

SOCIAL STUDIES CURRICULUM

PRIMARY
Grade 1 to Grade 5



VISION

'Plant a passion for learning, equip students with the skills for life.'

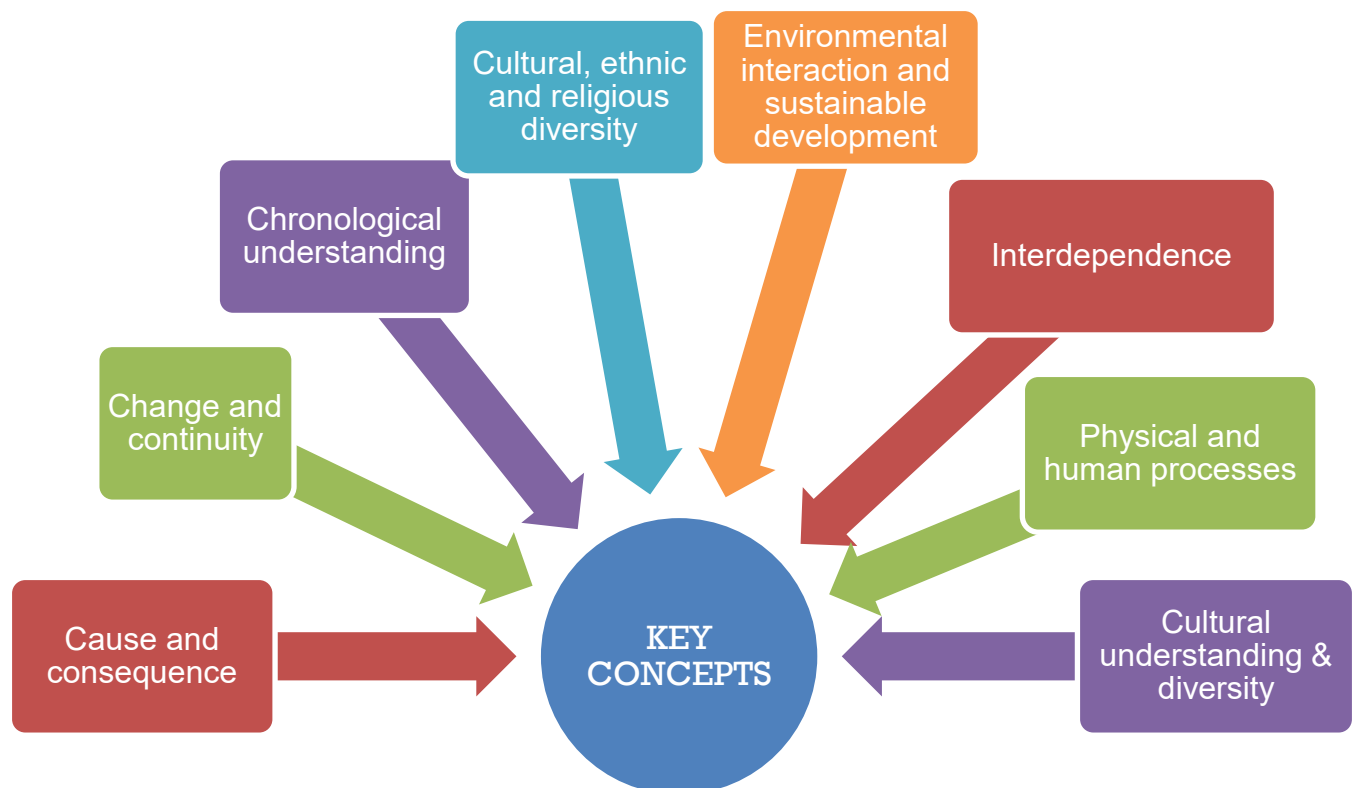
MISSION

- Develop students' understanding of global social, political, economic, and environmental issues, enabling them to form and defend reasoned arguments.
- Equip students with the knowledge, skills, and values to become informed, responsible global citizens and active participants in democratic processes.



IMPORTANCE OF SOCIAL STUDIES

- Exposure to different societies is crucial for understanding diverse lifestyles and fostering a sense of humanity.
- Introduce various social aspects to understand human behavior and the complexities of social interaction.
- Help students recognize their responsibilities towards society.
- Create individuals who can become responsible citizens of their nation.
- Aim to nurture creative, caring, and courteous individuals.
- Enhance students' knowledge and broaden their perspectives.
- Encourage the development of ethical and moral values in students, preparing them for a principled life.
- Essential for shaping a brighter future for society.



Cause and consequence:

This involves identifying and assessing the importance of factors, making links between causes and effects, and considering the relationship between causal arguments, evidence, and interpretations.

Change and continuity:

Understanding change and continuity involves analyzing the extent, pace, and impact of change, and evaluating whether it led to progress, and for whom.

Chronological understanding:

Chronological understanding is key to constructing historical narratives, using precise dates and terms (e.g., century, BC, AD), and recognizing key features of periods. Pupils should develop a framework to describe past societies, identify changes, and make connections across periods.

Cultural, ethnic, and religious diversity:

Pupils should explore cultural, ethnic, and religious diversity, as well as racial equality, and understand differences within and between groups. Cultural awareness should include investigating various groups, such as minorities and majorities, and recognizing diverse perspectives and interpretations of historical events.

Environmental interaction and sustainable development:

Understanding the interrelationship between the physical and human worlds involves recognizing tensions between economic prosperity, social fairness, and environmental quality. This interaction forms the basis for studying the environment and sustainable development.

Interdependence:

Pupils should understand how human actions in one location can lead to consequences in another, such as deforestation causing flooding or triggering migration.

Physical and human processes:

These processes drive change and development, explaining patterns and distributions. Understanding them helps students envision alternative futures for places and their inhabitants.

Cultural understanding and diversity:

Exploring how people and places are represented involves questions like: Who am I? Where do I come from? Who are my people? This helps the students to understand diversity and social cohesion.

Learning Indicators for Social Science



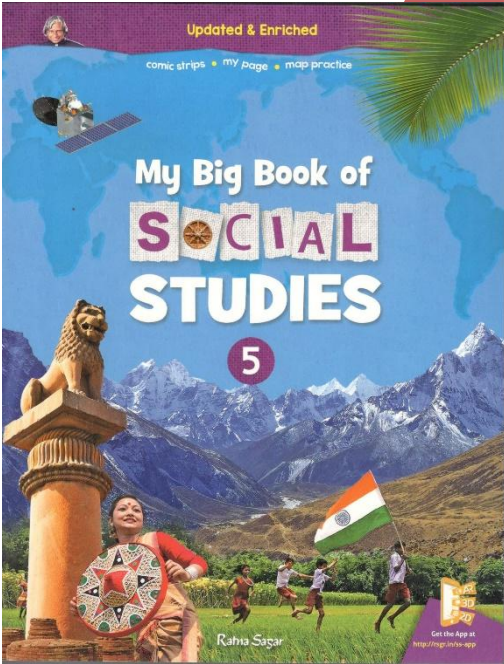
- **Knowledge Acquisition:** Students demonstrate an understanding of key concepts, events, and historical periods, including social, political, economic, and environmental factors.
- **Critical Thinking:** Students analyze and evaluate information, identify cause-and-effect relationships, and make informed decisions about historical and current events.
- **Historical Understanding:** Students exhibit chronological understanding by sequencing events and identifying patterns of change and continuity across periods.
- **Cultural Awareness:** Students recognize and appreciate cultural, ethnic, and religious diversity, understanding its impact on societies and history.
- **Geographical Awareness:** Students analyze the interrelationships between physical and human environments, recognizing the impact of human actions on the natural world.
- **Argumentation Skills:** Students construct well-reasoned arguments supported by evidence and perspectives from multiple viewpoints.
- **Social Responsibility:** Students demonstrate an understanding of their roles as responsible citizens in both local and global contexts, showing awareness of societal issues and contributing to social cohesion.
- **Interpretation of Sources:** Students evaluate and interpret various historical sources and perspectives, considering their context, bias, and relevance.
- **Application of Knowledge:** Students apply their learning to real-life situations, demonstrating an understanding of issues like sustainability, economic development, and human rights.
- **Collaboration and Communication:** Students work collaboratively, discussing and presenting ideas effectively to share knowledge and perspectives on social science topics.

