted way of behaving in a particular society,  <i>Lifestyle</i>– the way in which a person lives</li> <li>• This unit draws together learning from Sections 1 and 2, by encouraging students to look at ways in which indigenous influences are still present in modern Caribbean culture. It is especially important for many to celebrate indigenous culture as an effective symbol of Caribbean identity and national life. An attempt to resurrect much of this national character is evident in the renewed work of local communities such as the ‘new’ Taino organisations which have gained popularity in recent years, such as those in Cuba, Puerto Rico and the Dominican Republic. It is important that young people develop an appreciation for, and understanding of, such movements. Identify any similarities and differences between the two Ciboney tribesmen. Check they understand that Hispaniola previously referred to the islands of Haiti and the Dominican Republic. Invite them to work alone or in pairs, to examine the pictures and record the information with small pictures and/or notes in a table like the one below. When considering why the lifestyle within similar groups varied, ask students to compare small aspects of their own lifestyle – food, festivals, religion – to those of people on other Caribbean islands. Why are some things the same and others different? Point out that people adapt to the surroundings and people they live alongside. This is an essential requirement for human survival. The early Ciboney tribes were using what they found in their environment to support themselves and survive in challenging circumstances.</li> </ul>

**Changes in landscape, population and economy**

**Background information**

For this unit, it is strongly recommended that a visit is organised to a local factory/enterprise producing goods for export, or a visitor/parent comes in from a local organisation. This will help to make the world of economics real for students. Changes in the landscape of the Caribbean region were driven by influences from outside: the slave trade and conflict over ownership by colonials (some islands changed hands as many as 20 times during the Caribbean Wars). Ignorance about climate change during most of the 20th century, led to the levelling of hills and forests and the control of fast flowing rivers which had interfered with the delicate balance of natural ecosystems. It is important to communicate to young people that we all have a responsibility to ensure our planet is cared for, so there is a long-term future for those who live on it. Students should, however, be encouraged to take pride in the role of the islands in providing a variety of food and other items for the world markets (see the table below).

Island(s)	Major Export(s)
Antigua, Barbados and Guadeloupe	Bedding Handicraft textiles, Electronic components
Dominican Republic	Coffee ,Tobacco
Jamaica	Bauxite.
Grenada	Nutmeg.
Puerto Rico	Dairy, Livestock, Coffee, Tobacco.

**Changes to groups and institutions**

In order for young people to relate to this unit, it is important to examine groups/institutions familiar to them. Education, family life and religion have therefore been chosen for study in this section. It is important for students to understand that these groups are influenced by many factors, such as the impact of employment needs and shifting work patterns. If there are students in your class whose fathers work away from home, this will need to be handled sensitively, making sure that the reasons for work-based family absence are flagged up clearly. No value judgement should be communicated as to the desirability or otherwise of such an arrangement. Despite the

		<p>fact that the provision of primary and secondary education is almost universal across the region, employers do not always find the skills they need from school leavers. It is vital to train young people to think for themselves and to be critical learners as well as independent assessors of their work.</p>
<p><b>People, places and the environment</b></p>	<p><b>Population change in the Caribbean and the world</b></p>	<p>Countries often face very different problems when confronted with the challenge of managing population change. More economically developed countries (MEDCs) tend to experience slow population growth and a higher average life expectancy, due to improvements in health care, increased leisure time, a balanced diet and improved living standards. In contrast, less economically developed countries (LEDCs) generally experience high population growth with many young dependents. This is caused by limited access to family planning, the need to use children as a means of income or care for younger or older family members and because of the cultural importance of large families. Some of these reasons may be present among the families of those you teach, so always try to remain neutral when presenting these sorts of things to students.</p> <p>There is an excellent short video clip that could be slotted in during this unit, perhaps at the beginning (see link for <i>Where in the world do people live?</i> <a href="http://tinyurl.com/p2839o2">http://tinyurl.com/p2839o2</a>. The Population Institute (see link above) has a fascinating live feed showing the current world population and the net growth during your visit to the site. Many of the problems that the world faces today are to do with population growth. The world's population is currently growing at around 220,000 per day and 80 million a year. If this continues, by the middle of this century, projections estimate an extra. 2.5 billion people in the world, bringing the total to 9.2 billion.</p> <ul style="list-style-type: none"> <li>• The topic of migration has relevance for students because of the history of many families living in the Caribbean today. Making links between this topic and previous units covered in Section 2 will help to consolidate learning and make the issue of adjustment to new conditions more relevant. Obviously, African slaves had no control over their decision to migrate to the Caribbean for work, but the challenges they faced in travel and adjustment to their new lives were enormous.</li> <li>• A recent United Nations report stated that the number of international migrants has continued to grow rapidly, reaching 244 million in 2015. Two thirds of international migrants were living in 20 countries in 2015, the highest number in the U.S. 54% of people across the globe live in urban areas and by 2050 the number will be almost double, at 6.4</li> </ul>

		<p>billion, making the world a kind of 'global city'. In this unit, students will learn about the personal effects of migration, but it is worth pointing out that the mass movement of people to urban areas puts a huge strain on resources and has both a positive and negative impact on communities.</p>
	<p><b>Towns and settlements in the Caribbean</b></p>	<p>This unit examines the reasons why settlements grow over time, using physical features as a foundation for understanding. It goes on to look at examples of the largest cities and towns in the Caribbean with an activity requiring students to mark these on a map. The Caribbean has long experienced urban environments due to the early development of its capital port cities in the 16th and 17<sup>th</sup> centuries. However, since the Second World War, the region has undergone rapid urban growth. Compared to most cities in the western world, urban populations in the Caribbean are growing two to three times more quickly and today, over half of people in the region live in urban environments. This has many implications for the infrastructure and can result in huge pressure on the provision of services such as transport and health care. In this unit, students will focus on why these major conurbations developed in some places and not others. The cardinal directions are north, south, east and west. The intermediate points between the four cardinal directions are called inter-cardinal or ordinal directions (N.E., S.E., S.W. and N.W.) and will be covered in Level 6 but could be mentioned here briefly. The term <i>land mass</i> traditionally refers to a large body of land, such as a continent. For the purposes of this unit, explain that there are no large areas of land in the Caribbean, so we need to describe the islands in terms of their smaller groupings.</p>
	<p><b>Continents, oceans and countries of the world</b></p>	<p>This unit continues the practical approach used in Unit 2, taking the opportunity to develop the key skills of research and map work as students explore the continents, oceans and major countries of the world.</p> <p>As knowledge and understanding will be revisited in greater depth in Level 6, the map-work activity, where students build more detail onto a blank map as this unit progresses, could be kept for further work next year. It might therefore be better to stick the blank maps on larger sheets of sugar paper so that more detail can be added on and around them as time goes on. However, this activity could be scaled down and pasted into exercise books, if preferred. Most people would say that there are seven continents in the world: Europe, North America, South America, Antarctica, Asia, Africa and Australia.</p>

		<p>Oceania, referring to the region east of Australia and including New Zealand and Papua, New Guinea, is included as part of Australia but is often mentioned separately in connection with it. Some geographers would now refer to six continents, combining Europe and Asia, because they are one land mass. For the purposes of this unit, we will refer to seven continents. Of the five oceans – Atlantic, Pacific, Southern, Arctic and Indian – the first two are often subdivided into North Atlantic/ South Atlantic and North Pacific / South Pacific. Finally, there is no universally agreed measure with which to identify the major countries of the world. For the purpose of this unit, the Elcano Global Presence Index 2015 has been used. This is an annual measure of the influence of 90 countries in the world, using three criteria: economic presence, military presence and ‘soft’ presence. More details about this can be found at the link (The Elcano Global Presence Index: <a href="http://tinyurl.com/gnf8qcn">http://tinyurl.com/gnf8qcn</a>)</p>
	<p><b>The Caribbean environment</b></p>	<p>This unit has been divided into two main parts: the physical groupings of the islands and their respective names, with a brief study of their geographical physiology; economic and political groupings, which for the purposes of this unit have been put together, as they will be studied in more detail in Unit 4 and at Level 6. For further information, links to these groupings/organisations are shown in the Resources section.</p> <ul style="list-style-type: none"> <li>• In 1958, most British-controlled islands became part of the West Indies Federation which collapsed in 1962 due to disagreements over taxation, governance and policies. This was eventually replaced by the more inclusive and mutually supportive CARICOM in 1973, aiming to foster support between Caribbean member islands economically, politically and socially. The APC consists of 79 member states from Africa, the Caribbean and the Pacific whose aim is to work together to foster cooperation between member states and the European Union. The OECAS was established in 1981, between seven English-speaking eastern Caribbean islands. Its aim was to cooperate with each other and promote unity and support among its members. Some islands are members of more than one of these groups. See the link in the Resources section for more information. (<a href="http://tinyurl.com/gofszqs">http://tinyurl.com/gofszqs</a>,<a href="http://www.oecs.org/">http://www.oecs.org/</a>)</li> <li>• This unit will be quite challenging for students as it introduces a lot of vocabulary.</li> </ul> <p>Caribbean countries have been blessed with an abundance of natural resources which help industries to provide employment and lucrative exports. According to statistics, the</p>

		<p>Caribbean region, along with Latin America, has the second highest quantity of oil reserves in the world, after the Middle East. In 2013, exports from Caribbean countries involving mineral fuels, mineral oils and goods derived from them, were their chief product for sale abroad. Mining activities are also a significant source of revenue. Caribbean countries are highly dependent on the revenue obtained from these natural resources.</p>
	<p><b>Natural and man-made disasters</b></p>	<p>The most significant threats to the Caribbean region are both natural and man-made. The increased frequency of severe hurricanes, floods and droughts in the area is only one side of the story. Man-made disasters in the region include deforestation, change of land use, pollution from cruise ships and oil/chemical spills, and also land and air pollution issues. These disasters have a severe impact, particularly on the poorest people in the region whose livelihood depends on the soil or fishing.</p> <p>Both natural and man-made disasters affect coastline ecosystems, reducing marine resources. They also have a negative impact on tourism which is, of course, a major industry in the area.</p> <ul style="list-style-type: none"> <li>• After Hurricane Ivan in 2004, the governments of the Caribbean set up a Catastrophic Relief Insurance Facility (CCRIF), funded by donations from some First World countries as well as membership fees from 16 participating countries from the region. With this facility, Caribbean countries can now buy affordable insurance against the loss of income as a result of natural disasters.</li> </ul>
<p><b>Individuals, groups and institutions</b></p>	<p><b>Regional groups and institutions</b></p>	<p>This unit has been put together so that issues of Caribbean patriotism, identity and integration are explored in relation to some local heroes and outstanding organisations. It is easier for students to relate to these challenging concepts as they respond to the information they are reading.</p> <p><i>Patriotism</i> – This can be introduced by asking students how they would respond if their country’s football team won the World Cup, or how we feel when we sing the National Anthem.</p> <p><i>Identity</i> – This is what it feels like to be Caribbean, the qualities we expect from other Caribbeans, what we believe to be right and fair, how we live. For example, if a visitor arrived unannounced from abroad late at night, what would a Caribbean do?</p> <p><i>Integration</i> – This is how we join in with other countries to contribute positively towards</p>

