

# **PRIMARY SOCIAL STUDIES**

## **SYLLABUS**

**Class Two**

**MINISTRY OF EDUCATION & HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

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## **RATIONALE**

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

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

## **GENERAL OBJECTIVES**

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

## **FORMAT OF THE SYLLABUS**

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

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

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

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

## KEY TO ABBREVIATIONS USED

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

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

## SCOPE AND SEQUENCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **CLASS 2**

### **ATTAINMENT TARGETS**

#### **THE NEIGHBOURHOOD**

*Pupils should be able to:*

- Develop an awareness of the need for community spiritedness.

#### **AN INTRODUCTION TO BARBADOS**

*Pupils should be able to:*

- Review the location of parishes and towns on a map of Barbados
- Discuss the importance of places of interest to Barbados.
- Give a brief description of the physical landscape of Barbados
- Locate the main highland and lowland areas and the Scotland District on a map of Barbados.

## **NATIONHOOD**

*Pupils should be able to :*

- State the contributions made by TWO nation builders.
- Discuss the importance of independence and patriotism
- List at least FOUR rights and accompanying responsibilities of the child in the nation-building process.

## **UTILITY SERVICES**

*Pupils should be able to :*

- Define the term 'utility service'.
- List FOUR utility services available in Barbados.
- Name the companies which are associated with the delivery of these services.
- Identify the main source of our water supply.
- Briefly describe the delivery of water from the earth to the tap.
- List at least TWO problems associated with water as a 'utility service'.
- Discuss at least TWO rights and attendant responsibilities of the consumer and the service provider.

- Discuss how and why we should conserve and preserve our water supply.

## **NATURAL RESOURCES**

*Pupils should be able to :*

- Define the term 'natural resources'.
- List and locate natural resources found in Barbados.
- Define "renewable" and "non-renewable" resources.
- Classify natural resources as renewable and non-renewable resources.
- State reasons why we should conserve and preserve our natural resources.

## **THE EARLIEST KNOWN INHABITANTS**

*Pupils should be able to:*

- Locate the regions from which the Amerindians came.
- Describe the physical appearance and lifestyle of the Amerindians.
- Locate at least TWO areas of Amerindian settlement in Barbados.
- Locate the countries from which the earliest Europeans came.

- Give an account of the early English settlement in Barbados.
- Identify the main geographical area from which African slaves were brought.
- State the main reason why Africans were brought to Barbados.
- Describe the cultural impact of Africa on our way of life.

### **AGRICULTURE IN BARBADOS**

*Pupils should be able to:*

- List crops grown in Barbados.
- Describe the sugar cane plant.
- Identify the season during which sugar cane is cultivated.
- Describe methods of cultivation.
- Identify the season during which sugar cane is harvested.
- Describe methods of harvesting sugar cane.
- Describe the process of making sugar.
- List other products which are made from sugar cane

- Discuss at least **THREE** problems associated with the sugar industry.
- Discuss at least **TWO** benefits of the sugar industry to the country.