Selected Teaching/Learning Activities

- Group work (Collaboration)
- Role Play
- Debate
- Report writing
- NEWS reporting
- Research-based projects
- Field /Museum Trip
- Poster making
- Carousel
- Clay Models/ Model Making
- PowerPoint by children (Flipped Classroom)
- Parliament
- Earth Day activities
- Class assemblies related to important dates and events of historical importance
- UAE National Day
- Individual/Independent Study
- Technology-assisted study



INDIAN Social Studies – Grade 5

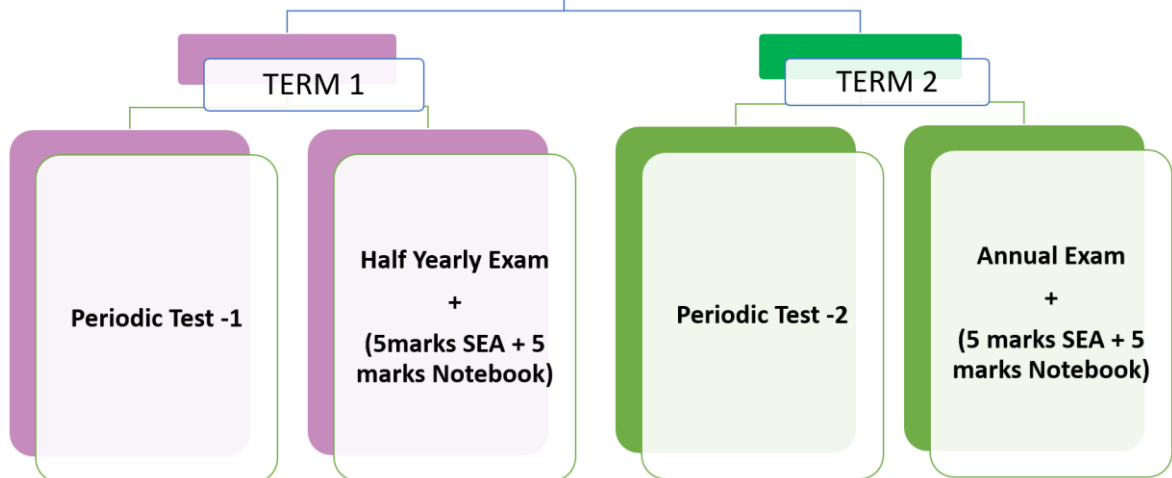


HISTORY: Towards freedom,
India wins freedom

GEOGRAPHY: Know your planet,
Parallels and meridians, Weather
and climate, Major landforms,
Land of dense forest, The Land of
Snow- Greenland, The land of
sand, The Treeless Grassland –
Prairies

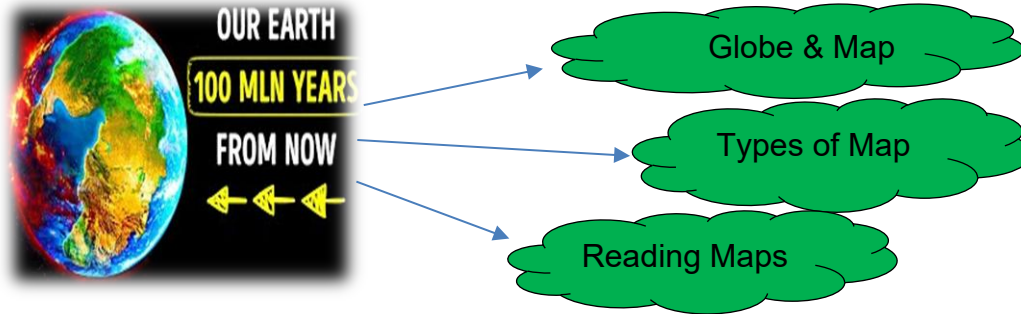
CIVICS: Governing Ourselves, The
United Nations

PATTERN OF ASSESSMENTS





Grade 5 Know Your Planet

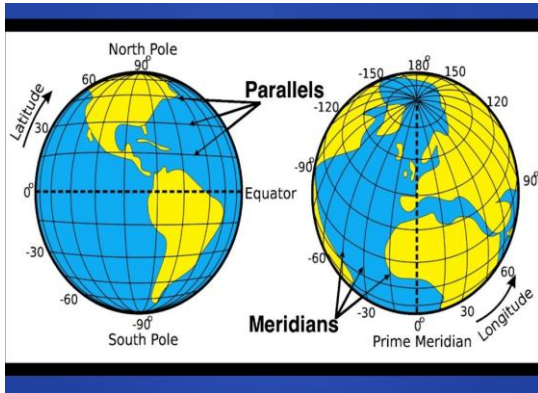


Objectives:

- Explain the advantages and disadvantages of Globe and Map.
- Differentiate the features of various types of maps.
- Examine the importance of various languages in helping to understand the map.

Resources	Compass, Globe, Atlas
Real-life / Situation question	Smith wants to collect data on population characteristics by region for his research purposes. Which type of map would he prefer? Explain.
Illustration	<ul style="list-style-type: none">• Mind map the advantages of the Map.
Map skill	<ul style="list-style-type: none">• Locate continents and oceans on the world map.
SDG linked to the concept	SDG:12 &14 Responsible consumption and production and Life below water. Create a poster in Canva to spread awareness about the importance of marine life. Suggest some measures to protect our marine life.
Cross-curricular linked	How to calculate the circumference of the Earth. (Math)
G & T	Why do some globes have a metal meridian or semi-meridian around them?
NAP / UAE link to the concept	The UAE is located on which continent?
Challenge Questions	<ol style="list-style-type: none">Do you think Earth is different than the other planets in the solar system? Explain.Why is it important to use the same map symbols all over the world?Imagine you got a chance to go on a European tour, and your friend gifted you a globe and an atlas. Which one will you carry? Explain.It is difficult to study the USA & India at the same time by using a Globe. Give reasons.
Extension Activity	Research on the future uses of GPS.
Skills developed	Apply knowledge and skills to preserve the natural resources for the next generation.
Digital Apps	Testmoz, Canva, padlet

Grade 5 Parallels and Meridians



Features of Parallels & Meridians

Numbering of Parallels & Meridians

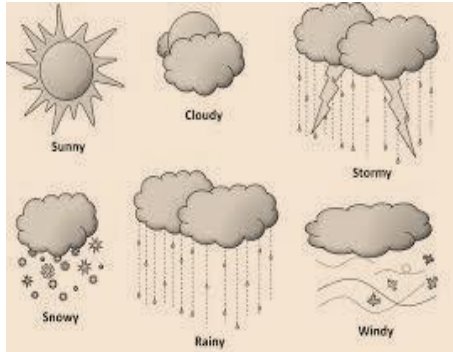
Locating the places on the Globe.

Objective: Examine the features of parallels and meridians and explain how they are numbered.

Resources	Globe, Atlas, Augmented Reality
Real-life / Situation question	Compare the latitude position of Hornstrandir Nature Reserve with that of Mali in Africa and explain which one will be colder.
Illustration	Important parallels
SDG	Why should Geographers study the Lines of Latitudes and Lines of Longitudes? (SDG 4: Quality Education)
Cross-curricular linked	How do you find the angle of parallel lines in algebra? (Math)
G & T	A significant variation is seen in the length of day and nighttime from season to season. Give reasons.
NAP / UAE link to the concept	Find out on which latitude and longitude the UAE is located.
Challenge Question	<ol style="list-style-type: none"> How does the grid help us to locate places? Name any 4 countries that pass through the Tropic of Cancer & Tropic of Capricorn. There are only 181 parallels in a globe, whereas 360 meridians. Give reasons.
Map skill	Name and locate a country and continent through which the 65-degree East meridian passes.
Extension Activity	Can Parallels and Meridians be numbered in any other way? Justify with an appropriate illustration.
Skills developed	Analyze how the position of the latitude affects the climate of a place and develop their map skills.
Digital Apps	Canva, Nearpod



Grade 5 Weather and Climate



Weather and Climate

Factors affecting the climate

Three heat zones of the earth.

Objective: Examine the factors affecting the climate and explain the climate in each heat zone.

Resources	Climatic Map
Real-life / Situation question	Sunita lives in Jumeirah and her friend Mita lives in Deira. Who do you think would feel hotter and why?
Illustration	Heat zones of the Earth
SDG linked to the concept	SDG: 13- Climate Action (Make a video: Research and suggest some ways to save our earth from climatic variations.)
Cross-curricular linked	What weather tool would be most helpful in measuring wind direction? (Science)
G & T	Compare the climate of Jaisalmer and Mawsynram in India and explain why these places have such a type of climate.
NAP / UAE link to the concept	The UAE is too humid most of the time, but rainfall is very low. Why?
Challenge Question	<ol style="list-style-type: none">Why are the places near the equator hotter?The peak of Mount Kilimanjaro remains covered with snow all year. Give a reason.Shimla is cold while Ludhiana is hot in summer, even though both are at the same distance from the equator. Why?
Map skill	Name and locate any three countries falling under different heat zones.
Extension Activity	Research: Vegetation and wildlife in each heat zone.
Skills developed	The children were able to develop their reasoning skills by examining the factors affecting the climate in various heat zones.
Digital Apps	Kahoot



Grade 5

The Land of Dense Forest- DRC



Location, climate, vegetation and wildlife of DRC.

Economic activities in DRC.

Life of the people in DRC

Transport and Cities in DRC.

Objective: Describe the location and climate of the DRC and examine the lives of the people living there.