		<p>the world we live in. This can be through sport, the arts, supporting other countries in war/drought. It is the opposite of <i>isolationism</i> (keeping oneself separate and disinterested in other countries).</p> <ul style="list-style-type: none"> <li>• A section has been included on ‘unsung heroes’ to reinforce the idea that there are many heroic acts performed by individuals, but some may not be widely known and most never known at all. However, this does not necessarily take anything away from their value or impact. Two organisations, from the fields of disaster management and education, have been selected for scrutiny. These groups, along with information about the work they do, will act as examples of the way in which people are more effective when they pool their knowledge, energy and expertise and work together towards common goals.</li> <li>• Most of the islands in the Caribbean would be considered LEDCs (less economically developed countries). Those excluded from this category would be the Bahamas, Puerto Rico and Trinidad and Tobago.</li> </ul> <p>There are a number of organisations which operate in the region to help develop and strengthen the islands in different ways. If more information is required, there is a link in the Resources section with details of the groups that operate on different islands, with a facility to click through to their websites if needed.</p>
	<p><b>Interdependence and regional co-operation</b></p>	<p>The geography of the region with its numerous islands, differing cultures and varying needs and aspirations make interdependence and cooperation vital elements of daily life. To help students see how important this is, it is best to start off by relating the terms to their own lives. A good way to introduce a discussion about this is to focus on practical activities where they need each other’s physical support in order to be successful. All the activities in this unit are therefore practical. It would be ideal to take students outside to maximize space and minimise noise! However, if this is not possible for some reason, a school hall would be useful, or even a classroom with the tables and chairs moved to the side.</p> <ul style="list-style-type: none"> <li>• As the new concept in this unit (integration) is challenging for young people, the focus continues to be a practical one. The term <i>integration</i> is defined, and students are challenged to think of a playground incident involving a new student as a means of grounding the principle in daily experience.</li> </ul> <p>Interdependence and integration are then used together throughout the rest of the unit, because it is difficult to have one without the other. When people/groups/countries are</p>

		truly integrated, they will naturally be interdependent. When they are truly interdependent, they will automatically be integrated. The final activity will emphasise this point.
	<p><b>Political groupings among Caribbean people</b></p>	<p>Be careful to demonstrate impartiality during this unit and stress that, with politics, as with other areas of life, it is important to listen to and respect the beliefs of others even if we disagree with them.</p> <ul style="list-style-type: none"> <li>• The following is background information only and will not be addressed directly in this unit.</li> </ul> <p>One-party system – Cuba is the example of this. The Cuban Communist Party is the only political party in the country.</p> <p>Multi-party system – Haiti, Suriname and Guyana are examples of countries with this kind of democratic system. Proportional representation allows parliamentary seats to be awarded according to the number of votes a party receives.</p> <p>Two-party system – the Anglo-Caribbean/ OECS countries have a system where, although there are more than two, only two parties stand a realistic chance of winning elections. Parliamentary seats are allocated on the basis of constituencies.</p>
	<p><b>Social issues in the Caribbean</b></p>	<p>If possible, arrange for a local police officer to visit your class for part of this lesson. This will be useful for Activity (If possible, it would be useful to arrange for a local police officer to visit the class for the part of the lesson focusing on crime. Brief them beforehand and explain that you want to limit the discussion to the area of petty crime rather than murder/manslaughter, etc. Explain that you would like them to talk about the most common types of petty crime, the consequences of such offences and the reasons why people commit crimes.)</p> <ul style="list-style-type: none"> <li>• Most children have experienced unpleasant treatment by others, but there is often a misconception as to the real definition of bullying. Activity 1 is designed to clear up any misunderstandings. Sustained bullying can have a huge impact on young people, however, so watch out for any students who are unnaturally quiet or appear to be disengaged. This may indicate issues at home that will require further attention. If a child confides in you, be sure to follow your school's Safeguarding Policy and make sure you pass the information to your school's named person as soon as you can. Bullying always needs sensitive handling in class.</li> <li>• Crimes mentioned in this unit are limited to robberies and assault, although murder</li> </ul>

		may be mentioned by students. Handle this with care as some children have overactive imaginations and can become upset or afraid when such things are discussed in class.
<b>Government</b>	<b>Law and order</b>	<p>There are a number of organisations which work together to effectively maintain law and order in the Caribbean region and have evolved with the area's changing levels of independence and cooperation. The table in Activity 1 (Resource sheet 3) has attempted to slim down the information into its most basic form, so that, with the support of the Key words (<i>impact, civil cases, criminal cases, appealed, patrol, detain</i>), students can begin to develop a picture of what these organisations aim to achieve and how they operate.</p> <ul style="list-style-type: none"> <li>• If possible, it would be a good time to invite a local law enforcement officer into the classroom. Sometimes local police forces supply presentations specifically aimed at young people to help them understand the kind of work they do. They can also help to reinforce the different ways in which students can stay safe when out and about in their community. If this is not possible, a visit from a local police officer will enable students to ask questions which could be prepared beforehand.</li> </ul>
	<b>Government system</b>	<p>Though the Caribbean region is relatively small, there are a diverse number of governmental systems due to its chequered colonial history. The main principle for government is democracy, although the way in which this is carried out varies slightly from country to country. The exception is Cuba whose system is democratic in name but, as it is a one-party system, and other parties are seen as illegal, some would question this claim. Some Caribbean countries have multi-party systems (three or more political parties) where seats are awarded depending on how many votes are received. Haiti, Suriname and Guyana are examples of these. OECS countries have primarily two-party systems. Although there are smaller parties in some countries, only two parties really stand a chance of winning, as in the example of Barbados.</p> <ul style="list-style-type: none"> <li>• This unit uses plenty of discussion work and some research to help students understand how the different parliamentary systems work. Students often find the difference between the electoral systems of first past the post (FPTP) and proportional representation (PR) challenging to understand. The BBC Bitesize link in the Resources section describes these differences clearly.</li> </ul>
	<b>The importance of the democratic</b>	The democratic process has been hard won for those who live in the Caribbean region and is testimony to the many people who worked tirelessly for change under years of

	<p><b>process</b></p>	<p>colonial rule. This makes participation in the democratic process even more pertinent today and students can be challenged to think about how the past has shaped modern government, and how important it is to use their hard-won democracy, when they have the opportunity to do so. Activity1 in this unit starts by focusing on the best features of democracy by contrasting it with a dictatorship. Activity 2 tries to focus on the reasons people sometimes give for withdrawing from the democratic process and suggests how these can be addressed. There is a useful PowerPoint along with some other notes on democracy versus dictatorship at the link in the Resources section are more specific for the U.K. Show the PowerPoint on 'reading view' so that the statements are revealed gradually on each slide and explain to students that they are going to note down the differences between democracies and dictatorships as they look at the slide show. Model on the board how to take notes from the statements that come up on the PowerPoint. Young people find note taking challenging and tend to try and take down every word. Explain that after the PowerPoint, they will be using these statements to compare life under a democracy with that under a dictatorship, drawing and filling in a table. There is another useful comparison of the differences between democracies and dictatorships at the BBC Bitesize link in the Resources section.</p>
	<p><b>The role of leaders</b></p>	<p>Although the exact terms for leaders in different Caribbean countries will vary, the nature of their roles will be broadly the same. This unit explores the major roles occupied by the leader of the party in power, the leader of the main opposition party, the roles of Cabinet members and those of the Shadow Cabinet. The emphasis is on the main activities undertaken by these individuals and groups. However, there is a question at the end of the Case study encouraging students to investigate their own government and the different roles within it. Students should be challenged to think critically for themselves about areas of life that should be singled out for special attention within their own country. Who knows? They may be in a position one day to influence the way your country is run!</p>
<p><b>Production, distributions and consumption</b></p>	<p><b>Wants and needs</b></p>	<p>Young people often become confused between the meanings of the terms <i>needs</i> and <i>wants</i>. Surrounded by a variety of media, pushing the latest technological or fashion product at them, the boundaries become blurred and they find it challenging to tell the difference. Activities which require them to make choices between items help them to pare down these meanings into manageable chunks. There is therefore a considerable</p>

		<p>amount of discussion activity in this unit. Remind your class of your rules for mutually beneficial, fair discussion activities: take it in turns to talk, listen to others, be polite even if you disagree, encourage everyone to take part.</p> <ul style="list-style-type: none"> <li>• The Universal Declaration of Human Rights is described in the Student’s Book as a basis for thinking about basic human needs. More details for the teacher are to be found at the link in the Resources section. Maslow’s Hierarchy of Needs might also be useful for you as the teacher, and could be adapted for use in class if you need an extra activity (see the link in the Resources section).</li> <li>• Important note: make sure all recorded activities are kept until the end of the section, as students will need it for the final unit of this section (Unit 6).</li> </ul>
	<p><b>Industries and products of the Caribbean</b></p>	<p>During the 18th and 19th centuries, sugar beet was the major product of the region until slavery was abolished. The tourist industry took off in the 1990s, sparking growth in construction and the service industry.</p> <ul style="list-style-type: none"> <li>• A sample of various countries’ industrial output is examined in this unit and students are required to find different ways of classifying the information, looking at the features of primary, secondary and tertiary production processes. They will come up with a simple design for a product to help them with school life and plan how to resource, make and advertise it. If your school has access to Design and Technology resources, such as carpentry tools, metals, sewing materials or electrical items, these could be more ambitious. There are several clips with ideas at the Design and Technology link in the Resources section.</li> </ul> <p>There is also a clip (Jack’s Rucksack), where a child pitches his idea to a panel of experts. The final activity is a Case study, which examines the production process at a small but successful chocolate factory in Grenada.</p>
	<p><b>Trade</b></p>	<p>This unit overlaps with some of the units already completed (Section 3, Unit 4, Section 4, Units 1 and 2, Section 6, Unit 2) and some of the suggestions and resources could be used here, if not covered earlier.</p> <p>The unit goes on to help students understand how, without trade, they would not have access to many common products and services. The first activity therefore invites them to identify a number of international logos and then to design one for themselves, specifically to reflect the features of the product they created in the previous unit (Unit 2). This unit continues by examining some advantages and disadvantages of trade. Then,</p>