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>THE NEIGHBOURHOOD</b></p> <p><b>The need for community spiritedness</b></p>	<p><b>Pupils should be able to:</b></p> <p>Develop an awareness for community spiritedness</p>	<p>Role play and discuss scenarios which illustrate community spiritedness (<b>SEL</b>)</p>	<p>Critique the dramatizations and make suggestions for improvement.</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>AN INTRODUCTION TO BARBADOS</b></p> <p><b>Location of parishes, towns and places of interest</b></p>	<p><b>Pupils should be able to:</b></p> <p>Review the location of parishes and towns on a map of Barbados.</p> <p>Discuss the importance of places of interest -            (a) Barbados Museum            (b) Speightstown            (c) Oistins</p>	<p>Insert names of parishes and towns on an outline map of Barbados. <b>(LA/G)</b></p> <p>Use internet /field trips /library resources/ interviews to collect data for compilation of resource document e.g. portfolio, scrap book, CD/DVD and video <b>(IT/VA/G/HI/LA)</b></p>	<p>Critique the map work</p> <p>Give oral accounts of project work.            Complete short answer quizz.</p>	<p>Barbados Our Environment (2nd ed.)            - Ivan Waterman</p> <p><a href="http://www.barbados.org/pictures.htm">www.barbados.org/pictures.htm</a></p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>A description of the physical landscape</b></p>	<p><b>Pupils should be able to:</b></p> <p>Give a brief description of the physical landscape of Barbados.</p>	<p>Use pictures /sketches to identify and describe briefly each of the following :</p> <p>The St. Philip Tableland, The St. Lucy Tableland, Central Uplands, Western Terraces, Scotland District, Christ Church Ridge, Silver Sands Flats and St. George Valley.</p> <p><b>(G/LA)</b></p> <p>Conduct a field trip to observe and discuss physical regions.</p> <p><b>(G/LA)</b></p>	<p>Create a summary of the various physical regions of Barbados.</p> <p>Complete individual worksheets.</p>	<p>Barbados Our Environment (2<sup>nd</sup>ed.) - Ivan Waterman</p> <p>Barbados Our Island Home – F.A. Hoyos</p> <p>Barbados Today – Eugene Pilgrim &amp; Mark Wilson</p> <p>Worksheets</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>A description of the physical landscape</b></p>	<p><b>Pupils should be able to:</b>            Locate the main highland and lowland areas on a map of Barbados</p>	<p>Locate the eight physical regions on an outline map of Barbados <b>(G)</b></p> <p>Create a papier mache' model of Barbados to show the physical regions <b>(IA/G/VA)</b></p>	<p>Use a colour key to show the various physical regions of Barbados .</p> <p>Critique the model for accuracy and tidiness.</p>	<p>Map of Barbados</p> <p>Caribbean Social Studies - Vere Goodridge &amp; Grace Wickham- Goodridge</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>NATIONHOOD</b></p> <p><b>Nation builders who chartered the course for independence</b></p> <p><b>The importance of independence and patriotism</b></p>	<p><b>Pupils should be able to:</b></p> <p>State the contributions made by TWO nation builders.</p> <p>Discuss the importance of independence and patriotism</p>	<p>Work in groups to research and present brief biographies of TWO nation builders. <b>(HI)</b></p> <p>Define the term independence re students' responsibilities for self and property while at school.</p> <p>Define the term patriotism and suggest ways in which we can show love for our country. <b>(H)</b></p>	<p>Complete multiple-choice exercises on the nation builders.</p> <p>Write a paragraph to explain THREE reasons why students should be responsible for self and property while at school.</p> <p>Roleplay scenarios which illustrate love for our country.</p>	<p>Builders of Barbados - F. A. Hoyos</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Rights and responsibilities of the child in the nation building process.</b></p>	<p><b>Pupils should be able to:</b></p> <p>List at least FOUR rights and accompanying responsibilities of the child in the nation building process.</p>	<p>Discuss FOUR rights of the child and accompanying responsibilities e.g. the right to an education and the responsibility to attend school regularly and punctually, thereby making the most of all opportunities. Record information gathered on the same. <b>(SEL)</b></p>	<p>Create scenarios which illustrate rights and attendant responsibilities for class observation and peer assessment.</p>	<p>Civics for Barbados (3<sup>rd</sup> ed.) – W. Leroy Inniss</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>UTILITY SERVICES</b></p> <p><b>Definition of the term 'utility service'</b></p> <p><b>Identification of utility services in Barbados</b></p>	<p><b>Pupils should be able to:</b></p> <p>Define the term 'utility service'.</p> <p>List FOUR utility services available in Barbados.</p>	<p>Brainstorm to define the term 'utility service' (LA)</p> <p>View pictures/bills to identify various utility services in Barbados. Describe the services provided and state the methods of distributions to our homes. (VA/LA)</p>	<p>Articulate their understanding of the term 'utility service'.</p> <p>Name the services and companies which provide each service. Complete a table matching companies to utility services. (include name of company, method of distribution and frequency of payment)</p>	<p>Samples of utility bills</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Water - the main source.</b>	<p><b>Pupils should be able to:</b></p> <p>Identify the main source of our water supply.</p>	<p>Sing the song "Draw a bucket of water fuh muh lady and daughter....." View a picture of a well and answer questions to identify our main source of water. (MU/VA/LA)</p>	<p>Complete short answer questions.</p>	<p>Know your water supply – Bwalya J. Mwansa</p>
<b>Transportation of water to our homes</b>	<p>Briefly describe the delivery of water from the earth to the tap.</p>	<p>Discussion aided by diagrams/sketches to describe the movement of water from the aquifer to the tap. (G/VA)</p>	<p>Complete a flow chart to show the movement of water from the aquifer to the tap.</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Rights and responsibilities of the consumer and the service provider</b></p>	<p><b>Pupils should be able to:</b></p> <p>List at least TWO problems associated with water as a utility service.</p> <p>Discuss at least TWO rights and attendant responsibilities of the consumer and the service provider.</p>	<p>Role play a 'call in programme' to identify problems associated with water as a utility service <b>(D/LA/SEL)</b></p> <p>Divide the class into FOUR groups. TWO groups to act as service providers and TWO as consumers. Each group will defend its respective position. <b>(D/LA/ SEL)</b></p>	<p>Write TWO problems associated with water as a utility service.</p> <p>Critique the position taken by each group</p>	

