

Curriculum Improvement Cycle

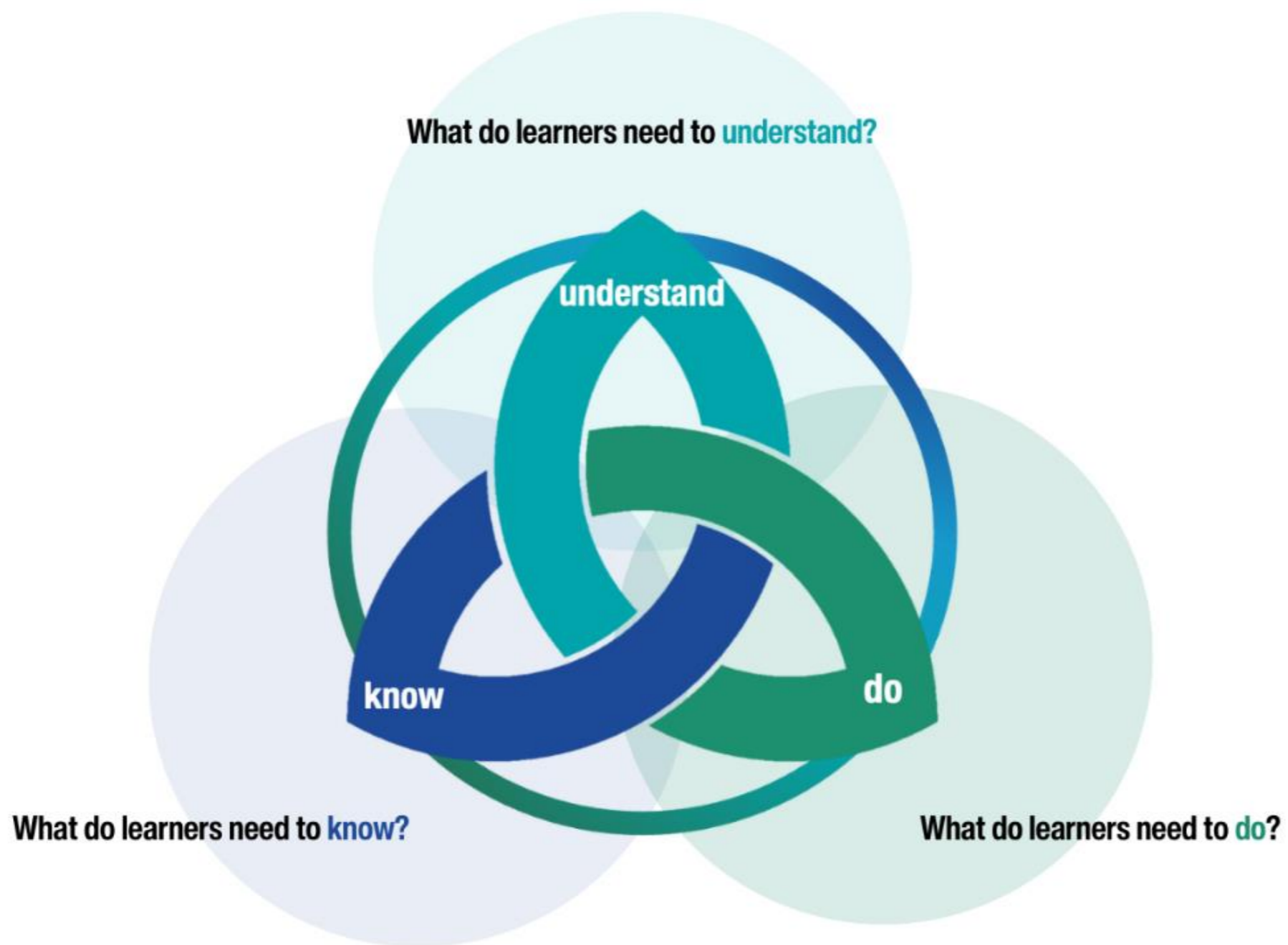
Draft Technical Framework

Social Studies Sample

June 2026

These are **draft materials**. The content, format and style are subject to change. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

There is **no expectation** on educators, schools or settings to do anything now with these samples. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session.