Resources	World Map
Real-life / Situation question	How are the people in the DRC dealing with/coping with the COVID-19 pandemic?
Illustration	Make a mind map of the economic activities in the DRC.
SDG linked to the concept	SDG: 11. Sustainable Cities and Communities. Collect the data to find the depletion of the number of rhinos from 1960 to 1984 and make a chart in any one of the digital apps (eg: Canva). Also, suggest your measures to save the wildlife in the DRC.
Cross-curricular linked	Name the minerals that can be found in the DRC. (Science)
G & T	The lifestyle of Pygmies is under threat. Explain.
NAP / UAE link to the concept	Research and find information about the tribes in the UAE.
Challenge Question	<ol style="list-style-type: none"> Compare the life of the people in the UAE & DRC. How has the colonial rule affected the life of the people of the DRC? Imagine yourself as a news reporter in the DRC. Report on the economic challenges faced by the native people of the DRC.
Map skill	Locate the nine neighboring countries sharing borders with the DRC.
Extension Activity	Research on the support given by various international organizations for the economic development of the DRC.
Skills developed	The children were able to analyze the existing social conditions and find solutions for changing the status quo.
Digital Apps	Near pod



Grade 5

The Land of Snow- Greenland



Location, climate, vegetation and wildlife of Greenland.

Economic activities in Greenland.

Life of the people in Greenland.

The cities and occupation in Greenland.

Objective: Describe the location and climate of Greenland and examine the life of the people living there.

Resources	World Map
Real-life / Situation question	Imagine yourself as a meteorologist. Do a live report of the climate and describe what you see around you.
Illustration	Make a mind map of the occupations in Greenland.
SDG linked to the concept	SDG: 13- Climate and Action- Research and find the cause of a decrease in land area due to the melting of ice and suggest some ways to save the environment of Greenland.
Cross-curricular linked	Greenland is often called the 'Land of the Midnight Sun'. Why? (Science)
G & T	Greenlanders don't appreciate being called "Eskimos". Agree/ Disagree. State reasons.
NAP / UAE link to the concept	Compare the lifestyle of native people in Greenland with that of the UAE.
Challenge Question	<ol style="list-style-type: none">How do Inuits protect themselves from the biting cold?Living in rural Greenland is a challenge. State your opinion with justification.Do you think the location of Greenland is strategic? Suggest some ways for the developmental activities in this region.
Map skill	Locate the world's largest island in the outline map of the world.
Extension Activity	The famous passenger ship TITANIC hit an iceberg in the Atlantic Ocean and sank in 1912. Find out more about that accident.
Skills developed	The children were able to observe and compare the lives of the people in various countries and to analyze the reasons for the backwardness of certain communities.
Digital Apps	Augmented reality, Padlet

Grade 5

The Treeless Grassland- Prairies



Different Grasslands in the world.

Location, climate, vegetation and wildlife of Prairies.

Life of the people in the Prairies.

Economic activities in the Prairies.

Objective: Examine the location, climate, vegetation, and wildlife of the prairies and explain the life of the people living there.

Resources	World Map
Real-life / Situation question	Compare the features of North American Prairies with those of Indian Grasslands.
Illustration	Make a mind map of the salient features of the prairie ecosystem.
SDG linked to the concept	SDG: 8- Decent work & Economic growth- Research the prairie agricultural economy and suggest your proposals to solve the problem of lack of workers for agricultural activities.
Cross-curricular linked	Design the food chain of prairies with the given pictures. (Science)
G & T	Research the root system of the prairies and their advantages.
NAP / UAE link to the concept	Comparison of the features of prairies with those of the UAE.
Challenge Question	<p>a. Are giraffes found in the prairies? Justify</p> <p>b. The western part of the prairie is highly industrialized. Explain with an appropriate reason.</p> <p>c. Research and find one major challenge that the people living in this region are facing. Suggest some measures for helping the people to overcome that situation.</p>
Map skill	Locate the world's different types of Grassland in the given outline map.
Extension Activity	View images of prairie ecosystems and the changes over time. Create a timeline with pictures depicting significant changes.
Skills developed	The children were able to observe and relate their knowledge to other subjects and to enumerate the reasons for the social and economic condition of the Prairie region.
Digital Apps	Canva



Grade 5 Towards Freedom



The establishment of English East India company and the discontent among the Indians.

The Revolt of 1857 and its impact.

Social and Religious reformers.

Rise of nationalism.

Objective: Examine the impact of the First War of Independence on Indian society which encouraged the rise of nationalism among the Indians.

Resources	Map of India
Real-life / Situation question	In your opinion, is nationalism relevant today? Discuss.
Illustration	Mind map the causes of the 1857 revolt.
SDG linked to the concept	SDG: 10, Reduced Inequalities. Make a digital collage of the social condition of India before independence.
Cross-curricular linked	Explain the importance of unity for achieving success in one's life. (Moral Education)
G & T	Do you think the revolt of 1857 can be called the First War of Indian Independence? Give reasons.
NAP / UAE link to the concept	Name a nationalist leader in the UAE who contributed to the progress of the UAE as a nation-state.
Challenge Question	a. Why is the revolt of 1857 important to us? b. The 1857 revolt is known as the Sepoy Mutiny. Justify the statement. c. Do you think the Indian National Congress was a success as a nationalist movement in India? Explain.
Map skill	Locate the centers of the 1857 revolt.
Extension Activity	Research and find more information on the various ideologies followed by the leaders in the INC.
Skills developed	The children were able to analyze the importance of unity, Patriotism, and nationalism in one's life.
Digital Apps	AR Loopa



Grade 5 India Wins Freedom



Moderates, Radicals & Revolutionaries.

Partition of Bengal.

Gandhi Leads Nation

Swadeshi and Boycott movement.

Noncooperation movement.

Simon Commission

Quit India movement & India's independence.

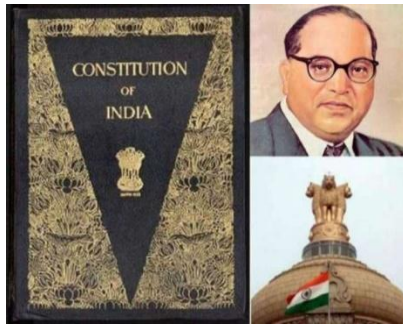
Purna Swaraj, Civil Disobedience movement.

Objective: Examine the impact of various freedom movements in helping to achieve freedom for the Indian people.

Resources	Map of India
Real-life / Situation question	How would you act if anyone tried to curtail your freedom of life? (Peacefully/ Violently) Explain.
Illustration	Mind map the various movements that emerged during the freedom struggle in India.
SDG linked to the concept	SDG: 16, Peace, Justice, and Strong Institutions, create a digital poster to uplift the patriotic feeling of your home country by including its national emblems.
Cross-curricular linked	Independence is an important value. Justify (Moral Education)
G & T	Compare the positive and negative impacts of the Khilafat movement.
NAP / UAE link to the concept	Make a timeline of various events in the UAE that resulted in the unification of the UAE and explain the contributions of Sheikh Zayed Bin Sultan Al Nahyan as the founder of the UAE.
Challenge Question	<p>a. What if Gandhiji had not followed non-violent principles during the freedom struggle? Explain.</p> <p>b. Imagine yourself as a freedom fighter. According to you, what could be the reason for India to take time to achieve freedom?</p> <p>c. In your opinion, in today's world, which policy (moderates/ radicals/ revolutionary) is more relevant to find peace among nations? Explain with an example.</p>
Map skill	India Map: Locate the places where major struggles for freedom occurred.
Extension Activity	Research and find more information on the life of Bhagat Singh as a revolutionary leader who sacrificed his own life for the nation.
Skills developed	The children were able to analyze the importance of independence for the success of one's life and to create problem-solving methods to prevent various social problems existing in our society.
Digital Apps	Canva



Grade 5 Governing Ourselves



The features of Indian constitution

Formation of central and state government

Lok Sabha & Rajya Sabha

President & Governor

The Judiciary

Objective: Explain the components in the Indian Constitution that help with the proper governance of the country.

Resources	Map of India
Real-life / Situation question	The present Indian Government (2019 – 2024)- Is it a coalition government? Explain.
Illustration	Draw a Venn diagram in comparison of the Lok Sabha & Rajya Sabha.
SDG linked to the concept	SDG: 10, Reduced Inequalities. Hold elections in class to elect a monitor.
Cross-curricular linked	Create a pyramid of the judicial system of India. (Math)
G & T	Indian jurisdiction is an integrated system. Explain
NAP / UAE link to the concept	Research and find information on the type of government in the UAE.
Challenge Question	<ol style="list-style-type: none"> Rithu is a citizen of India with 17 years old. Is she eligible to vote in the Lok Sabha election? Vijay is an Indian citizen at the age of 24 preparing to contest in the Loksabha election, which is going to be held in the same year. Is it possible? Compare the multi-party system of India with that of Cuba.
Map skill	<p>Locate the below on an Indian map.</p> <ol style="list-style-type: none"> Capital of India. The largest state in India. Southernmost state in India.
Extension Activity	Research and find more information on the quasi-federal form of government in India.
Skills developed	The children were able to develop their problem-solving and decision-making capacity by creating an effective governmental structure for their nation.
Digital Apps	Nearpod, Kahoot



Grade 5 The United Nations



Formation and Objectives of UN

The six organs of UN

Agencies of UN working under ECOSOC

Achievements of UN

India and the UN

Objective: Examine the role of the UN in making the world a better place to live.