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Conservation and preservation of our water.</b></p>	<p><b>Pupils should be able to:</b></p> <p>Discuss how and why we should conserve and preserve our water supply.</p>	<p>Present scenarios which highlight the positive and negative uses of water. Observe and discuss scenarios. Make suggestions for positive behavioural change. (SC/G/LA)</p>	<p>Create a poster/poem/jingle/checklist to show how we can conserve and preserve our water supply. Write a summary on conservation and preservation of our water supply.</p>	<p>Know your water supply - Bwalya J. Mwansa</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>NATURAL RESOURCES</b></p> <p><b>Definition of the term 'natural resources'</b></p> <p><b>Identification of natural resources.</b></p>	<p><b>Pupils should be able to :</b></p> <p>Define the term 'natural resources'.</p> <p>List and locate natural resources found in Barbados.</p>	<p>Use samples/pictures of a variety of resources and differentiate between natural and manmade resources. <b>(LA/VA)</b></p> <p>Display samples/pictures of natural resources found within the region (e.g. gold , bauxite, limestone, lumber, sugar cane etc.). Students will select and locate areas of natural resources in Barbados. <b>(VA/G)</b></p>	<p>Identify natural resources from a given list of resources.</p> <p>Complete a short answer quizz on natural resources found in Barbados. Locate areas of natural resources on individual maps of Barbados.</p>	<p>Caribbean Primary Social Studies Bk1&amp; Bk2(new ed.)- Marcellus Albertin &amp; Marjorie Brathwaite</p> <p>Map of Barbados</p> <p>Samples of natural resources.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Definition of the term 'renewable' and 'non renewable' resources</b></p> <p><b>Classification of natural resources</b></p> <p><b>Conservation and preservation of our natural resources</b></p>	<p><b>Pupils should be able to:</b></p> <p>Define 'renewable' and 'non-renewable' resources</p> <p>Classify natural resources as renewable and non-renewable resources</p> <p>State reasons why we should conserve and preserve our natural resources.</p>	<p>Brainstorm to define the terms 'renewable' and 'non-renewable' resources <b>(LA/G)</b></p> <p>Discuss and justify selected resources as renewable and non-renewable . List uses of these resources. <b>(LA/G)</b></p> <p>Work in groups to discuss and role-play scenarios which highlight reasons why we should conserve and preserve our natural resources. <b>(D/LA/G)</b></p>	<p>Students to give oral presentation on their understanding of the terms.</p> <p>Complete a table to classify resources as renewable or non-renewable.</p> <p>Create a comic strip/poster/poem/jingle to depict reasons why we should conserve and preserve our natural resources.</p>	<p>Caribbean Primary Social Studies Bk 2 - (new ed.) Marcellus Albertin &amp; Marjorie Brathwite</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>THE EARLIEST KNOWN INHABITANTS OF BARBADOS</b></p> <p><b>The Amerindians - origin, physical appearance, lifestyle and settlement</b></p>	<p><b>Pupils should be able to :-</b></p> <p>Locate the regions from which the Amerindians came</p> <p>Describe the physical appearance and lifestyle of the Amerindians.</p> <p>Locate at least TWO areas of Amerindian settlement in Barbados</p>	<p>Identify on a globe or a world map the regions from which the Amerindians came. <b>(G/HI)</b></p> <p>Work in groups to extract information on the physical appearance and lifestyle of the Amerindians from a teacher- prepared passage. <b>(LA/HI)</b></p> <p>Group research on Amerindian settlements in Barbados. Locate the settlements on a wall map of Barbados. <b>(G/HI/IT)</b></p>	<p>On individual world maps shade the region from which the Amerindians came.</p> <p>Write individual summaries on the Arawaks/Caribs. e.g. a day in the life of an Arawak/ a Carib.</p> <p>Use a key to show the location of TWO areas of Amerindian settlements in Barbados.</p>	<p>Barbados Our Island Home (new ed.) - F.A. Hoyos</p> <p>From Amerindians to Independence - F.A. Hoyos</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>The earliest Europeans who came to Barbados</b></p> <p><b>The account of the early English settlement</b></p>	<p><b>Pupils should be able to:</b></p> <p>Locate the countries from which the earliest Europeans came.</p> <p>Give an account of the early English settlement in Barbados .</p>	<p>Locate the countries on a world map and on a globe. <b>(G)</b></p> <p>Conduct a field trip to Holetown, St. James. Visit the monument and the library. Walk Streets 1 and 2 and comment on the architecture. Research the contributions of the early English settlers in language, agriculture, names, religion etc. <b>(G/HI/IT)</b></p>	<p>On individual world maps illustrating the political boundaries of Spain, Portugal and England, students will shade to identify these countries.</p> <p>Create posters/poems on the English settlement. Role-play the arrival of the English at Holetown.</p> <p>Prepare and present portfolios on the contribution of the early English settlers.