		by looking at some trade organisations, the unit aims to help students understand how the export/import process can be facilitated by membership of certain groups.
	<b>Tourism</b>	With its stunning coastlines, wealth of natural resources and easygoing culture, the Caribbean is a popular destination for tourists from all over the world. Many head off to the region with serious relaxation in mind, but it has become a growing area for specialist holiday packages, which combine the excitement of exploration with a training or interest experience. Students may be surprised by the examples of touristic diversification in this unit, which includes details of domestic tourism, ecotourism, agritourism, business tourism and culinary tourism. It can be helpful for their understanding of the need to constantly adapt provision in the tourist business as customers' needs and preferences change and develop. The activities in this unit focus on the features of each type of tourism mentioned, researching tourist provision in their own countries and thinking how the natural resources of an area can be attractively advertised abroad (persuasive writing –adverts). Finally, they are asked to examine the effects of tourism and look at any benefits and drawbacks in their local area.
	<b>Service industry in the Caribbean</b>	<p>It is challenging for young people to understand the nature of the service industry as it does not provide people with tangible objects. As part of the tertiary sector, it involves the selling of services and skills. The activities are therefore designed to be relevant to students' own experiences of the service industry: thinking of as many services as they can and miming them to one another; listing services necessary to the tourist industry; and brainstorming an idea for a new service at their school.</p> <ul style="list-style-type: none"> <li>• In the Caribbean, services are an important source of economic growth. However, this continues to be dependent on the nations in the region moving beyond the needs of tourism to take advantages of new developments which can benefit local people as well as visitors. Such things include emerging opportunities in financial services, communication technology and health services.</li> </ul>
	<b>Collecting and interpreting data</b>	This unit will help students draw together their learning in Section 6 by requiring them to choose an area from the section and to a) assemble any acquired information, b) research the subject further, c) record the information visually using a chart, graph, pie chart or Venn/Carroll diagram, and d) interpret information and draw conclusions. This kind of

		<p>open-ended activity will enable you to assess whether students have achieved important learning objectives rehearsed earlier in the course. Are they able to look at their learning to date, and choose an appropriate subject for further research? Can they come up with a question with which to frame their investigation? Is the question one where the answer can be tabulated visually? What criteria are they using to select an area of interest / method of data presentation? Can they work well with others, offering suggestions and taking advice? Are they able to see patterns and trends in their findings?</p> <ul style="list-style-type: none"> <li>• Encourage students to make their research questions simple and direct. Discourage over-ambitious plans which will not necessarily present well visually.</li> <li>• Suggestions for useful websites are in the Resource section.</li> </ul>
<b>Science, technology and society</b>	<b>Science, technology and Society</b>	<p>Many students will not know a life without technology. It is therefore difficult for them to evaluate how quickly the world has changed in the last few decades and to assess impact. As we know, there are positive and negative aspects to the rapid growth of technological development and we need to show young people how to manage these. Most, if not all, negative effects can be minimized by practicing moderation and restraint. When the use of technology plays its part in a life of healthy activities, meaningful relationships and outdoor experiences, it can enrich our lives enormously. However, when it takes over, it can be harmful. There is recommended reading for teachers on this issue in the Resources section.</p> <ul style="list-style-type: none"> <li>• This unit focuses primarily on the use of information technology and social networking. Other technologies will be looked at in more detail at Level 6. Here, we will aim to inform students about the widespread use of technology today, and to challenge them to think about ways of managing any harmful effects.</li> </ul>
	<b>Science and technology and the physical environment</b>	<p>This unit looks at some positive and negative effects of technological change on the environment. The negative effects are well documented and include pollution (air, noise and water), loss of rural land and forested areas, industrial development and the destruction of many other aspects of the natural environment. However, there are also positive benefits, and the Student's Book gives examples of these, too. Recent developments in the use of sustainable technologies have also enabled many companies to minimise the environmental cost of technological advances. These include solar</p>

		<p>energy, geothermal energy and wind power.</p> <ul style="list-style-type: none"> <li>• The activities in this section include one which requires some organisation. Students will examine a popular local area in their community and take photographs of it, in order to research and compare how it would have changed in the last 200 years or so. Then they will draw what it might have looked like, compared with the photo taken. The idea is to get students thinking about how technology changes areas over time, even in small ways, such as the use of inflatables at a beach or modern playground equipment in a park.</li> </ul>
	<p><b>Changes to transportation and communication</b></p>	<p>The pace of world technological change has accelerated considerably since the internet became widely available in the late 1980s. This unit is a good opportunity to inspire students with examples of predicted forms of travel and communication, some of which are well into their design stages. There is a brief summary of the kinds of technological changes that the world has already seen, followed by an activity which invites them to research an existing invention and its history. The unit then moves on to examine examples of predicted forms of transport and invites students to invent one of their own. You may wish to forewarn students about the Art and Design task in Activity 2, as they will need to collect some everyday household materials (card, bubble wrap, silver foil) to make their models.</p> <ul style="list-style-type: none"> <li>• The final activity invites students to learn a different form of communication, a lifeline to many – sign language – and to put together a simple sentence. They might like to share any ideas of ways in which technology might help deaf people.</li> </ul>
<p><b>Global connections</b></p>	<p><b>The safety and well-being of Caribbean people</b></p>	<p>This unit will require sensitive management in the classroom. As educators, it is of course right that we should make students aware of possible threats to their safety. Current events in the world put us in the unpleasant but necessary position of advising young people on the kinds of safety issues that we did not have to face at their age. Yet, we would be failing them if we did not inform them and equip them to go out into the world and deal with them appropriately. However, at this age, young people are easily alarmed by such things and can become anxious out of all proportion to the actual threat. As it often coincides with a sudden revelation of mortality and/or an experience of a death among family and friends, this age group needs plenty of reassurance as to the very low chances of them being personally affected, as well as an awareness of how to keep themselves safe.</p>

	<b>The interdependent of people and countries</b>	<p>Some of the principles in this unit have already been addressed to some extent and examples given (Sections 6 and 7). However, some time is spent analyzing the meaning of interdependence between groups to consolidate and build on prior learning. As mentioned previously, young people are better able to understand these kinds of abstract concepts more easily when applied personally. Therefore, the unit begins with a discussion of the term <i>interdependence</i> in relation to individuals, followed by an activity where students think about how they depend on their own families for any needs they have. This is compared directly to the way in which different countries support each other to meet needs. The second activity follows on by inviting students to work in pairs, as 'country leaders' to brainstorm ways in which they could work together to meet the needs of their countries. The unit finishes by looking at examples of world organisations which support countries, helping them to cooperate and work interdependently. It outlines the ways in which membership of organisations helps people generally, and then moves on to think about how international organisations also have these benefits. The first activity is a creative one, asking students to think of a club they could start in school and how it could benefit the children who join it. The text then moves on to revisit some acronyms of international organisations mentioned earlier in the course. Students are asked to try and remember what the acronyms stand for and to discuss how belonging to these groups helps the people of the world. Finally, the role of UNICEF is described as a specific example.</p>

SOCIAL  
STUDIES



**Grade 6**

LEARNING OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
<b>LO 1.0 Culture and Heritage</b>			
<p>1.1 Identify the ethnic, racial and cultural composition of population across the Caribbean region.</p> <p>1.2 Explain how this diversity is reflected in the folk lore, customs, cultural events and festivals.</p> <p>1.3 Give examples of the music, language, and artistic creations in different Caribbean countries.</p> <p>1.4 Explain how this creativity of expression, preserves and enhances culture and heritage.</p> <p>1.5 Describe the influence of other cultures on Caribbean culture.</p>	<p><b><u>Caribbean Population and Diversity-</u></b></p> <p><b>A. <u>Ethnic Diversity in the Caribbean:</u></b></p> <ul style="list-style-type: none"> <li>• Caribbean people are descendants of the different ethnic groups who came and settled in the region.</li> <li>• People who today make up the Caribbean:               <ol style="list-style-type: none"> <li>1) The Amerindians</li> <li>2) The Europeans</li> <li>3) The Africans</li> <li>4) The East Indians</li> <li>5) The Chinese</li> <li>6) Madeirans/Portuguese</li> </ol> </li> </ul> <p><b>B. <u>Cultural Diversity in the Caribbean:</u></b></p> <ul style="list-style-type: none"> <li>• West Indian culture; our languages, foods, music and dance, the clothes we wear, our religious beliefs and folklores all show an infusion or influence from where our people came.</li> </ul> <p><b>Folklore</b></p> <ul style="list-style-type: none"> <li>• Folklore refers to any beliefs, customs and traditions that people pass on from</li> </ul>	<p><b>Class Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discuss together in class about some of the physical features of different ethnic groups under the following headings:               <ol style="list-style-type: none"> <li>A. Colour of skin</li> <li>B. Type of Hair</li> <li>C. Facial features</li> </ol> </li> </ul> <p><b><u>Create Pictogram:</u></b></p> <ul style="list-style-type: none"> <li>• Collect data in your class to find out the number of students who are descendants of the different groups of early settlers.</li> <li>• Create a pictogram of your findings.</li> </ul> <p><b><u>Drama/skit:</u></b></p> <p>In groups, students will create and present a drama or skit on “How our culture came into being?” to show to class or</p>	

generation to generation.

- Much of our folklore consists of: folk stories, fairy tales, legends, myths, dances, games and proverbs, riddles, songs, superstitions and religious celebrations and medicinal herbs.

**Music, language, art and creativity**

**Music/Song**

Music and song are expressions of our feelings, sorrow, hardships and struggles.

**Folk Songs**

- Folk songs originated during slavery.
- The African enslaved, gathered in the evening and with their drums made up songs to which they danced.
- Most of these songs highlighted the conditions under which they lived and worked as they remembered the life they left in Africa.
- The songs were sometimes sad and hut generally entertaining.

**Dance**

- On many occasions, at cultural presentations we are entertained by dancing of some form.

school body.

**Traditional Games day:**

- Divide students in groups, and assign each group a traditional game. Give each group the following tasks:
  - 1) Learn the game assigned.
  - 2) Demonstrate how to play the game in class.

**Guest Speaker:**

Invite an elder member of the community to share folk stories, legends, myths, fairy tales or jokes unique to St. Vincent and the Grenadines.