Social Studies		
	Change: The Changing World	
Illustrative Big Idea	In Social Studies, learning explores how and why change occurs or does not occur in human and natural environments. The pace, scale, and direction of change vary across time and place. The causes and consequences of change are examined at local, national, and global scales, with recognition that change can be positive or negative, and may be intended or unintended. Consideration is given to how people, communities, and societies enable and respond to change in the past, present, and possible futures. Both change and continuity may be understood to shape and influence the world.	
Strand	CONFLICT Conflict is a disagreement, tension or struggle within or between people, groups, societies, ideas or environments.	
SOCIAL STUDIES		
Understand: Conflict is a disagreement between people.		
Early Level	<p>Know: Conflict happens when people disagree or want different things.</p>	<p>Do: Identify when a disagreement is happening. Describe what the disagreement is about. Identify how the disagreement might be addressed.</p>
	<p>Notes:</p> <ul style="list-style-type: none"> • Conflict can take many forms and may relate to fairness, rules, rights or decisions. Examples of conflict may include disagreements about sharing, rules, spaces or choices. • Conflict may happen between individuals or groups of people. • Not all conflict is violent. • People’s experience of conflict differs. • A disagreement is when people or groups do not agree about something or want different things. • Ways of addressing conflict may include discussion, agreeing rules, sharing, compromise or support from others. 	
SOCIAL STUDIES		
Understand: Conflict arises when people have different needs, wants and opinions.		
First Level	<p>Know: Conflict happens when people or groups have different needs, wants or opinions, which can lead to disagreements, arguments or disputes.</p>	<p>Do: Identify different needs, wants or opinions leading to conflict. Describe the conflict and its impact(s). Identify how the conflict might be addressed.</p>
	<p>Notes:</p> <ul style="list-style-type: none"> • Conflict can take many forms and may relate to fairness, rules, rights, decisions, power or access to land or resources. • Conflict may happen in homes, schools, communities or wider society. • Not all conflict is violent. • People’s experience of conflict differs. • A disagreement is when people or groups do not agree about something or want different things. • An argument is when people strongly disagree about something. • A dispute is a serious disagreement between people, groups or countries. • Ways of addressing conflict may include discussion, negotiation, compromise, agreements or support from others, although some conflicts may continue or remain unresolved. 	

Sub Strand	GEOGRAPHY	HISTORY	MODERN STUDIES			
Second Level	Understand: Conflict occurs in various situations and forms, affecting people and places in different ways		Understand: Conflict occurs in various situations and forms, affecting people and places in different ways		Understand: Conflict occurs in various situations and forms, affecting people and places in different ways	
	Know: Conflict, including land-use or environmental conflicts, occurs when land or resources are used in various ways, leading to different impacts on people and places.	Do: Identify the conflict. Describe how land or resources are used differently. Describe who/what is affected by the conflict and the impact. Identify ways conflict could be or has been addressed.	Know: Conflict in the past, including disputes, uprisings and wars, had various causes and affected people and societies in different ways.	Do: Identify the type of conflict. Describe what the conflict was about and what happened. Describe how people and/or societies were affected by the conflict. Identify how the conflict was addressed or resolved.	Know: Conflict occurs when different views or interests lead to disagreements, disputes and wars, affecting people, groups or countries in different ways.	Do: Identify the type of conflict. Describe the conflict. Describe how people, groups or countries are affected by the conflict. Identify ways conflict could be or has been addressed.
	Notes: <ul style="list-style-type: none"> Not all conflict is violent. People's experience of conflict differs. Land-use conflicts happen when people or groups want to use the same land in different ways and may include disagreements over housing, farming, tourism, transport, energy, industry or recreation. Environmental conflicts happen when people or groups disagree about how environments or natural resources should be used, protected or managed. Impacts may affect communities, environments, wildlife, resources or land use. Ways of addressing conflict may include discussion, planning, rules, agreements or sustainable management approaches, although some conflicts may remain ongoing or unresolved. 		Notes: <ul style="list-style-type: none"> Conflict in the past may have occurred because people or groups disagreed about power, land, beliefs, rules or resources. Conflicts in the past may have occurred within countries or between countries. Not all conflict is violent. People's experience of conflict differs. A dispute is a serious disagreement between people, groups or countries. An uprising is when people rise up against authority, leadership or unfair treatment. Wars are organised, armed conflicts between groups or countries and may include civil wars or international wars. Ways that conflicts were addressed or resolved may have included agreements, changes in leadership, negotiation or the ending of fighting; however, some conflicts were not resolved. 		Notes: <ul style="list-style-type: none"> Conflict may occur within communities, between groups or between countries. Conflict may affect daily life, relationships, safety, access to resources or the environment. Not all conflict is violent. People's experience of conflict differs. Disagreements are differences of opinion between people or groups and may relate to fairness, decisions, beliefs or rules. A dispute is a serious disagreement between people, groups or countries. Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources. Ways of addressing or responding to conflict may include discussion, rules, agreements, strikes, protests or negotiations, although some conflicts may remain ongoing or unresolved. 	
Sub Strand	GEOGRAPHY	HISTORY	MODERN STUDIES			
Third Level	Understand: Conflict develops from competing factors, leading to short- and long-term consequences.		Understand: Conflict develops from competing factors, leading to short- and long-term consequences.		Understand: Conflict develops from competing factors, leading to short- and long-term consequences.	
	Know: Conflict develops from competing demands over how places or resources are used, leading to land-	Do: Explain why conflict develops over how places or resources are used.	Know: Conflict in the past, including wars, rebellions, revolutions and genocide, developed from	Do: Explain the causes of a conflict in the past.	Know: Conflict, including disputes, wars and genocide, develops from competing factors between people,	Do: Explain the causes of the conflict. Describe the conflict.