</p>	<p>The People Who Came Bk 1 - Alma Norman</p> <p>The Caribbean People Bk1 – Lennox HoneyChurch</p> <p>Barbados Our Island Home - F.A. Hoyos</p> <p>The Barbados Museum</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>The arrival of the Africans</b></p> <p><b>African contribution to Barbados</b></p>	<p><b>Pupils should be able:</b></p> <p>Identify the main geographical area from which African slaves were brought.</p> <p>State the main reason why Africans were brought to Barbados.</p> <p>Describe the cultural impact of Africa on our way of life.</p>	<p>Identify on a world map some West African countries from which the slaves were taken. <b>(G)</b></p> <p>Brainstorm to identify the main reason why Africans were brought to Barbados.<b>(HI)</b></p> <p>Group research on elements of culture. e.g. food, religion, dance, music, language, dress, medicine, folklore. Conduct a field trip to the Barbados Museum.<b>(VA/MU/HI/G/SEL)</b></p>	<p>On individual maps of Africa, students will shade the area along the west coast from which slaves were brought.</p> <p>Write a brief account to explain why Africans were brought to Barbados.</p> <p>Critique the research on African contribution to Barbados.</p>	<p>World Map Map of Africa</p> <p>Caribbean Primary Social Studies Bks 2 &amp; 3 (new ed.) – Marcellus Albertin &amp; Marjorie Brathwaite</p> <p>Resource personnel from the Commission for Pan African Affairs, N.C.F</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>AGRICULTURE IN BARBADOS</b></p> <p><b>Identification of crops grown</b></p> <p><b>The sugar industry a description of the cane plant</b></p> <p><b>Cultivation of sugar cane</b></p>	<p><b>Pupils should be able to:</b></p> <p>List crops grown in Barbados.</p> <p>Describe the sugar cane plant.</p> <p>Identify the season during which sugar cane is cultivated.</p>	<p>Display a variety of food and non-food crops grown in Barbados. Identify uses of food and non-food crops. e.g. sugar cane, cotton, flowers <b>(SC/G)</b></p> <p>View and describe the sugar cane plant. <b>(LA/SC)</b></p> <p>Interpret a bar chart which illustrates the rainfall pattern of Barbados . Show the relationship between the rainfall pattern and the period of cultivating sugar cane. <b>(SC/IT/G)</b></p>	<p>Complete a table on food crops and non-food crops grown in Barbados.</p> <p>Write a description of a sugar cane plant. Draw and label parts of the sugar cane plant.</p> <p>Write a sentence which identifies the period during which sugar cane is cultivated.</p>	<p>Barbados Our Environment (2<sup>nd</sup> ed.) - Ivan Waterman.</p> <p>Video on sugar Production - AVA Dept.</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Cultivation of sugar cane</b>	<p><b>Pupils should be able to:</b></p> <p>Describe methods of cultivation.</p>	<p>View and discuss a video on sugar cane cultivation - include preparation of land , methods of planting and care of crop. (SC/IT/G)</p>	<p>Write a summary on methods of cultivation. Draw labelled diagrams to show methods of planting sugar cane. Complete a fact sheet on methods of cultivation.</p>	<p>Pictures which show the cultivation and harvesting of sugar cane</p> <p>Barbados Today – Eugene Pilgrim &amp; Mark Wilson</p>
<b>Harvesting of sugar cane</b>	<p>Identify the season during which sugar cane is harvested.</p>	<p>Interpret a bar chart which illustrates the rainfall pattern of Barbados . Show the relationship between the rainfall pattern and the period of harvesting sugar cane. (G/SC/IT)</p>	<p>On individual bar charts, students will shade to identify the months during which sugar cane is harvested.</p>	<p>Audio Visual Aids Video Itinery SS/Gen 119-121A Carrie Production 15:23</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Harvesting of sugar cane</b>	<p><b>Pupils should be able to:</b> Describe methods of harvesting sugar cane.</p>	View and discuss pictures / a video on the harvesting of sugar cane. (G/SC/IT)	List methods of harvesting sugar cane. Describe any ONE method of harvesting sugar cane.	<a href="http://groups.msn.com/ofplaces">http://groups.msn.com/of places</a>
<b>Processing of sugar cane</b>	Describe the process of making sugar.	Resource person to conduct discussion aided by photos/ diagram/powerpoint presentation to describe the process of making sugar. (IT/VA/SC)	Complete a flow chart which illustrates the process of making sugar. Students to make oral presentations on uses of products of sugar cane.	Barbados Today - Eugene Pilgrim & Mark Wilson
<b>Problems associated with agriculture</b>	<p>List other products which are made from sugar cane</p> <p>Discuss at least THREE problems associated with the sugar industry.</p>	<p>Use illustrations to identify other products of sugar cane State TWO uses of each product. (IT/VA)</p> <p>Discussion aided by newspaper clippings/ video clips/ scenarios on problems associated with the sugar industry. (G/LA/SC/IT)</p>	Create posters/ comic strips/jingles/slogans which highlight problems and offer solutions to the problems.	Caribbean Social Studies – Vere Goodridge & Grace Wickham - Goodridge