**Show and Tell:**

Encourage students to:

- 1) Bring medicinal plants used at home to show to class.
- 2) Discuss the medicinal uses of the plants.

**Group Activity:**

- Students will work in small groups to do the following:
  - 1) Talk about some "sayings" in your community.
  - 2) Make a list of at least three

The Kalinago Headquarters

Garifuna Heritage Foundation

Indian Heritage Foundation

	<ul style="list-style-type: none"> <li>• We celebrate at:             <ol style="list-style-type: none"> <li>1) worship/religious ceremonies</li> <li>2) festivals</li> <li>3) weddings</li> <li>4) nation's anniversaries</li> <li>5) National events</li> </ol> </li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Language makes it possible for us to talk to each other, and to write our thoughts and ideas.</li> <li>• The Languages of Caribbean People:             <ol style="list-style-type: none"> <li>1) English</li> <li>2) French</li> <li>3) Dutch</li> <li>4) Spanish</li> <li>5) Creole (French, English)</li> <li>6) Garifuna</li> </ol> </li> <li>• In each Caribbean island, there are words or terms used by the people which reflect their beliefs, unique traditions and experiences.</li> </ul> <p><b>Other Important Aspects of Caribbean Cultures Influenced by other Cultures-</b></p> <ul style="list-style-type: none"> <li>• Different cultures have had a lasting impact on the following aspects of Caribbean culture:             <ol style="list-style-type: none"> <li>1) Food</li> </ol> </li> </ul>	<p>of these 'sayings' with their meanings.</p> <ol style="list-style-type: none"> <li>3) Report findings to class.</li> </ol> <ul style="list-style-type: none"> <li>• Wall Display: Mount the class collection in class or library.</li> </ul> <p>Learn basic Garifuna words/phrases –e.g. Words meaning Good morning, hello, goodbye, thank you, what is your name, etc</p> <p>Learn at least one Garifuna Song/dance/poem</p>	
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<p>1.6 Explain how the cultural customs and practices in the nation and across the Caribbean have changed over time.</p> <p>1.7 Construct and administer simple data collection instruments: questionnaires, interviews, observation schedules, document search.</p> <p>1.8 Present and interpret the data collected from instruments and draw conclusions.</p>	<p>Examples (Indian -roti, Amerindians – barbeque, cassava bread Chinese - chowmein)</p> <p>2) Clothes (European styles – jackets and ties, Africans – turbans and head wraps Hindu - sari)</p> <p>3) Religion (Christianity, Hinduism, Islam)</p> <p><b>Changes in Caribbean Culture:</b></p> <ul style="list-style-type: none"> <li>• Culture is always changing.</li> <li>• In many Caribbean countries, some local traditions have died out, while some have survived and some have evolved. Eg. Dress, food preparation, music, recreation, social interactions</li> </ul> <p><b><u>Data Collection and Interpretation-</u></b></p> <ul style="list-style-type: none"> <li>• Data refers to collected facts or statistics.</li> <li>• Data Collection Methods: <ol style="list-style-type: none"> <li>1. Questionnaire</li> <li>2. Interview</li> <li>3. Observation</li> <li>4. Document Search</li> </ol> </li> </ul>	<p>Compare and contrast at least 3 cultural practices/events of what happened 50 years ago as opposed to the present – e.g. Funerals, weddings, church services, games</p>	
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## LO 2: Time, Continuity and Change Grade 5&6

2.1 Identify the early groups of people who came to the Caribbean region.

2.2 Explain when, how and why they Came

2.3 Illustrate the sequence of early settlement in the Caribbean

2.4 Illustrate the movement/ migration of People

### Early Settlers-

#### **Who are the Amerindians**

- The Amerindians refer to the following groups of people:
  - 1) The Kalinago people
  - 2) The Arawak people

#### **Where they came from?**

- Amerindians travelled from their homeland in Asia 100 years ago.
- They passed through North America, Central America and South America before reaching islands in the Caribbean.

#### **Why they came**

- Most of the early settlers came to the region for similar reasons:
  - 1) Find new areas in which to hunt livestock.
  - 2) Find new areas in which to grow crops.

#### Effects of Emigration on the Caribbean

- People from the different Caribbean territories migrate to the United Kingdom, the U.S.A., Canada and other countries.

### Map Work:

- Use the map of the world and do the following:
  - 1) Trace the route taken by the ancestors of the Amerindians.
  - 2) Identify the three continents through which the Amerindians passed on their way to Guyana.
  - 3) How



Agriculture- farms,  
Transport- roads  
Buildings- Houses, Schools, Hospitals,  
Banks etc.

**B. Population Changes**

The population of the Caribbean region continues to increase.

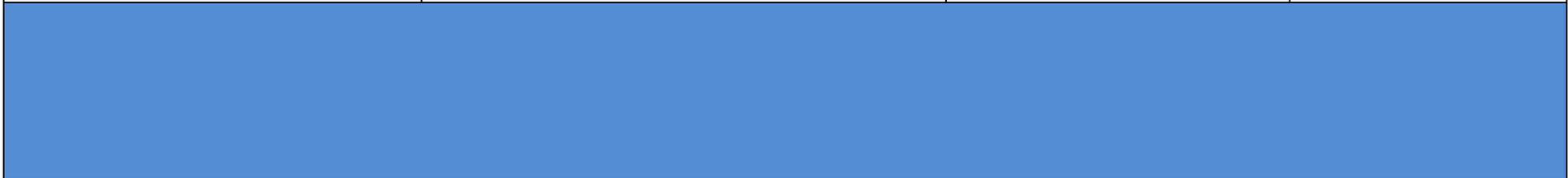
**C. Economic Changes**

The Caribbean region changed from a bartering economy to a plantation economy to a tourist economy.

**Changes to Groups and Institutions**

- Today, global and technological developments continue to change the different groups and institutions in the Caribbean, including:
  - 1) Social Institutions- (the family, education, religion)
  - 2) Political Institutions- (Government)
  - 3) Economic Institution-

2.8 Identify ways in which groups and institutions in the Caribbean have changed over time, and are likely to change in the future.



**LO 3: People, Places and Environments**

3.1 Identify and explain the various factors affecting population change and density, and illustrate examples of these in the Caribbean and the wider world.

**Population change in the Caribbean and the World.**

- Population refers to the total number of persons living in a particular region or country.

**The Concept of Population Density-**

- Population density refers to the number of people living in a country or region.
- It is usually measured in square kilometers
- Areas are grouped into the following:
  - 1) Sparsely Populated ( low)
  - 2) Densely Populated (high)

**Living in Sparsely Populated and Densely Populated Areas-**

- There are pros and cons of living in both sparsely and densely populated areas.
- **In sparsely populated areas there can be:**
  - Pros-*
    - 1) Lower levels of pollution
    - 2) Easier access to the natural environment.
  - Con-*
    - 1) Poor services such as transport and internet links.

**Find out about the population of your community. Ask your teacher to arrange the activity. You and your friends can undertake the exercise. Each person can visit a particular street**

Look at a Relief map of a country and infer the areas that are likely to be densely populated and the areas that are likely to be sparsely populated. Compare your inferences using an actual population map of the same country to check how accurate you were.

<p>3.2 Explain how the world's population is distributed – where people live.</p> <p>3.3 Give reasons why people sometimes move from one area or country to another.</p>	<ul style="list-style-type: none"> <li>• In densely populated areas, there is: <ul style="list-style-type: none"> <li><i>Pros-</i></li> <li>1) Higher employment</li> <li>2) Easier access to services</li> <li><i>Cons-</i></li> <li>1) higher levels of pollution</li> <li>2) Increasing conflict between different groups</li> </ul> </li> </ul> <p><b>Changes in population density</b></p> <ul style="list-style-type: none"> <li>• People live in areas where they can find the following: <ol style="list-style-type: none"> <li>1) Temperate climate.</li> <li>2) Work and good wages.</li> <li>3) Adequate services and amenities.</li> <li>4) Fertile soil and other useful natural resources.</li> <li>5) Safety and comfort.</li> </ol> </li> </ul> <p><b>The Concept of Population Distribution–</b></p> <ul style="list-style-type: none"> <li>• Populations Distribution refers to the way in which people are spread out and live across our world.</li> <li>• The world's population is not spread out evenly because of environmental and human factors: landscape, climate, lifestyle and political systems that exist in different places</li> </ul>	<p>In pairs, read the statements given to you by your teacher and decide whether they are push or pull factors. Draw a table with two columns in your book with Push and Pull at the top. Write each statement under one of the headings. Can you think of three more of your own?</p>	
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<p>3.4 Name and locate the major towns and settlements on a map of the Caribbean.</p> <p>3.5 Summarize the physical surroundings of major settlements in the Caribbean.</p>	<p><b><u>Migration</u></b></p> <p><b>The Concept of Migration-</b></p> <ul style="list-style-type: none"> <li>• Migration refers to the movement of people from one place of residence to another.</li> <li>• Migration can be:             <ol style="list-style-type: none"> <li>1) internal</li> <li>2) external</li> </ol> </li> </ul> <p><b>Why People Migrate/Emigrate-</b></p> <ul style="list-style-type: none"> <li>• The reasons can be placed into two categories:             <ol style="list-style-type: none"> <li>1) Pull factors- factors which attract people to another country, such as:                 <ul style="list-style-type: none"> <li>○ Better educational and other social facilities.</li> <li>○ Better standard of living.</li> </ul> </li> <li>2) Push factors- factors that cause people to leave their own country, such as:                 <ul style="list-style-type: none"> <li>○ Crime and Violence.</li> <li>○ Lack of steady employment.</li> <li>○ Poor standard of living.</li> <li>○ Poor social facilities.</li> <li>○ Discrimination.</li> <li>○ Natural disasters.</li> </ul> </li> </ol> </li> </ul>		
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<p>3.8 Identify the major resources of the Caribbean region.</p> <p>3.9 Classify the major resources of the Caribbean region.</p>	<p><b><u>The Caribbean and its Island Groupings-</u></b></p> <p><b>What is the Caribbean?</b></p> <ul style="list-style-type: none"> <li>• The Caribbean region refers to those: <ol style="list-style-type: none"> <li>1) Islands in the Caribbean that are washed by the Caribbean Sea.</li> <li>2) Mainland countries whose coasts are washed by the Caribbean Sea.</li> <li>3) Mainland countries whose coasts are not touched by the Caribbean Sea but share a common history and culture with that of the Caribbean islands.</li> </ol> </li> </ul> <p><b><u>Different Groupings in the Caribbean Region</u></b></p> <p><b>A. The Commonwealth Caribbean-</b></p> <ul style="list-style-type: none"> <li>• The Commonwealth Caribbean is the group of territories which were former colonies of Great Britain and have since gained their independence.</li> </ul> <p><b>B. CARICOM</b></p> <ul style="list-style-type: none"> <li>• The Caribbean Community and Common market(CARICOM ) has: <ol style="list-style-type: none"> <li>1) Fifteen member states- Antigua and Barbuda , The Bahamas Barbados, Belize, Dominica, Grenada Guyana, Haiti , Jamaica Montserrat, St. Kitts/Nevis, St. Lucia, St Vincent and the Grenadines, Suriname and Trinidad and Tobago</li> <li>2) Four associate members- Anguilla</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>3) Head of Government</li> <li>4) Official Language</li> <li>5) Status</li> <li>6) Population</li> <li>7) Capital</li> <li>8) Currency</li> <li>9) Area</li> <li><b>10) Flag</b></li> </ol> <p>Conduct Research on Alba and Petro Caribe and make written/oral presentation</p> <p><b><u>Name the source of fish sold in your community.</u></b></p> <p><b><u>List the names of fishes.</u></b></p>	
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British Virgin Island Turks and Caicos  
Island, Cayman Islands