<p>use, environmental or resource conflicts, resulting in short- and/or long-term consequences for people and places.</p>	<p>Describe the conflict.</p> <p>Explain the short- and/or long-term consequences of the conflict.</p> <p>Describe ways conflict could be or has been managed or resolved.</p>	<p>multiple causes, resulting in short- and/or long-term consequences for people and societies.</p>	<p>Describe key events and turning points of the conflict.</p> <p>Explain the short- and long-term consequences for people and/or societies.</p> <p>Describe how the conflict was addressed or resolved.</p>	<p>groups or countries, resulting in short- and/or long-term consequences.</p>	<p>Explain the short- and long-term consequences of the conflict.</p> <p>Describe ways conflict could be or has been addressed.</p>
<p>Notes:</p> <ul style="list-style-type: none"> • Not all conflict is violent. • People’s experience of conflict differs. • Land-use conflicts happen when people or groups want to use the same land in different ways and may include disagreements over housing, farming, tourism, transport, energy, industry or recreation. • Environmental conflicts may arise from climate change, environmental pressures, conservation, sustainability issues or competing demands on environments and natural resources. • Resource conflicts occur when people, groups or countries compete for access to or control of resources such as water, energy, food, minerals or land. • Short-term consequences are impacts that happen during or immediately after a conflict and may include disruption to daily life, shortages of resources, environmental damage, displacement or pressure on local services and environments. • Long-term consequences are impacts that continue or develop over time after a conflict and may include changes to land use, pressure on resources, environmental change, inequality, migration or ongoing tensions between groups or countries. • Attempts to manage conflict may include negotiation, planning, regulation, conservation measures or sustainable management approaches, although some conflicts may remain unresolved or ongoing. 		<p>Notes:</p> <ul style="list-style-type: none"> • Not all conflict is violent. • People’s experience of conflict differs. • Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or proxy wars. • A rebellion is an organised attempt to challenge authority, leadership or control. • A revolution is a significant change in political or social systems, often involving conflict or attempts to remove existing power structures. • Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group. • Conflicts in the past may have occurred within countries or between countries. • Turning points are events or developments that significantly change the direction or outcome of a conflict. • Short-term consequences are impacts on people or societies that happen during or immediately after a conflict and may include death, destruction, displacement, shortages, political instability or disruption to daily life. • Long-term consequences are impacts that continue or develop over time after a conflict and may include political or social change, migration, economic inequality, changes to borders or ongoing tensions between groups or countries. • Ways that conflicts were addressed or resolved may have included agreements, treaties, political change, negotiation or the ending of fighting; however, some conflicts were not resolved. 		<p>Notes:</p> <ul style="list-style-type: none"> • Not all conflict is violent. • People’s experience of conflict differs. • Conflicts may involve propaganda, hate speech, intimidation, violence or acts of terrorism. • A dispute is a serious disagreement between people, groups or countries. • Wars are organised, armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources. • Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group. • Short-term consequences are impacts that happen during or immediately after a conflict and may include injury, death, displacement, destruction, fear, shortages of resources or disruption to daily life. • Long-term consequences are impacts that continue or develop over time after a conflict and may include migration, political change, economic inequality, trauma, changes to borders or ongoing tensions between groups or countries. • Ways of addressing or responding to conflict may include protests, strikes, negotiation, peace agreements, international intervention or humanitarian support. • Responses to conflict may reduce, escalate or prolong conflict, although some conflicts may remain unresolved or ongoing. 	