Resources	World Map
Real-life / Situation question	Discuss- "The protection of the civilian population must be a priority. The use of explosive weapons in populated areas should – at all costs – be avoided." – Tweeted by the UN human rights chief in Ukraine.
Illustration	Make a mind map of the objectives of the UN.
SDG linked to the concept	SDG:5, Gender Equality; (Create a movie/ video on the relevance of gender equality and the role of the UN in it by including any one of the recent incidents)
Cross-curricular linked	How can we prevent communicable diseases? Explain the role of the WHO in ensuring the health and safety of the entire world. (Science)
G & T	What are the major challenges the UN is facing? Suggest some measures to improve the efficiency of the UN in protecting the downtrodden sections of society.
NAP / UAE link to the concept	Research and find out the role of the UAE in the UN.
Challenge Question	a. Explain the achievements of the UN. b. Which agency of the UN would be working when there is a severe famine in a country? c. UN is a success or a failure? Justify your answer.
Map skill	Locate the below on a world map. 5 permanent members of the UN, the headquarters of the UN, and the agencies of the UN.
Extension Activity	Do you think the UN is important to maintain peace in the future? What may be the challenges the UN has to face in the future? Explain.
Skills developed	The children were able to analyze the social and economic conditions of the world to find solutions for existing problems and to make future-oriented decisions.
Digital Apps	Canva



UAE Social Studies- Grade 1 to Grade 5 (MOE textbook)

*The subject is taught according to the prescribed curricula for all students in Phase 2.

UAE SOCIAL STUDIES (MOE) CURRICULUM GRADES 1-5 (2025-2026)					
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
Volume 1	Living in Groups and UAE Heritage L-1: Living in social groups- L-2: My family L 3: My school L 4: Living in a community L 5: UAE culture L 6 & 7: UAE heritage and traditions	UAE Community L 1: The UAE during the last century L 2: Natural resources in the UAE L 3: Life by the sea L 4: Life in coastal cities L 6: Life in the desert L 7: Life in the desert oasis L 8: Modern-day UAE	Our Earth and the Resources it Gives Us L 1: Landforms L 2: Bodies of water L 3: Natural resources and water L 4: Natural resources- other natural resources L5: New ideas for natural resources L 6: Reading a map L 7: Different kinds of maps	Our physical world L 1: Weather, Climate, and Climate Zones L 2: Impact of landforms and climate on people L 3: Nature and wildlife L 4: Climate change L 5: Energy sources and preserving the planet L 6: UAE National Day	Ancient Civilizations L 1: Prehistory L 2: Ancient Egypt and the Nile L 3: Mesopotamia and agriculture L 4- Ancient China- Shang and Zhou Dynasties L 5-Transport and Trade in Ancient Civilization

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
Volume 2	Living in the UAE L 1: The United Arab Emirates (part 1) L 2: The United Arab Emirates (part 2) L 3: Stories from the past L 4: Granddad's photo album	UAE Institutions and communities L 1: Schools in the UAE L 2: Higher education in the UAE L 3: Healthcare in the UAE L 4: Famous landmarks in the UAE. L 5: Malls and shopping centers in the UAE. L 5: Airports and Seaports	Resources and How They Help Us L 1: Natural, Capital, and Human Resources L 2: Conservation of Resources L 3: Resources and Trade L 4: UAE National Industries L 5: Improving Our School	Learning about Money L 1: Institutions and people in a community L 2: Goods and services L 3: Producers and consumers	Classical Civilizations L 1: Classical civilizations-East and West L 2: Greek city-states and Governments L 3: The Achaemenids and Alexander the Great L 4: Trade routes in classical times

	L 5: Friendships (part 1) L 6: Friendships (part 2) L 7: Cultures around us			L 4: Supply and demand L 5: Saving, Budgeting, and Spending	L 5: The Roman Empire L 6: City Planning in Classical Civilizations L 7: Fall of the Western Roman Empire

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
Volume 3	L 1: The seven emirates L 2: Islam and the UAE L 3: UAE culture L 4: Museums in the UAE L 6: Money in the UAE L 7: Baqala, souqs, markets, and malls	-	L 1: Natural resources and water L 2: Other natural resources L 3: Natural, capital, and Human resources L 4: Conservation of resources L 6: New ideas for resources L 7: resources and trade	L 1: Government services L 2: Courts and councils L 3: Safety and security L 4: Healthcare L 6: Infrastructure L 7: Social organizations	L 1: The golden age of Islamic civilization L 2: Baghdad L 3: Science and Innovation L 4: Art, Scholarship, and the House of Wisdom L 6: Health and Medicine L 7: Cordoba - Islamic Architecture

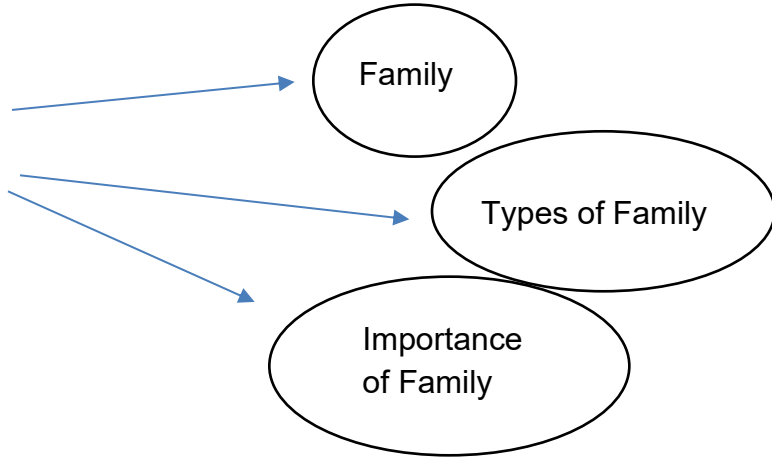
Continuous assessment

Oral Educational Activities	Written Educational Activities (Classroom/Extracurricular)	Performance Tasks (Classroom/Extracurricular)	Written Test (1)	Written Test (2)	Total
15	15	30	20	20	100
60			40		

- Oral Educational Activities (15 marks)- reading and analyzing the text, school broadcasting, enrichment readings, presentations, debate (Implemented individually or collaboratively)
- Written Educational Activities (15 marks)- worksheets, map skills, magazine, report, presentation of class work/ diagrams
- Performance tasks (30 marks)- presentation, collaboration, innovation, and sustainability projects (SEA), heritage exhibition, presentations
- Written tests 1 and 2 (20 marks each)-objective and essay questions



Grade 1
My Community-My Family



Objective:

- The students will demonstrate their understanding of community.
- Explain the types and importance of family and the responsibility of every member of the family.

Role Play	Students will do a role-play of different members of a nuclear and extended family.
Resources	PPT
Real-life / Situation question	The school playground has a lot of trash, making it hard to find a clean spot to play. What can you do to help improve the playground for everyone?
Illustration	Flow chart of your family
SDG linked to the concept	In your class, there's a student who has difficulty hearing. What can the teacher and students do to help this student learn as effectively as everyone else? (CCL-Science) SDG-3 (GOOD HEALTH AND WELL-BEING)
NAP	What are the core values that an Emirati family follows in the UAE?
Challenge Question	<ol style="list-style-type: none">1. What are some things family members do for each other?2. How are families the same and how are they different?3. What parts of your community exist to make a positive difference?
G & T	We get to see small families more than extended families. Why?
Extension Activity	Research and find what parts of your community experience problems.
Skills developed	Decision making
Digital Apps	MS Forms
Thematic Week / SEA project	How does the U.A.E. government motivate its citizens to stay fit and healthy? SDG-3 (Good health and well-being)



Grade 1 My School



Describe a
school

Rules in school
and at home

Objective: Describe a school and state the importance of following the rules in school and at home for the betterment of the community.

Resources	PPT
Real-life / Situation question	Your friend is fasting during Ramadan. How can you be respectful to them?
Illustration	Mind Map: Different facilities in a school
SDG linked to the concept	People from many different countries live in the UAE. How can we make sure everyone feels happy and is treated the same, no matter where they come from?
NAP	Why is the Arabic language important in UAE schools?
Challenge Question	<ol style="list-style-type: none">1. How do you feel when you break a rule?2. What common rules do you think must be followed at home and in school?3. Write down the role of schools in making a country a better place to live in.
G & T	How can learning about the UAE help you make new friends? What can you do to show respect for their culture?
Extension Activity	Research and find out the different rules to be followed by the UAE residents for the betterment of the country.
Skills developed	Decision making
Digital Apps	MS Forms



Grade 1
UAE CULTURE



Define culture

Emirati
animals

Sadu
weaving

Objective: Define culture and the components of the UAE.