- C. **ALBA** (Bolivarian Alliance for the Peoples of our America)
- **PETROCARIBE**

**Major Resources of the Caribbean**

**Natural Resources Found in the Caribbean:**

- The Caribbean region is rich in many natural resources. These include:
  - 1) Mineral resources-(gold, bauxite)
  - 2) Water resources (rivers, sea, lakes)
  - 3) Soil or arable land
  - 4) Animals and plants
  - 5) Forest resources (trees)
- Resources can be grouped under two broad headings:
  - 1) Human resources
  - 2) Natural Resources

**Natural resources**

- Natural resources are those parts of our environment created by nature.
- Natural resources include sunlight, air, land, forest, animals, water and minerals.
- Natural resources are divided into two groups:

Oral presentations on various careers

Field trip to a worksite

Presentation to class by resource personnel

- 1) Renewable resources- ‘living resources’ such as plants and animals.
- 2) Non - renewable resources- **non- living resources such as minerals.**

**How can we protect and conserve our natural resources-**

- Our natural resources (renewable and non-renewable) can be kept for a very long time if care is taken to preserve them. This includes:
  - 1) Using alternative sources power such as solar and wind energy.
  - 2) Planting trees.
  - 3) Constructing wildlife sanctuaries, parks or reserves.
  - 4) Creating laws and regulations to curb hunting or overhunting of animals.
  - 5) Using of bio-fuels.
  - 6) Recycling waste such as plastic bags.
  - 7) Using energy saving fluorescent bulbs
  - 8) Rain harvesting.

**Human Resources –**

- Human resources refers to the skills, knowledge, attitudes and talents of our people which can be used for the production of goods or the rendering of useful services.

Create a list of activities you do before, during and after a disaster.

Prepare a disaster kit

	<p><b>Occupations in Our Communities</b></p> <ul style="list-style-type: none"> <li>• In the Caribbean people are involved in different kinds of occupations:             <ol style="list-style-type: none"> <li>1) Farming</li> <li>2) Manufacturing</li> <li>3) Clerical</li> </ol> </li> </ul>		
<p>3.10 Describe a course of action for individuals and for the family in preparing for the various natural disasters that affect the region.</p>	<p><b>Disaster Preparedness –</b></p> <p><b><u>Natural and Manmade Disasters</u></b></p> <ul style="list-style-type: none"> <li>• Types of disasters that affect the Caribbean             <ul style="list-style-type: none"> <li>- Hurricanes</li> <li>- Earthquakes</li> <li>- Volcanic eruptions</li> <li>- Floods</li> <li>- Effects of trough systems</li> </ul> </li> <li>• Precautions to be taken before during and after different disasters</li> </ul> <p><b><u>Continents, oceans and countries of the world-</u></b></p> <p><b>A. Continents</b></p> <ul style="list-style-type: none"> <li>• Earth is divided into different land masses called continents.</li> <li>• There are seven continents:             <ol style="list-style-type: none"> <li>1) North America,</li> <li>2) South America,</li> <li>3) Europe,</li> </ol> </li> </ul>	<p><b><u>Map Work:</u></b></p> <ul style="list-style-type: none"> <li>• Provide students with a copy of world map.</li> <li>• Each student will:             <ol style="list-style-type: none"> <li>1) Label each continent.</li> <li>2) Colour each continent a different colour.</li> </ol> </li> </ul> <p><b><u>Research:</u></b></p> <ul style="list-style-type: none"> <li>• Ask students to find out how are oceans are different to seas.</li> <li>• Give students time to share findings in class.</li> </ul>	

	<ul style="list-style-type: none"> <li>4) Asia,</li> <li>5) Australia</li> <li>6) Africa</li> <li>7) Antarctica.</li> </ul> <ul style="list-style-type: none"> <li>• Each continent has unique features which include physical features, human features and animal life.</li> </ul> <p><b>B. Oceans</b></p> <ul style="list-style-type: none"> <li>• An ocean is a large area of salt water which surrounds one or more continent.</li> <li>• There are five main oceans in the world: <ul style="list-style-type: none"> <li>1) The Arctic Ocean</li> <li>2) The Atlantic Ocean</li> <li>3) The Pacific Ocean</li> <li>4) The Indian Ocean</li> <li>5) The Southern Oceans</li> </ul> </li> </ul>		

**LO 5: Individuals, Groups, and Institutions**

<p>5.1 Identify Caribbean heroes, outstanding individuals and groups, institutions, and outstanding Caribbean achievements.</p>	<p><b><u>Caribbean heroes, outstanding individuals and groups, institutions-</u></b></p> <ul style="list-style-type: none"> <li>• Over the years several Caribbean individuals, groups and institutions have made a number of outstanding contributions to their country and to our region in professions such as the following: <ul style="list-style-type: none"> <li>1) Politics</li> <li>2) Law</li> <li>3) Business</li> <li>4) Culture</li> <li>5) Education</li> </ul> </li> </ul>	<p>Identify outstanding Vincentians who have contributed in a significant way to national development, community development, etc.</p>	
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6) Sports

**A. Outstanding Individuals**

**The Concept of National heroes:**

- National heroes are people who have helped their country to develop, grow or be recognised through what they have achieved.

**Learning from our national heroes :**

- All national heroes have one thing in common: they love their country and help it to develop.

**National monuments:**

- Sometimes national heroes are remembered by national monuments.
- Monuments remind us of the contribution that people or events have made to our country and help us feel proud.

**The Concept of Unsung heroes**

- Unsung heroes are those individuals who have achieved much for the region, but their names and contributions are unknown or acknowledged.
- Hopefully, in the future, these individuals will be formally recognized for their contributions.

**B. Outstanding Groups and Institutions**

5.2 Explain how knowledge of outstanding people may be used to enhance and promote patriotism, Caribbean identity and Caribbean integration.

5.3 Give examples of the contribution of various groups to the development of the Caribbean region.

<p>5.4 Define the terms “interdependence and “regional co-operation”.</p>	<ul style="list-style-type: none"> <li>• <b>In the Caribbean, there are many established</b> groups and institutions to help develop the region and support different areas of life in the Caribbean.</li> <li>• Outstanding Caribbean groups/institutions include:             <ol style="list-style-type: none"> <li>1) The University of the West Indies (UWI)</li> <li>2) The Caribbean Tourism Organisation (CTO)</li> <li>3) West Indies Cricket Board (WICB)</li> </ol> </li> </ul>		
<p>5.5 Give examples of interdependence and cooperation among Caribbean organizations.</p>	<p><b><u>Interdependence and regional co-operation in the Caribbean-</u></b></p> <p><b>The Concept of Interdependence:</b></p> <ul style="list-style-type: none"> <li>• Interdependence is when people organisations depend on each other.</li> <li>• When organisations and countries have an interdependent relationship, they help others and receive support from others.</li> </ul>		
<p>5.6 Suggest ways of strengthening Caribbean interdependence and integration.</p>	<p>Interdependence among Caribbean Organisations-</p> <ul style="list-style-type: none"> <li>• Many organisations in the Caribbean have an interdependent relationships. For example:             <ol style="list-style-type: none"> <li>1) The Caribbean Disaster Emergency Management Agency (CDEMA) and the Caribbean Institute for Meteorology and</li> </ol> </li> </ul>		

<p>5.6 Suggest solutions to some of the social issues and problems facing the people of the Caribbean region.</p>	<p>Hydrology (CIMH) usually work with and help each other.</p> <p><b>What is Regional cooperation?</b> Regional cooperation is when individuals, groups and institutions in the same region are committed to cooperating with each other.</p> <p>Ways of Strengthening Caribbean interdependence and integration:</p> <ul style="list-style-type: none"> <li>• Join regional organisations such as Caricom</li> <li>• Making Trade agreements with each other.</li> <li>• Sharing technology</li> </ul> <p><b><u>Social issues in the Caribbean</u></b></p> <ul style="list-style-type: none"> <li>• Societies all over the world face social problems. Today, the main social issues confronting Caribbean societies are: <ol style="list-style-type: none"> <li>1) Teenage Pregnancy</li> <li>2) Bullying (Cyber and other types)</li> <li>3) Unemployment</li> <li>4) Domestic Abuse</li> <li>5) Drug Abuse</li> <li>6) Gang Violence</li> <li>7) Gun Violence</li> </ol> </li> <li>• There are different reasons why people commit crimes and other social offences: <ol style="list-style-type: none"> <li>1) Mental illness</li> <li>2) Lack of parental guidance</li> <li>3) Poverty</li> <li>4) Peer Pressure</li> <li>5) Stress</li> </ol> </li> </ul>	<p>Roleplay:</p> <p>Guest speaker:</p> <p>Collage/Posters:</p>	
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<p>6.3 Identify the different systems of government in the Caribbean region.</p>	<p><b><u>Government Systems.</u></b></p> <ul style="list-style-type: none"> <li>• All countries also require governments to function. The systems of government operating in the Caribbean region today include:             <ol style="list-style-type: none"> <li>1. Crown Colony governments.</li> <li>2. Constitutional Monarchy governments.</li> <li>3. Republic governments.</li> </ol> </li> </ul> <p><b>Electoral systems-</b></p> <ul style="list-style-type: none"> <li>• Electoral systems are the way in which a country chooses which people represent them in parliament.</li> <li>• In the Caribbean, there are two different types of electoral systems:             <ol style="list-style-type: none"> <li>1) First past the post (FPTP)</li> <li>2) Proportional representation</li> </ol> </li> </ul>		
<p>6.4 Explain how governments and leaders in the Caribbean are elected.</p>	<p><b>General Elections-</b></p> <ul style="list-style-type: none"> <li>• In SVG and other OECS countries general election occurs every 5 years.</li> <li>• In the period leading up to the each party usually prepares a manifesto and host a number of campaign rallies to convince people to vote for them.</li> </ul>		
<p>6.5 Explain the roles performed by leaders in government in the country</p>	<p><b><u>The Role of Leaders.</u></b></p> <ul style="list-style-type: none"> <li>A. Leader of the government</li> <li>• The name given to head of the government may differ between countries. For example:             <ul style="list-style-type: none"> <li>Premiere- Montserrat</li> </ul> </li> </ul>		

Prime Minister- S.V.G.