Sub Strand	GEOGRAPHY	HISTORY	MODERN STUDIES		
Fourth Level	<p>Understand: Conflict is shaped by social, economic, environmental and political factors, leading to intended and unintended consequences.</p>	<p>Understand: Conflict is shaped by social, economic, environmental and political factors, leading to intended and unintended consequences.</p>	<p>Understand: Conflict is shaped by social, economic, environmental and political factors, leading to intended and unintended consequences.</p>		
	<p>Know: Conflict, including environmental, resource and territorial conflicts, occurs when there are different demands on places and resources. These are shaped by social, economic, environmental and political factors, resulting in intended and unintended consequences.</p>	<p>Do: Explain how social, economic, environmental and political factors shape conflict. Explain the intended and unintended consequences of the conflict. Evaluate the strategies or potential strategies to manage conflict.</p>	<p>Know: Conflict in the past, including wars, revolutions, genocide and ideological conflict, was shaped by social, economic, environmental and political factors, resulting in intended and unintended consequences.</p>	<p>Do: Explain why social, economic, environmental and political factors caused conflict in the past. Describe how social, economic, environmental or political factors shaped the course of conflict. Explain the intended and unintended consequences of conflict. Evaluate the attempts to address or resolve conflict.</p>	<p>Know: Conflict, including disputes, wars, genocide and ideological conflict, is shaped by social, economic, environmental and political factors, resulting in intended and unintended consequences.</p>
<p>Notes:</p> <ul style="list-style-type: none"> • Not all conflict is violent. • People’s experience of conflict differs. • Environmental conflicts may arise from climate change, environmental pressures, conservation, sustainability issues or competing demands on environments and natural resources. • Resource conflicts may occur when people, groups or countries compete for access to or control of resources such as water, energy, food, minerals or land. • Territorial conflicts may occur when people, groups or countries disagree over borders, ownership or control of land or seas. • Social factors may include population change, inequality, lifestyles or community needs. • Economic factors may include trade, development, employment, profit or demand for resources. • Environmental factors may include climate change, sustainability or availability of land and resources. • Political factors may include governance, policies, decision-making, ownership or control of resources and territory. • Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors will be relevant in every context or learning experience. 	<p>Notes:</p> <ul style="list-style-type: none"> • Not all conflict is violent. • People’s experience of conflict differs. • Wars are organised armed conflicts between groups or countries and may include civil wars, international wars or proxy wars. • Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group. • Ideological conflict occurs when competing beliefs, values or political ideas shape tension or conflict between people, groups or countries have. • Social factors may include inequality, identity, religion, beliefs, discrimination or social change. • Economic factors may include trade, wealth, poverty, resources, industrialisation or competition for land and power. • Environmental factors may include access to land or resources, environmental pressures, famine or disease. • Political factors may include leadership, governance, power, control, nationalism or competing ideologies. • Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors will be relevant in every context or learning experience. 	<p>Notes:</p> <ul style="list-style-type: none"> • Not all conflict is violent. • People’s experience of conflict differs. • Conflicts may involve propaganda, hate speech, intimidation, violence, acts of terrorism or armed intervention. • The media, governments or individuals may influence how conflict is understood, represented or responded to. • A dispute is a serious disagreement between people, groups or countries. • Wars are organised armed conflicts between groups or countries and may include civil wars, international wars or conflicts over territory, ideology or resources. • Genocide is the deliberate attempt to destroy a national, ethnic, racial or religious group. • Ideological conflict occurs when people, groups or countries have competing beliefs, values or political ideas. • Social factors may include inequality, identity, religion, beliefs, culture or discrimination. • Economic factors may include poverty, wealth, trade, employment or access to resources. • Environmental factors may include access to land, water, energy or the impacts of environmental change. 			

	<ul style="list-style-type: none"> • Intended consequences are outcomes that are planned or expected and may include changes to land use, management of resources or environmental protection measures. • Unintended consequences are outcomes that are not planned or expected and may include environmental damage, displacement, inequality, changes to land use, pressure on resources or ongoing tensions between groups or countries. • Attempts to manage conflict may include negotiation, planning, regulation, conservation measures or sustainable management approaches, although some conflicts may remain unresolved or ongoing. 	<ul style="list-style-type: none"> • Intended consequences are outcomes that are planned or expected and may include political reform, territorial change or shifts in power and leadership. • Unintended consequences are outcomes that are not planned or expected and may include political change, social division, migration, economic inequality, changes to borders or ongoing tensions between groups or countries. • Attempts to address or resolve conflict may have included treaties, negotiations, political reform, international agreements or the ending of fighting. • Attempts to address or resolve conflict may have reduced, reshaped or prolonged conflict; however, some conflicts were not resolved. 	<ul style="list-style-type: none"> • Political factors may include power, leadership, governance, rights, decision-making or competing ideologies. • Social, economic, environmental and political factors should be encountered across Fourth Level. Not all factors will be relevant in every context or learning experience. • Intended consequences are outcomes that are planned or expected and may include political change, international intervention or changes to laws, policies or governance. • Unintended consequences are outcomes that are not planned or expected and may include displacement, migration, trauma, political change, economic inequality, environmental damage or ongoing tensions between groups or countries. • Ways of addressing or responding to conflict may include protests, strikes, negotiation, peace agreements, sanctions, international intervention, humanitarian support or cooperation. • Responses to conflict may reduce, escalate or prolong conflict, although some conflicts may remain unresolved or ongoing.
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Version History

Version	Date	Detail
Version 1	23 June 2026	First released

Early Draft Sample