Role Play	Culture in the UAE
Resources	PPT
Real-life / Situation question	Ali and Amar are good friends. Amar observes that Ali was not having his food during the break, as it was the month of Ramadan. Why do you think Ali said so?
Illustration	Mind Map of UAE Culture
SDG linked to the concept	SDG 2 How does Emirati food help in preserving the UAE culture?
NAP	How does Emirati food help in preserving the UAE culture?
Challenge Question	<ol style="list-style-type: none">1. Why are Saluki dogs part of Emirati culture?2. Animals are a part of Emirati culture. Justify.3. Ali and Amar are good friends. Amar observes that Ali was not having his food during the break, as it was the month of Ramadan. Why do you think Ali said so?
G & T	What is your favorite way to express your culture? Explain in 2 sentences.
Extension Activity	List any 3 differences between the Indian and UAE cultures.
Skills developed	Decision making
Digital Apps	MS Forms



Grade 1 UAE HERITAGE AND TRADITIONS



Define traditions
and heritage

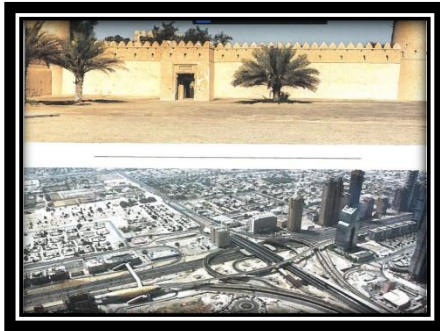
Heritage village

Objective: Examine the importance of preserving the elements of national identity.

Role Play	Traditions of the UAE
Resources	PPT
Real-life / Situation question	Neha had to visit the heritage village to make an assignment on the same. What, according to you should she include in her project and why?
Illustration	Mind Map of National Symbols of the UAE.
SDG linked to the concept	How does the U.A.E. food culture help preserve U.A.E. heritage?
NAP	Write any two points on how the UAE government is taking measures to preserve the culture and traditions of the UAE.
Challenge Question	<ol style="list-style-type: none">1. What are some traditional festivals in your country?2. Imagine that a friend is coming to visit you from abroad. She wants to know everything about your country. List the information that will be of interest to her.3. Ibrahim bought a traditional old house in Al Ain. He wanted to knock it down and build a new one. His friend Yasser said he should keep the old house and restore it. Who do you agree with? Ibrahim or Yasser? Why?
G & T	Can we have different backgrounds but also share a common culture and heritage?
Extension Activity	What is considered most respectful in your culture?
Skills developed	Decision making
Digital Apps	MS Forms



Grade 2 THE UAE DURING THE LAST CENTURY



Last Century

Events-Time line

Pearl Diving / Fishing

Objective: Describe the life of the Emiratis in the past.	
Resources	https://www.youtube.com/watch?v=oBHimqiNnYQ , PPT, Map, Pictures
Real-life / Situation question	Create a timeline that shows important events in your life.
Illustration	Mind map/flow chart/Map work
SDG linked to the concept	Sustainable Goal 8: Decent Work and Economic Growth) How did the Emiratis diversify their activities to improve their lives?
Cross-curricular linked	Mathematics -Important Years
NAP / UAE link to the concept	How did the UAE preserve its culture?
Challenge Question	<ol style="list-style-type: none"> What were the main occupations of the Emiratis in the past? Construct a timeline showing the main events in the history of the UAE. Life in the past in the Emirates was difficult. Do you agree with the statement? Justify your answer.
Extension Activity	Compare/Contrast UAE's Past and Present.
Skills developed	Observation, Analytical, Problem
Digital Apps	Padlet, Quizzes, Nearpod, Seterra.com



Grade 2 Natural Resources in the UAE



Marine animals

Dugong

Endangered

Objective: State the features of the endangered marine animal in the UAE.

Resources	PPT, Pictures
Real-life / Situation question	If you are a guide in a dugong sanctuary, what instructions do you give to the public for its protection?
Illustration	Mind map on important facts about the dugong.
SDG linked to the concept	Sustainable Goal-14: Life Below Water What can we do to save the dugongs and other endangered sea animals?
Cross-curricular linked	Science -Environmental Issues (water pollution)
NAP / UAE link to the concept	Why is the UAE a good home for the dugong?
Challenge Question	a. What are marine animals? b. How can we protect dugongs? c. If you protect the dugong, you also protect the marine animals. Justify this statement.
Extension Activity	Collect information about UAE's one of the topmost innovations -Dugong, & Seagrass Research Toolkit, and explain how it works on the conservation of the endangered marine animal Dugong.
Skills developed	Observation, Problem Solving
G & T	Create a Venn diagram showing the differences and similarities between the two marine animals, dugongs and manatees. (Fact file is provided.)
Digital Apps	Padlet, Quizzes



Grade 2 Life by the Sea



Arabian Gulf and
Sea of Oman

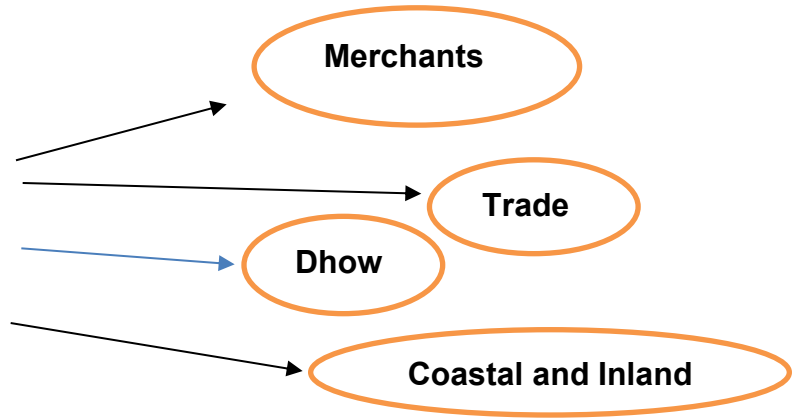
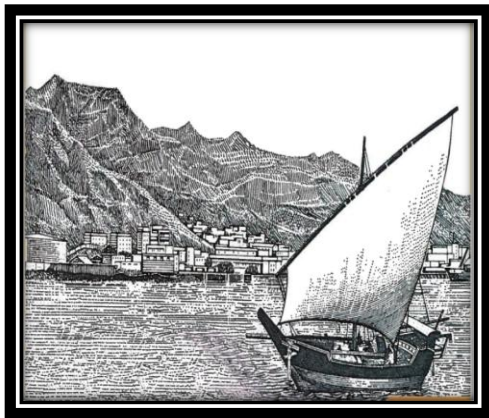
Fishing and
Pearl diving

Gifts of
the Sea

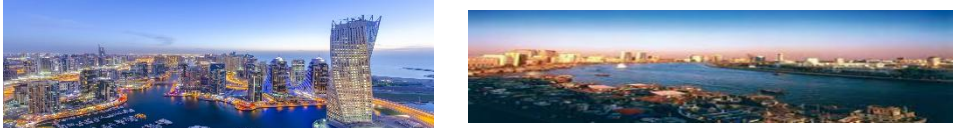
Objective: Describe the importance of the water bodies surrounding the UAE.	
Resources	PPT, Pictures
Real-life / Situation question	If you had the opportunity to visit the beach, what activity would you do?
Illustration	Locate the sea borders of the UAE https://nearpod.com/all
SDG linked to the concept	Sustainable Goal 14: Life Below Water How can we help keep the oceans around the UAE clean?
Cross-curricular linked	Science -Environmental Issues (water pollution)
NAP / UAE link to the concept	What is celebrated in the UAE Maritime Museums?
Challenge Question	a. What are the three important sea activities of the UAE? b. Why were the people engaged in fishing and pearl diving during the olden period? c. Why the seas near the UAE are important for the development of the country
Extension Activity	Research about India's maritime boundaries and explore how they contribute to the coastal development of the country.
Skills developed	Observation, Problem Solving, Map skills
G & T	What would happen to a country if it didn't have a coastline? OR Enact as a tourist guide and explain the significance of the Arabian Gulf.
Digital Apps	Padlet, Quizzes, Word wall



Grade 2 Life in the Coastal Cities



Objective: Describe the importance of trade in the coastal cities of the UAE.

Resources	https://www.youtube.com/watch?v=nw_JRmZo8_o&ab_channel=AIS-Grade1-ThePlacetobe%21 PPT, Pictures
Real-life / Situation question	If you had the opportunity to take a Dhow cruise, which would you choose: Dhow Cruise Marina or Dhow Cruise Creek? Why? 
Illustration	Mind map on the uses of the Dhow.
SDG linked to the concept	SDG 1: No Poverty How has trade in the UAE helped people earn a living in the past?
Cross-curricular linked	Economics-trade, money
NAP / UAE link to the concept	Why do people prefer to live in the coastal areas of the UAE?
Challenge Question	<ol style="list-style-type: none"> Name the products that are traded from coastal cities to other countries. How did dhows help in trade in the UAE in the past? Trade contributed to the development of coastal cities into large towns. Give reasons for the statement.
Extension Activity	Compare the ships of today with the dhows of the past, and what are the similarities between them?
Skills developed	Observation, Problem Solving
G & T	What would happen to a country if it didn't have a coastline?
Digital Apps	Apps: -Padlet, Quizzes, , Class kick,



Grade 2 Life in the Desert



Animals and Plants

Bedouins

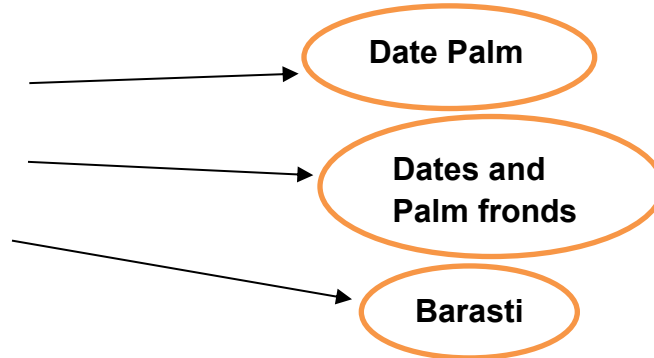
Hospitality & Culture

Objective: Examine the features of the Arabian Desert.