President- Guyana

- The head of government is responsible for:
  - 1) Selecting and dismissing members of the Cabinet
  - 2) Allocating posts to members within government.

**B. Leader of the Opposition**

- The head of the main opposition party is called the Leader of the Opposition. He/she is responsible for the following:
  - 1) Holding the government accountable to the public.
  - 2) Challenging policies of the government.
  - 3) Suggesting different policies where appropriate.

**C. Cabinet**

- The Cabinet is made up of the most senior members of government after the leader.
- Cabinet members have many responsibilities, including:
  - 1) Heading different departments or ministries.
  - 2) Suggesting and implementing new policies

<b>7.0 Production, Distribution and Consumption</b>			
<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
<b>LO 7.0</b>			
<p>7.1 Explain the ways in which individuals, communities and countries meet their needs for food, shelter, clothing, and to improve their standard of living.</p> <p>7.2 Classify the major industries and products of the Caribbean.</p>	<p><b><u>Wants and Needs.</u></b></p> <p><b>A. Meeting individual needs-</b></p> <ul style="list-style-type: none"> <li>• In order to meet individual needs, people work. In exchange for their <b>labour</b>, they are paid wages which allows them to buy what they need (i.e. food and clothing etc.)</li> </ul> <p><b>Meeting the country's needs-</b></p> <ul style="list-style-type: none"> <li>• Caribbean countries trade resources and goods in order to meet the wants and needs of the country. This trade involves: <ol style="list-style-type: none"> <li>1) Importing (buy) goods needed from other countries.</li> <li>2) Exporting (sell) goods to countries that need them.</li> </ol> </li> <li>• The country uses the revenue (money) earned from exports to pay for the goods it imports etc.</li> <li>• It is important therefore to have strong trade relations with other countries of the world.</li> </ul> <p><b><u>Major Industries and Products of the Caribbean:</u></b></p> <p><i>Types of industries</i></p>	<p><b><u>Card Game:</u></b></p> <p>Use nine 'needs and wants' cards. Students will work in groups to place the cards under the following categories:</p> <ol style="list-style-type: none"> <li>A. The most important things (needs)</li> <li>B. Less essential things (wants)</li> </ol>	

<p>7.3 Explain how manufactured products are made: raw materials, energy sources, process and labour force.</p> <p>7.4 Describe the trade among Caribbean countries and with the rest of the world.</p>	<ul style="list-style-type: none"> <li>• One way to categorise industries is into the three different types of production:             <ol style="list-style-type: none"> <li>1) Primary Production- obtaining the raw materials.</li> <li>2) Secondary Production- manufacture and assembly of raw materials.</li> <li>3) Tertiary Production- delivery of the finished goods.</li> </ol> </li> </ul> <p><b>The manufacturing process-</b></p> <ul style="list-style-type: none"> <li>• Several processes need to take place in order to turn raw materials into a finished product suitable for trade. Among these steps:             <ol style="list-style-type: none"> <li>1) The raw materials have to be grown/ mined and gathered.</li> <li>2) The raw materials are added with other materials and processed.</li> </ol> </li> <li>• All of the stages require some kind of energy, such as the sun, machines and/or human beings</li> </ul> <p><b><u>Trade Among Caribbean Countries and with the rest of the world-</u></b></p> <ul style="list-style-type: none"> <li>• Trade organisations are made up of countries who want to work together to make it easier to import and export goods and services.</li> <li>• Countries in the Caribbean have special trade relationships with the following organisations:</li> </ul>		
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<p>7.6 Identify the organizations that form the service industry in the Caribbean.</p>	<p>4) Employment – it creates jobs for locals and helps them to improve their standard of living.</p> <p>5) Cultural – local, traditional customs are kept alive because tourists like to experience them.</p> <p><b>Drawbacks-</b></p> <ol style="list-style-type: none"> <li>1) Economic- Most of the money goes out of the area to big companies, not locals.</li> <li>2) Ecological- Damage to the natural environment – such as litter, habitats destroyed to make land available for building new hotels.</li> <li>3) Employment- Jobs are often seasonal and wages poor.</li> <li>4) Cultural- Culture and traditions change as outsiders arrive.</li> </ol> <p><b><u>The Service industry in the Caribbean</u></b></p> <ul style="list-style-type: none"> <li>• The service industry creates services rather than goods.</li> <li>• It provides society with things like: <ol style="list-style-type: none"> <li>1) Banking services</li> <li>2) Communication services</li> <li>3) Health services</li> <li>4) Transport services</li> <li>5) Building services</li> </ol> </li> </ul>		
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<p>7.7 Collect and present information on different economic activities in the Caribbean, and interpret and draw conclusions from this information.</p>	<p><b>Organisations in the service industry-</b></p> <ul style="list-style-type: none"> <li>• The following are examples of organisations that form the service industry in the Caribbean:             <ol style="list-style-type: none"> <li>1) tourism</li> <li>2) health</li> <li>3) banking sector.</li> </ol> </li> </ul>		
<b>8.0 Science, Technology and Society</b>			
<p>8.1 Explain and illustrate how technology has had an impact on the personal lives and health of people in the Caribbean and throughout the world, and on their beliefs and sense of values.</p>	<p><b><u>The impact of technology</u></b></p> <ul style="list-style-type: none"> <li>• Technology has made a great impact on all aspects of our culture (way of life), including:             <ol style="list-style-type: none"> <li>1) Language</li> <li>2) Art</li> <li>3) Healthcare</li> <li>4) Mobility</li> <li>5) Education</li> <li>6) Religion</li> </ol> </li> </ul> <p><b>The Positive and Negative Impact of Technology on People:</b></p> <p>A. Positive Impacts-</p> <ol style="list-style-type: none"> <li>1) Long-distance Communication</li> <li>2) Access to Information</li> <li>3) Natural Disasters (i.e. predict when natural disasters are likely to occur)</li> <li>4) Health Care</li> </ol>	<p><b>Research Work:</b> Describe the positive and negative impact of technology on life, beliefs and values.</p>	



- 1) Cars
- 2) Buses
- 3) Trains
- 4) Ships
- 5) hovercrafts
- 6) aeroplanes
- 7) drones

- There are likely to be more changes in transportation technology in the future. These include:
  - 1) Driverless vehicles
  - 2) Flying vehicles
  - 3) Hypersonic aircrafts

B. Communication-  
Today the way in which people communicate have been revolutionized by the invention of several communication technologies. These include:

- 1) The television
  - 2) The radio
  - 3) The internet
  - 4) Laptops
  - 5) Smart phones,
  - 6) Instant messaging applications
- There are likely to be more changes in communication as time passes. These include:
    - 1) Holograms
    - 2) Instantaneous translation
    - 3) Electronic paper
    - 4) Smart contact lenses



<p>9.3 Explain how membership of international organizations benefits the people of the world.</p>	<p>Membership of organisations does not only help individuals to experience the solidarity and support of a wider group, but it can help countries too. Examples are the WTO, EU, UN and UNESCO.</p>		
<p><b>LO10: Civic Ideals and Practices</b></p>			
<p>10.1 Recognize the political groupings among Caribbean people.</p> <p>10.2 Suggest ways of strengthening Caribbean interdependence and Integration</p> <p>10.3 Explain the importance of participation in the democratic process.</p>	<p>Nation- states of the Caribbean OECS CARICOM</p> <p><b>Why must we build friendship with other countries</b></p> <ul style="list-style-type: none"> <li>• Some of the reasons are:             <ol style="list-style-type: none"> <li>1) to build working ties with them</li> <li>2) to build world peace and stability</li> <li>3) to help each other in times of need (e.g. sharing of resources)</li> </ol> </li> </ul> <p><b>What can we do maintain good relationships with other nations</b></p> <p>Should demonstrate if they wish to build a democratic and happy society. They must learn to:</p> <p>assume responsibility,</p>		

	<p>make choices and carry them out to the best , of their ability,</p> <p><b>Why it is important to take part in the democratic process-</b></p> <ul style="list-style-type: none"><li>• People’s participation in the democratic process helps to promote or ensure good governance, where leaders and the decisions or policies they make are:<ol style="list-style-type: none"><li>1) Inclusive</li><li>2) Accountable</li><li>3) Transparent</li><li>4) Consensus oriented</li><li>5) Follow the rule of law</li><li>6) Efficient</li></ol></li></ul>		
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## **Some Useful Websites: Grade5**

Midsummer Tobago by Derek Walcott: <http://tinyurl.com/zu8vonl>

The Schooner 'Flight' by Derek Walcott: <http://tinyurl.com/h6yb5lu>

Meringue music: <http://tinyurl.com/j8haj6c>

Steel pan music (Case study): <http://tinyurl.com/3m4wued>

Talk for Learning PowerPoint for teachers: <http://tinyurl.com/zroddj9>

Trailers from the Pirates of the Caribbean films: <http://tinyurl.com/zo355v5>

Examples of adverts/flyers to attract tourists: <http://tinyurl.com/ju8rm2f>

Soundtrack to the Pirates of the Caribbean film: <http://tinyurl.com/pkn25ra>

Steel pan music (Activity 5): <http://tinyurl.com/zhnnpzv>

Examples of non-standard/standard English: <http://tinyurl.com/h8pvurh>

Slide show showing ten classic Caribbean dishes: <http://tinyurl.com/j3cwvo2>

Posters for display, featuring the three main learning styles: <http://tinyurl.com/h35kf5q>

Arguments for and against the existence of zoos: <http://tinyurl.com/6oyqqz9>

Pictures of young people doing a Conscience Alley: <http://tinyurl.com/z7knzx5>

Clip showing students how to prepare interview questions: Wayne Young's story: <http://tinyurl.com/zfexcww>