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Benefits of agriculture to the country.</b></p>	<p><b>Pupils should be able:</b></p> <p>Discuss at least TWO benefits of the sugar industry to the country.</p>	<p>Discussion aided by a teacher- prepared passage to identify some benefits of the sugar industry. (G/SC/ LA)</p>	<p>Write a paragraph to explain TWO benefits of the sugar industry to Barbados.</p>	

## **SUGGESTED READING**

Albertin, Marcellus & Brathwaite, Majorie Caribbean Primary Social Studies Books 1 & 2 (new ed.) oxford: Heinemann 2002

Goodridge, Vere & Wickham- Goodridge, Grace Caribbean Social Studies Book 4 London: Macmillan Education Ltd 1997

Hoyos, F.A. A History from the Amerindians to Independence London: Macmillan 1978

Hoyos, F.A. Barbados Our Island Home London: Macmillan Caribbean 1989

Hoyos, F.A. Builders of Barbados London: Macmillan Publishers Ltd. 1987

Inniss , W. Leroy Civics for Barbados (3<sup>rd</sup> ed.) Kingston: Kingston Publishers Ltd. 1993

Mwansa, B. J. Know Your Water Supply Barbados: Audio Visual Aids Department 2001

Norman , Alma The People Who Came Book 1 London: Longman 1968

Patterson, Patricia & Carnegie, James The People Who Came Book 2 Trinidad: Longman Caribbean 1973

Pilgrim, Eugene & Wilson Mark Barbados Today London: Longman 1993

Waterman, Ivan Barbados Our Environment (2<sup>nd</sup> ed.) Oxford: Macmillan Caribbean 2003

Hurricane Preparedness - Government Printing Department

National Heroes of Barbados - G.I.S 1998

[http:// groups.msn.com/of places](http://groups.msn.com/ofplaces)

[www.bgis.gov.bb](http://www.bgis.gov.bb)

[www.barbados.org](http://www.barbados.org)