Resources	PPT, Pictures
Real-life / Situation question	Fathima and her family often go camping in the desert on weekends. Do you think camping affects the desert ecosystem?
Illustration	Mind Map on Features of the Desert
SDG linked to the concept	SDG 13: Life on land What are some simple ways to make your camping holiday in the desert more environmentally friendly?
Cross-curricular linked	Number of deserts in the Arabian Peninsula.
NAP / UAE link to the concept	Why are deserts important to protect?
Challenge Question	a. Why did travelers stop near the Ghaf tree? b. Camels were important to the survival of Bedouins. Justify the statement with suitable reasons. c. Bedouins are famous for their hospitality. Do you agree? Give a reason.
Extension Activity	Imagine you went on a safari in the Dubai Desert Conservation Reserve. Prepare the trip report.
Skills developed	Observation, Map skills
G & T	Why did the Bedouins choose camels for caravans in the desert?
Digital Apps	Padlet, Quizzes, Word wall



Grade 2 Life in the Desert Oasis



Objective: Describe the importance of date Palm trees in the UAE.

Resources	PPT, Pictures
Real-life / Situation question	Do you think dates are a good option for breaking the fast in Ramadan?
Illustration	Mind Map -parts of the Date palm tree
SDG linked to the concept	Sustainable Goals--Zero Hunger Meera is researching the nutritional value of different food items. Can you help her investigate the nutritional value of dates and seek out ways to help reduce malnutrition in children in countries where dates are a local food source?
Cross-curricular linked	Nutritional Value of Dates.
NAP / UAE link to the concept	Date palms are everywhere in the United Arab Emirates: along roads, in parks, and at roundabouts. Why do you think the UAE government has paid so much attention to the date palm tree?
Challenge Question	a. What is Barasti? b. Why are dates considered an important part of Emirati culture? c. Liwa Date Festival is an opportunity to highlight the significance of palm trees in Emirati heritage. Give a reason.
Extension Activity	Various types of Palm trees exist, each with unique uses. Compare palm trees with coconut trees.
Skills developed	Observation, Reasoning
G & T	Fact file: Dates 'a taste and tradition 'of Emirati Culture
Digital Apps	Padlet, Quizzes, Word wall, Canva



Grade 2 Modern Day UAE



Tolerance
Generosity
Charity

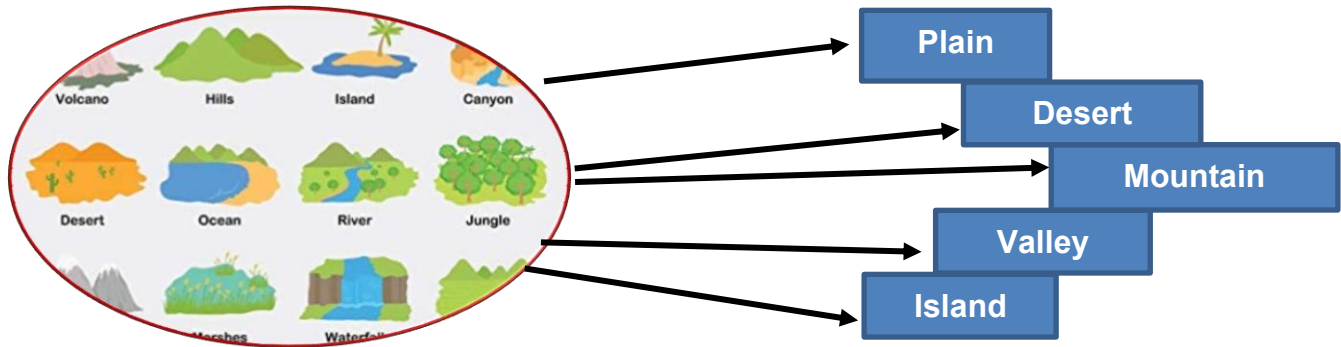
Landmarks

Institutions

Objective: Examine the developments in the UAE

Resources	PPT, Pictures, Videos
Real-life / Situation question	Your grandparents are visiting Abu Dhabi during the Eid holidays. What places would you suggest to them and why?
Illustration	Mind Map -famous places in the UAE
SDG linked to the concept	Sustainable Goals--Industry, Innovation and Infrastructure. Why is the UAE ranked among the top 10 destinations for services and quality of life?
Cross-curricular linked	Science-Technology.
NAP / UAE link to the concept	Why is the UAE considered one of the safest countries in the world?
Challenge Question	a. List 3 natural features in the UAE. b. Why was the Hope probe considered a prestige project of the UAE? c. Do you think the UAE is one of the best countries in the world? Give reasons.
Extension Activity	Research on the Zayed Charitable and Humanitarian Foundation benefits the people it works with.
Skills developed	Observation, Reasoning
G & T	Sheikh Zayed Mosque: the legacy of its founder and a symbol of modern values - Explain
Digital Apps	Padlet, Quizzes, Word wall, Canva

Grade 3 Landforms

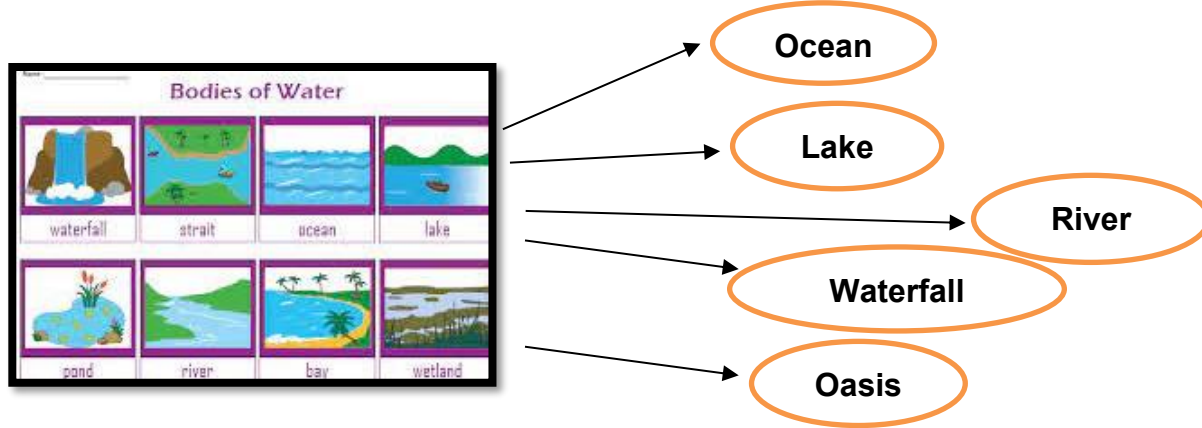


Objective: Describe different types of landforms.

Resources	Pictures of different types of landforms/ PPT
Real-life / Situation question	When you plan a trip, where would you most like to go? To the plains, to the mountains, or the desert, and why? Or Which landform would you like to live in and why?
Illustration	Draw the different types of landforms.
SDG linked to the concept	SDG 15: Life on land-1. Which type of landform is best for growing food, and why? (CCL - Science) OR 2. Hatta Mountains have been declared an eco-tourism hub in the UAE. How might human activities impact the sustainability of these mountains in the future? What measures can be taken to reduce environmental harm and preserve the area?
Map Skill	Locate the different types of landforms in the atlas.
NAP / UAE link to the concept	Which landform is the highest in the UAE? Why is Palm Jumeirah not called a natural island?
Challenge Question	1. If you could choose any landform to live on, which one would it be and why? Consider factors like climate, resources, and lifestyle. 2. How do deserts and plains compare in terms of climate, vegetation, and human settlement? 3. In what ways are Abu Dhabi and Sir Bani Yas Island similar, and how do they differ in geography, environment, and human activities?
Extension Activity	Research: Why is Baniyas Island considered a natural reserve? OR Explore the main islands of Abu Dhabi. How are they alike, and how do they differ in terms of geography, culture, and development?
Skills developed	Decision-making, Research
G & T	It is very dangerous to visit the valley during the rainy season. Justify the statement with the help of a model.
Digital Apps	Nearpod, Padlet & MS Forms