To help people research their ancestors: <http://tinyurl.com/gnl8bl>

The National Family History Centre at the Society of Genealogists: <http://tinyurl.com/g3frcm>

The National Archives: <http://tinyurl.com/3odqg>

'Find an ancestor': <http://tinyurl.com/44h6mw2>

A safe search engine for children, with all the countries it caters for: <http://tinyurl.com/zv9x9bd>

Drawing Bar Charts Correctly (PowerPoint): <http://tinyurl.com/j75zede>

Making fire from sticks: <http://tinyurl.com/zazhzaw>

Ideas for reinforcing creativity: <http://tinyurl.com/z6cip38>

Teaching for Children's Rights: <http://tinyurl.com/zvf6hgk>

Information about carbon dating: <http://tinyurl.com/4xbrkny>

Information about Caribbean artefacts: <http://tinyurl.com/zxcguvg>

Florida Museum of Natural History: <http://tinyurl.com/jyf6zvy>

Ideas for Brain Breaks for kids: <http://tinyurl.com/h7mbpjm>

Types of Connectives PowerPoint: <http://tinyurl.com/jgjhv8d>

Connectives PowerPoint (more challenging): <http://tinyurl.com/hph7efs>

Economy of the Caribbean: <http://tinyurl.com/gpdc75d>

Chancery Lane Wetlands development project: <http://tinyurl.com/gs76uhj>

PowerPoint looking at techniques of persuasion: <http://tinyurl.com/j4xscm6>

Education: <http://tinyurl.com/jo8n89x>

Family life: <http://tinyurl.com/hw288z6>

Religion: <http://tinyurl.com/zvqt7zq>

Open and closed questions PowerPoint: <http://tinyurl.com/z2cx5ou>

Projected changes in religious affiliation in the Caribbean: <http://tinyurl.com/mrspvmr>

The Demographic Transition Model: <http://tinyurl.com/z768tf8>

Video about population change, to show students as part of Activity 1: <http://tinyurl.com/jr2lkx2>

Why are Finland's schools successful? <http://tinyurl.com/m2mb2d2>

Where in the world do people live? <http://tinyurl.com/p2839o2>

Population Institute live world population feed, and other information: <http://tinyurl.com/hpo4kgh>

Population density in South America – interactive map: <http://tinyurl.com/jnggm6l>

ICT migration activity: <http://tinyurl.com/zcexj2g>

Interactive Migration Data Hub: <http://tinyurl.com/gshlr2c>

Example of display showing latest migration figures: <http://tinyurl.com/zqh39qo>

Video about local use of the River Nile: <http://tinyurl.com/jbqnl7g>

PowerPoint on Settlements: <http://tinyurl.com/zercahp>

Useful online interactive map: <http://tinyurl.com/gw25yfk>

Cardinal points game: <http://tinyurl.com/3brygbw>

Video explaining latitude, longitude (and the Tropics of Cancer and Capricorn): <http://tinyurl.com/h6yuz2h>

Features of the tropics: <http://tinyurl.com/zapt38u>

The Elcano Global Presence Index: <http://tinyurl.com/gnf8qcn>

Blank world map for labelling continents and oceans: <http://tinyurl.com/z2ms9jp>

Website for online section of Activity 2 (Identifying oceans and continents): <http://tinyurl.com/3vhoz>

Organisation of Eastern Caribbean States (OECS): <http://www.oecs.org/>

African, Caribbean and Pacific Group of States (APC): <http://tinyurl.com/gofszqs>

The Caribbean Community and Common Market (CARICOM): <http://tinyurl.com/zwvttd3>

Examples of different types of mnemonics: <http://tinyurl.com/7yaeobn>

Video clip about renewable and non-renewable resources: <http://tinyurl.com/qcwry4x>

Hurricane for Kids: <http://tinyurl.com/hxovmo5>

Extra information about preparing for hurricanes: <http://tinyurl.com/jhurjgr>

Extra information about preparing for earthquakes/volcanoes: <http://tinyurl.com/glrs8e9>

<http://tinyurl.com/hohjj6l>

Things national and local government can do to prepare for earthquakes and volcanoes:  
<http://tinyurl.com/k455hru>, <http://tinyurl.com/hnoo3wx>

British children help to clean up a local beach: <http://tinyurl.com/zbyv5pw>

PowerPoint, Caring for our World, Our Responsibility: <http://tinyurl.com/zbf6rwe>

Planning a community service project: <http://tinyurl.com/hn2klw8>

Cleaning up your neighbourhood park: <http://tinyurl.com/jlok64t>

Community clean-up (with lesson plans): <http://tinyurl.com/j7w4jwa>

Sustainable house in Scotland: <http://tinyurl.com/hewg6v7>

Possible format for fact file: <http://tinyurl.com/z7lhtn8>

Features of a biography: <http://tinyurl.com/h2anh9d>

Further information about Bussa's rebellion: <http://tinyurl.com/j5zeuen>

Tubal Uriah Butler: <http://tinyurl.com/hvqagvo>

Joseph Chatoyer: <http://tinyurl.com/j7ldr22>

Other Caribbean heroes: <http://tinyurl.com/hddp9fv>

Soldiers of the Caribbean, Britain's forgotten war heroes: <http://tinyurl.com/l7osu8o>

Professor Louis Grant: <http://tinyurl.com/grab88b>

Caribbean Heroes and Heroines from the 18th and 19th centuries: <http://tinyurl.com/jpzvxb>

Sample Facebook for a historical figure / literary character: <http://tinyurl.com/gwvxlwn>

Ideas for List Poems: <http://tinyurl.com/jl6jmfl>

Directory of Development Organisations in the Caribbean: <http://tinyurl.com/h92a489>

Caribbean Disaster Emergency Management Agency: <http://tinyurl.com/jkwh8ed>

Caribbean Examinations Council: <http://tinyurl.com/h49udlt>

Caribbean Regional Disaster Response and Management Mechanisms: <http://tinyurl.com/hbzhn23>

Competitive versus Cooperative Learning Formats: <http://tinyurl.com/d6sgcu7>

Conflict Resolution PowerPoint: <http://tinyurl.com/gnungmp>

Resolving Conflicts worksheet: <http://tinyurl.com/jqbqfaw>

Clip showing the game Twister (It's 11 minutes long so show a few minutes only):  
<http://tinyurl.com/zm92tay>

Bullying clip: <http://tinyurl.com/j7a4qbe>

Video clip on bullying prevention strategies: <http://tinyurl.com/zo436x4>

Other class clips on the theme of bullying: <http://tinyurl.com/j3gige4>

Bullying scenarios for discussion: <http://tinyurl.com/ngb8qx5>

Resources for addressing cyber bullying (including a video clip): <http://tinyurl.com/jdmom8f>

Caribbean Court of Justice: <http://tinyurl.com/hqpfprk>

Eastern Caribbean Supreme Court: <http://tinyurl.com/zntaykm>

Regional Coast Guard Programme: <http://tinyurl.com/z8rcu7l>

British Royal Navy: <http://tinyurl.com/hyagh3r>

Police picture and role cards: <http://tinyurl.com/z2aw6tq>

I need help, scenario story: <http://tinyurl.com/jtxv5ta>

Differences between First Past the Post and Proportional Representation: <http://tinyurl.com/n8ay58n>

Video clips about democracy: <http://tinyurl.com/cl5tm4y>

Caribbean political and electoral systems: <http://tinyurl.com/hsyglnh>

Republics: <http://tinyurl.com/gpmcfgh>

Government of Barbados: <http://tinyurl.com/j633zvb>

Parliament, Laws and You: <http://tinyurl.com/hjhawvt>

PowerPoint, What is a Political Party Manifesto?: <http://tinyurl.com/hfahxs4>

PowerPoint, Democracies and Dictatorships: <http://tinyurl.com/j8dqpp7>

Democracy and Dictatorship: key differences: <http://tinyurl.com/lhp8b4g>

Is it important to vote?: <http://tinyurl.com/hx4rt77>

Exploring Needs and Wants – activity details and diamond cards: <http://tinyurl.com/zbluds2>

Children learn about volunteering: <http://tinyurl.com/zf8d9o4>

Universal Protection of Human Rights: <http://tinyurl.com/pnjck5h>

Maslow's Hierarchy of Needs: <http://tinyurl.com/btgynnx>

Design and Technology clips: <http://tinyurl.com/jkb5dsr>

Pocket Money Pitch video, Jack's Rucksack: <http://tinyurl.com/hpww5pi>

More Pocket Money Pitches: <http://tinyurl.com/jy3ag82>

The Grenada Chocolate Company: <http://tinyurl.com/gnyd26u>

The Grenada Chocolate Company: <http://tinyurl.com/z5po5dy>

Designing a Logo: <http://tinyurl.com/jsbhmtt>

Country profiles (for export and import research): <http://tinyurl.com/zvxlx2j>

Scuba Diving sites in the Caribbean: <http://tinyurl.com/htec937>

'Must see' caves of the Caribbean: <http://tinyurl.com/h9dxx2z>

Best rainforest destinations (includes Dominica): <http://tinyurl.com/76whyep>

General tourist information plus a breakdown of individual country profiles: <http://caribya.com/caribbean/>

Examples of persuasive holiday brochures: <http://tinyurl.com/i67dqwk>

PowerPoint with the features of persuasion, (Persuasive Brochures by Kath Bagley): <http://tinyurl.com/y6h7f4d>

Advert for Thomson's holidays: <http://tinyurl.com/zun857w>

The Observation of Economic Complexity: <http://tinyurl.com/htb95xk>  
(Type name of country into the search box, on the top right hand of the page)  
Economy of the Caribbean region: <http://tinyurl.com/gpdc75d>

Individual country analysis: <http://tinyurl.com/zvxlx2j>

Economic activities in the Caribbean: <http://tinyurl.com/zwdcw3d>

World Population website: <http://tinyurl.com/3kw8txv>

How to write a rap: <http://tinyurl.com/zt7mm8p>

The use of fish aggregating devices in the Caribbean: <http://tinyurl.com/zne69d8>

Technology timeline: <http://tinyurl.com/d9v69dp>

Video showing example of high-speed propulsion system: <http://tinyurl.com/zky8zdl>

Information about Virgin Galactic space tourism: <http://tinyurl.com/n426chx>

Sign language / fingerspelling symbols: <http://tinyurl.com/jr4md33>

A video clip of a boy showing how he uses sign language to communicate: <http://tinyurl.com/ianm5rh>