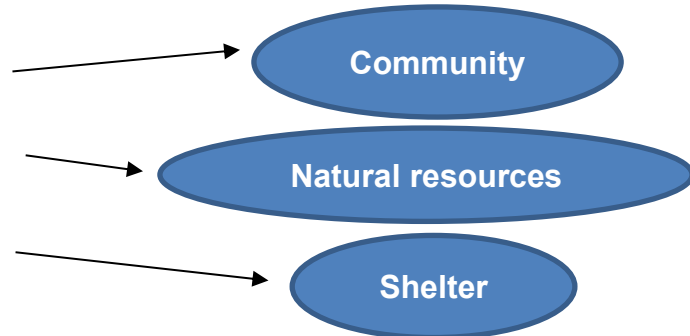
Grade 3
Bodies of water



Objective: Explain the importance of different kinds of bodies of water.	
Resources	World map with different kinds of water bodies / PPT
Real-life / Situation question	Many cities depend on rivers, lakes, and seas for drinking water, transportation, and food. How can we protect these water bodies from pollution and overuse to ensure they remain clean and sustainable for future generations?
Illustration	Mind map on the uses of water.
SDG linked to concept- 6- clean water and sanitation	What initiatives are taken by the UAE government? For water conservation? CCL- Science
Map Skill	Locate the water bodies in the map using World Geographic games –(online map) Find out the position of all five oceans on the map!
NAP / UAE link to the concept	Why is water conservation important in the UAE, and how can people help save water in their daily lives?"
Challenge Question	How do landlocked countries find it harder to get resources and trade with other countries?
Extension Activity	Water Protectors – Be a Water Hero! - Explore ways to conserve and protect water bodies. And design a poster with a slogan on how to protect rivers, lakes, and oceans.
Skills developed	Observation, visualizing
G & T	Even though about 71% of the Earth's surface is covered by water, why do some regions still experience water shortages?
Digital Apps	Nearpod, Padlet & MS Forms



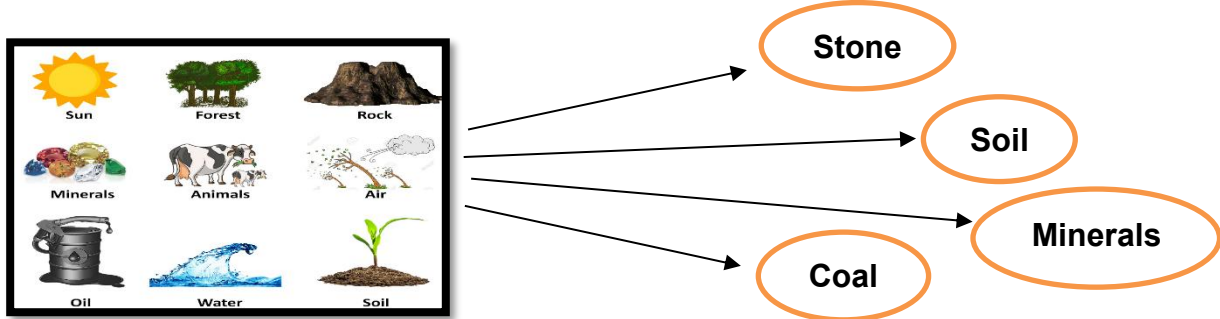
Grade 3 Natural Resources – Land and Water



Objective: Describe how a community uses natural resources to meet the community's needs.	
Resources	Pictures of natural resources/ PPT
Real-life / Situation question	How do you think the use of natural resources in your community affects the environment?
Illustration	Mind map the natural features with examples.
SDG linked to the concept	Goal no. 15- Life on land. Baniyas Island is known as a nature reserve in the UAE. CCL-Science
Map Skill	Locate and label important places in the UAE where natural resources like oil, water, and food are found.
NAP / UAE link to the concept	How do natural resources like oil, water, and fish help people in the UAE, and why is it important to use them wisely?
Challenge Question	1. If the UAE did not have oil, how would its economy be different? What other natural resources could people rely on?
Extension Activity	Research and find out different ways to save our natural resources.
Skills developed	Problem-solving, Decision-making
G &T	How can the UAE continue to grow while protecting its natural resources for future generations?
Digital Apps	Nearpod, Padlet & MS Forms



Grade 3
Natural Resources – Other Natural Resources

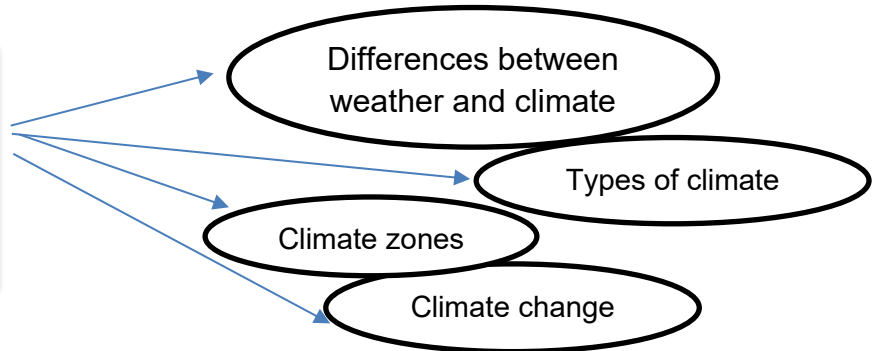


Objective: Distinguish between different types of natural resources

Resources	PPT/ Pictures of different types of natural resources.
Real-life / Situation question	What are some natural resources we use every day, and why are they important for our lives?
Illustration	Draw images of 4 natural resources you use most often. Write one sentence about how each resource is important to you.
SDG linked to concept-	How does deforestation impact the soil, water, and air in an area? What can we do to reduce the effects of cutting down trees?
Map Skill	Locate areas on a map where natural resources like oil, water, or coal are found. How do these resources help these regions develop?
NAP / UAE link to the concept	Which natural resource played a major role in the development of the UAE? Explain how it helped the country grow and prosper.
Challenge Question	What natural resources are easily available in your area, and which ones are not? How do people in your community access the ones that are not nearby?
Extension Activity	How do people in areas without easy access to natural resources manage to obtain them? Research and present one method people use to get what they need
Skills developed	Observation, Visualising
G & T	Choose a country that heavily relies on one natural resource for its economy. How might the country's economy be affected if that resource runs out or becomes less valuable?
Digital Apps	Nearpod, Padlet & MS Forms



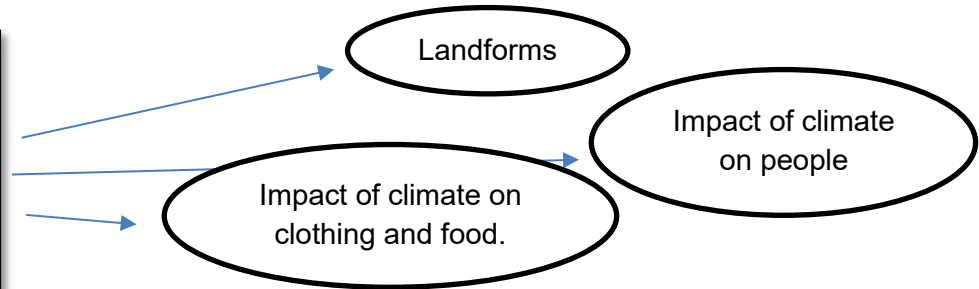
Grade 4 Weather, climate, and climate zones



Objective:	
<ul style="list-style-type: none"> ➤ Explain the weather differences at the North and South Poles, as well as the equator. ➤ Describe each climate zone ➤ Analyze the types of climate in different climate zones. 	
Role Play	Aim: students can act out visiting a particular climatic region and explain its latitudes, type of climate, climate zone, and seasons. Explain if that region is experiencing any climatic changes.
Resources	Digital resources, images, online videos, Google Maps and Globes.
Real-life / Situation question	Identify the climate zone from the given statement: The coldest American state is Alaska. The winters are extremely cold and the average temperature is 5 degrees Celsius.
Illustration	Earth's vital areas Shows different latitude lines and explains how climate and weather changes occur due to variations in the amount of sunlight.
SDG linked to the concept	Explain the role of green energy in reducing climate change.
NAP / UAE link to the concept	How the UAE's Climate Action Plan Works Against Climate Change.
Challenge Question	1: What is the difference between weather and climate? 2: Why do the regions around the equator have the warmest climate? 3: What is the reason for the rapid change in weather and climate?
G & T	Compare your life with your friend living in a polar region. How comfortable do you find your lifestyle?
Map work	Explain different types of climate zones. Locate different climate zones and latitudes on a world map using the Seterra online map quiz. BYOD-MAP WORK
AFL Questions	a. The blanket of air that surrounds the Earth: _____ b. Moisture formation in the atmosphere: _____ c. Temporary condition of the atmosphere: _____
Extension Activity	Find out various adaptive measures taken by people in different climatic zones.
Skills developed	Critical thinking, Observation, Reasoning, and real-life application.
Digital Apps	MS Forms



Grade 4 Impact of landforms and climate on people



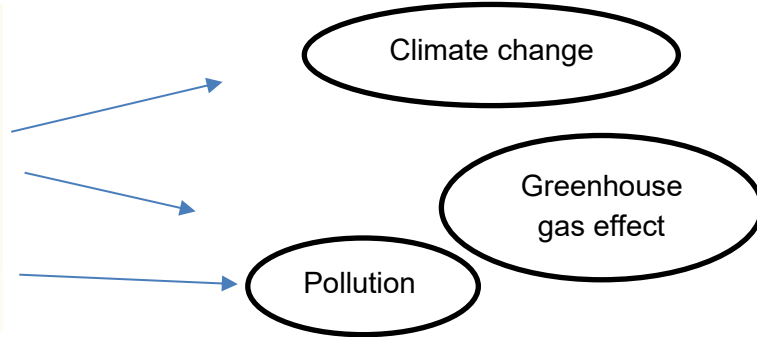
Objective:

- Explain the types of homes built in different climate zones.
- Explain why certain features of the homes are important in different climate zones.