Role of the United Nations: <http://tinyurl.com/z73rn7g>

Role of UNESCO: <http://tinyurl.com/hmdsk3k>

## Useful Websites Grade 6

- Useful links – Lesson plan ideas and worksheets on racism at, [http://www.citizenshipfoundation.org.uk/lib\\_res\\_pdf/1292.pdf](http://www.citizenshipfoundation.org.uk/lib_res_pdf/1292.pdf)  
Information about the Garrison Savannah, at <http://www.barbadosturfclub.org/historic-garrison-savannah/>
- Useful links – St Lucian folk music, at <https://www.youtube.com/watch?v=1Qf4RQKHjkQ>  
St Lucian Reggae music by the artist, Figaro, at <https://www.youtube.com/watch?v=YuL0XiaX1TQ>  
An example of Dub poetry, at <https://www.youtube.com/watch?v=wpRwnXzEdkM>  
Word cloud creation tools at, <https://elearningindustry.com/the-8-best-free-word-cloud-creation-tools-for-teachers>  
How to use chalk pastels and water, at <http://www.hitentertainment.com/artattack/chalkpastelsinwater.html>  
Play-script features and vocabulary, at <http://www.primaryresources.co.uk/english/englishC5.htm> (Iffat Sardharwalla)  
Creating play-scripts from stories, at <http://www.primaryresources.co.uk/english/englishC5.htm> (Sadie-Marie Cook) **Slide 4 onwards**
- Useful links – Short clip about Rastafarianism, at <https://www.youtube.com/watch?v=sXUFONhNyBE>  
Teaching about copyright, at <https://www.teachingcopyright.org/curriculum/hs.html>  
Information for students about the Rastafarian religion, at <http://www.bbc.co.uk/religion/religions/rastafari/>  
Rastafari Workbook, at <https://www.tes.com/teaching-resource/rastafari-work-book-11017649>
- Useful links – Guidelines for writing a hypothesis, at <https://www.tes.com/teaching-resource/writing-hypotheses-6290638>  
What is a hypothesis? At [http://www.sciencekidsathome.com/science\\_fair/what-is-a-hypothesis.html](http://www.sciencekidsathome.com/science_fair/what-is-a-hypothesis.html)  
Drawing pie charts (power-point) at, <https://www.tes.com/teaching-resource/drawing-pie-charts-6323804>  
Interpreting simple pie charts (power-point), at <http://www.primaryresources.co.uk/maths/mathsF1d.htm#pie>
- Useful links –Power-point discussing why people migrate, at [www.geographygeek.co.uk/PowerPoints/KS3/migration.ppt](http://www.geographygeek.co.uk/PowerPoints/KS3/migration.ppt)

How to make stick raft boats, at <http://beafunmum.com/2015/03/stick-raft-boats/>

Building a willow coracle, at <http://www.westwaleswillows.co.uk/coraclebuilding.html>

Twenty Boat Craft ideas, including a video about how to make a boat with a walnut shell, at <http://www.redtedart.com/boat-craft-ideas-for-summer/>

Eighteen boat crafts for kids to make, at <http://kidsactivitiesblog.com/56539/boat-crafts-kids-make>

- Useful links – Video clip about the indigenous island natives (Ciboney onwards), at <https://www.youtube.com/watch?v=Iftjg-tWBV8>  
Cartoon clip about the Caribs (this is long – select relevant parts), at <https://www.youtube.com/watch?v=M39cbfaMQNw>  
Cartoon presentation about the Arawaks (again, quite long but has some very helpful details), at [https://www.youtube.com/watch?v=g\\_CzfvBM5A8](https://www.youtube.com/watch?v=g_CzfvBM5A8)  
Testimony of a Bajan Taino, at [http://www.uctp.org/index.php?option=com\\_content&task=view&id=579&Itemid=2](http://www.uctp.org/index.php?option=com_content&task=view&id=579&Itemid=2)  
Lament of an Arawak Child by Pamela Mordecai, at <http://www.poetrybyheart.org.uk/poems/lament-of-an-arawak-child/>  
The Caribs of Dominica: Land rights and ethnic consciousness, at <https://www.culturalsurvival.org/ourpublications/csq/article/the-caribs-dominica-land-rights-and-ethnic-consciousness>
- Useful links – The Settlement Game, at <https://www.tes.com/teaching-resource/settlement-game-6446289>  
Population change and structure, at [http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population\\_change\\_structure\\_rev3.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population_change_structure_rev3.shtml)
- Useful links – On line careers quiz for kids, at <http://www.kidzworld.com/quiz/quiz-find-your-ideal-career-path>  
On line careers quiz (for adults but suitable for children. Note – they ask for an email address at the end but it is not required), at <http://www.career-test.co.uk/>  
Career options videos at, <http://www.bbc.co.uk/education/topics/zsnfr82/videos/1>  
Power-point about open and closed questions, at <https://www.tes.com/teaching-resource/open-and-closed-questions-6121129>  
Preparing a debate with a class, at <http://noisyclassroom.com/primary/ideas/preparing-a-debate-with-a-class.html>  
Argument lesson plan, at [http://www.bbc.co.uk/schools/teachers/ks2\\_lessonplans/english/argument.shtml](http://www.bbc.co.uk/schools/teachers/ks2_lessonplans/english/argument.shtml)

Primary debating resources, at <http://www.parliament.uk/education/teaching-resources-lesson-plans/primary-school-debating-pack/>

- Useful links – Population Circle, at <https://www.worldof7billion.org/wp-content/uploads/2014/08/population-circle-7b.pdf>  
Push/Pull factors power-point, and card sort worksheet, at <https://www.tes.com/teaching-resource/push-and-pull-factors-6073937>  
Adjectives and adjectival phrases, at <https://www.tes.com/teaching-resource/push-and-pull-factors-6073937>  
Mapmaker link to population density, at <http://mapmaker.nationalgeographic.org/#/>

- Useful links – Explanation of latitude and longitude, at [http://www.bbc.co.uk/bitesize/ks3/geography/geographical\\_enquiry/geographical\\_skills/revision/6/](http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/6/)

- Video explaining latitude, longitude (and the tropics of Cancer and Capricorn), at <https://www.youtube.com/watch?v=MSA88mmFuyE>  
Interactive Time Zones map, at <http://www.timeanddate.com/time/map/>

Blank world map for labelling continents and oceans, at <https://www.tes.com/teaching-resource/blank-world-map-to-label-continents-and-oceans-6289444>

- Useful links – Continents and oceans power-point, at <https://www.tes.com/teaching-resource/continents-and-oceans-6262114>

The Elcano Global Presence Index, at <http://www.globalpresence.realinstitutoelcano.org/en/>  
Layers of the ocean, at <http://www.seasky.org/deep-sea/ocean-layers.html>

- Useful links: - Video clip about renewable and non-renewable resources, at <https://www.youtube.com/watch?v=pBTnVoElb98>  
Useful links – Earth Science for kids: Plate tectonics, at [http://www.ducksters.com/science/earth\\_science/plate\\_tectonics.php](http://www.ducksters.com/science/earth_science/plate_tectonics.php)

Disaster management for kids – <https://www.ready.gov/kids>

Disaster Master Game, at <https://www.ready.gov/kids/games/data/dm-english/index.html>

Gulf of Mexico oil spill, at

[http://www.bbc.co.uk/schools/gcsebitesize/geography/wasting\\_resources/waste\\_pollution\\_rev5.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/wasting_resources/waste_pollution_rev5.shtml)

Various power-point and writing frames to introduce features of persuasive writing, (scroll down to the persuasive writing part) at <http://www.primaryresources.co.uk/english/englishD10.htm>

Features of letters – choose from <http://www.primaryresources.co.uk/english/englishD3.htm>

- Useful links – Earth Science for kids: Plate tectonics, at

[http://www.ducksters.com/science/earth\\_science/plate\\_tectonics.php](http://www.ducksters.com/science/earth_science/plate_tectonics.php)

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Features of letters – choose from <http://www.primaryresources.co.uk/english/englishD3.htm>

- Useful links – Wordle (make a word cloud), at <http://www.wordle.net/create>

Key Features of Adverts, at <http://www.primaryresources.co.uk/english/englishD10.htm>

- Useful links – Words beginning with the prefix *inter*, at <http://www.morewords.com/starts-with/inter/>

Power-points/worksheets on prefixes, at <http://www.primaryresources.co.uk/english/englishA2.htm#prefixes>

Power-points/worksheets on suffixes, at <http://www.primaryresources.co.uk/english/englishA2b.htm#suffixes>

Prefix/suffix game, at [http://www.bbc.co.uk/schools/teachers/ks2\\_activities/english/spelling.shtml](http://www.bbc.co.uk/schools/teachers/ks2_activities/english/spelling.shtml)

Relationships power-point (Download '5 BASEAL – Theme 6 Lessons 1 -4 Fred Daynes') USE POWER\_POINT 3, at

<http://www.primaryresources.co.uk/pshe/pshe1.htm#friendship>

Female paper doll with detachable body parts, at

[https://www.google.co.uk/search?q=make+a+paper+doll&espv=2&biw=1236&bih=580&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjclsKbobrQAhXhIMAKHUqmAEsQ\\_AUIBigB#tbm=isch&q=make+a+paper+doll+with+detachable+body+parts&imgc=1jpuDhNy5HIOPM%3A](https://www.google.co.uk/search?q=make+a+paper+doll&espv=2&biw=1236&bih=580&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjclsKbobrQAhXhIMAKHUqmAEsQ_AUIBigB#tbm=isch&q=make+a+paper+doll+with+detachable+body+parts&imgc=1jpuDhNy5HIOPM%3A)

Short video explaining how to design a logo, at <http://www.bbc.co.uk/education/clips/zng4d2p>

Slides showing young people how to design symbols and logos, at <https://teachable.uk/1528-designing-and-creating-symbols-and-logos-ks3/>

Useful links – Challenging stereotypes, at [http://www.teachprimary.com/learning\\_resources/view/pshe-lesson-plan-challenging-stereotypes](http://www.teachprimary.com/learning_resources/view/pshe-lesson-plan-challenging-stereotypes)

- Useful links – Changing Scenarios, part of the Sex and Relationships Pack, at [http://www.healthyschools.london.gov.uk/sites/default/files/pri\\_SRE%20pack\\_sample.pdf](http://www.healthyschools.london.gov.uk/sites/default/files/pri_SRE%20pack_sample.pdf)  
Trouble in the Playground, Learning Activity 3, on page 10, part of the Making Good Choices resource at [http://www.nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/livinglearningtogether/year5/yr5\\_unit\\_7.pdf](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year5/yr5_unit_7.pdf)