Role Play	Aim: students can act out about visiting a landform of their choice and explain its climate, location, historical importance, habitation, lifestyle and can compare it with any UAE landform.
Resources	Digital resources, images, online videos, Google Maps and Globes.
Real-life / Situation question	Compare the UAE's climate impact on people with that of India's. How are people in these two places adapting themselves to these climate changes?
Illustration	Different landforms on Earth Different houses are used in different zones appropriate for the climate.
SDG linked to the concept	Explain how humans adapt themselves to the wide variety of climatic conditions on Earth.
NAP / UAE link to the concept	Explain what kind of houses can be seen in the UAE and how such houses help people to adjust to the hot and dry climate here.
Challenge Question	Q1: How is the climate impacting life(housing) in the UAE? (UAE Link) Q2: How is a thatched roof useful in the subtropics? (Real-life application) Q3: Design a house suitable for a climate zone of your choice.
G & T	How do people control the temperature in their homes in the temperate climate zone?
Map work	Climate map Students will identify different climate zones of the world.
AFL Questions	Match the following: <ol style="list-style-type: none"> 1. Features of some homes in the tropics. 2. Use of thatched roof houses in the subtropics 3. The wind towers used in the UAE 4. In what ways do people control the temperature in their homes in the temperate climate zone 5. Materials are used to build igloos <ol style="list-style-type: none"> a. Keeps the house cool in the summer. b.To create a breeze in the house. c. On stilts, slanted roof d.Snow and ice blocks . Use brick for building and small windows.
Extension Activity	Find out how igloos can contain warmth inside.
Skills developed	Critical thinking, Observation, Reasoning, and real-life application.
Digital Apps	MS Forms



Grade 4 Climate changes



Objective:

- Explain the role of human beings in climate change
- Describe the actions to be taken to avoid climate change

Role Play	Aim: students can act out by pointing out the major climate-changing places due to human activities.
Resources	Digital resources, images, online videos, and Google Maps.
Real-life / Situation question	How does climate affect the way we live?
Illustration	Major climate-changing places on Earth. Picture of greenhouse gas effects.
SDG linked to the concept	Identify two causes of global warming and list the effects of each.
NAP / UAE link to the concept	Describe the measures taken by the UAE government to keep the problem of climate change under control.
Challenge Question	Grp A: Group A: Explain any 5 human activities that cause climate change Group B: "Islands are in danger of sinking". Give reason Group C: Find out the social, environmental, and economic impacts of climate change on people. Suggest any 3 solutions to avoid drastic climate changes in the future.
G & T	How do we control the enhanced greenhouse gas effect and save the Earth?
Map work	Climate zones
Extension Activity	Q1. Which of the following human activities leads to climate change? Manufacturing goods, recycling, Cutting down forests, carpooling, Using public transportation, planting trees, and producing food. ... Q2. Suggest how we can control the climate
Skills developed	Do we care if the Earth gets warmer each day? What are all the measures the UAE has taken all the years to keep this problem under control?
Digital Apps	Critical thinking, Observation, Reasoning, and real-life application.



Grade 5



Objective:

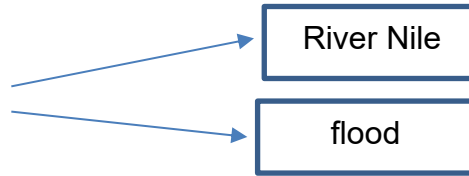
- Explore what life may have been like in the Prehistoric period (Stone Age).
- Compare the life of people in the Prehistoric period with the life of people in present times.

Resources	Map (world and UAE), PPT
Real-life / Situation question	Imagine you are an archaeologist thousands of years in the future, say 2072. What artifacts will you find, and what would those artifacts tell you about the people of 2021?
Illustration	Timeline-Stone age
SDG / CCL	<ul style="list-style-type: none">• How did changes in the environment influence the development of early humans in Pre prehistoric period? (SDG13) (CCL: Science)• UAE civilization in the Prehistoric period. (SDG 11 & 15)
NAP	How did man practice security during prehistoric times?
Critical Thinking Question / CCL	Why did early humans create art? Were the reasons for creating art different from or similar to the reasons for creating art today? (CCL: Art)
Challenge questions	<ol style="list-style-type: none">1. Prehistory is challenging for archaeologists studying life in prehistoric times. Explain why?2. Imagine yourself living in the prehistoric period. What difficulties will you face living in the prehistoric period?3. 'A nation that knows not its past has neither a present nor a future.' Elaborate.
Map work	World map - UAE, Turkey, France, UAE map - Sharjah
Extension Work	Homework: MS Forms
Skills developed	Map skills, Reasoning skills
Digital Apps	MS Forms, Canva
G & T	Should Prehistory and history be divided as they currently are—prehistory (before writing), and history (after writing)? Substantiate.
Useful link	Useful video link: https://www.youtube.com/watch?v=JmAVGb22Qkc



Grade 5

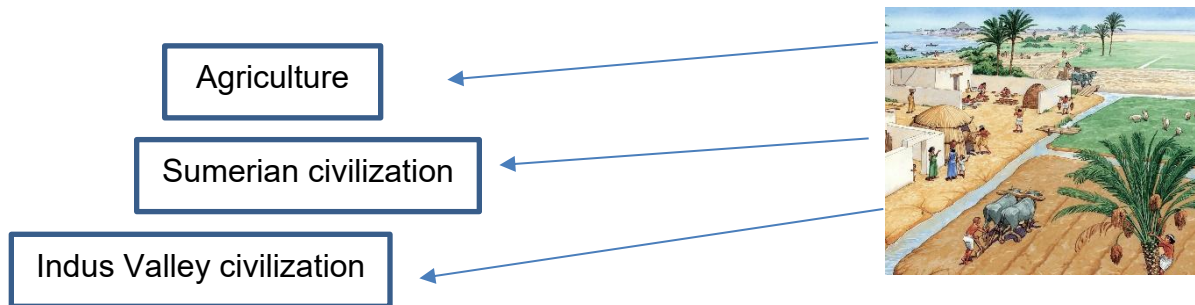
ANCIENT EGYPT



Objective: Examine the importance of the River Nile in Egypt.	
Resources	Map (world and Egypt), PPT
Real-life / Situation question	Compare the life of people in Ancient Egypt near the River Nile and the life of people in present-day Egypt near the River Nile.
Critical Thinking Question	What would have happened if the River Nile had not flowed through Egypt?
Illustration	Sketch note: importance of the River Nile
SDG	Egyptian soil along the Nile River was sustainably fertile and suitable for farming. Explain. (Is the Nile River sustainable?) SDG 11 Life on land
Cross-curricular	The Nile River played an important role in shaping the lives and society of Egypt. Explain. CCL-Science
Gifted	The Nile: Why is the river a source of life and rivalry in Egypt?
NAP / UAE link to the concept	How is the UAE contributing to the VeryNile initiative?
Challenge Question	1. What is inundation? 2. Egypt is the gift of the River Nile. Explain. 3. The River Nile is a source of life and death for the Egyptians. Explain.
Map work	World- Egypt Egypt – River Nile, Cairo, Memphis, Thebes
Extension Activity	Homework: MS Forms
Skills developed	Map skills, Reasoning skills
Digital Apps	MS Forms, Video links



Grade 5 Mesopotamia and Agriculture

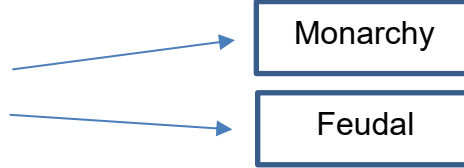


Objective: Explore the importance of agriculture and domestication in ancient civilizations.

Resources	Maps
Real-life / Situation question	Compare modern-day agriculture with that of Mesopotamia and the Indus Valley.
Critical Thinking Question	Mesopotamia was home to one of the most plentiful agricultural systems in the ancient world. Explain
Illustration	Sketch note/mind map
SDG	SDG 15: Life on land Did agriculture impact the development of ancient civilizations? Explain
Cross-curricular	How does science help in agriculture?
G & T	Agriculture is necessary for the emergence of the Mesopotamian civilization / Indus Valley civilization. Explain.
NAP / UAE link to the concept	What challenges were faced by the farmers in ancient UAE?
Challenge Question	<ol style="list-style-type: none"> 1. How was the life of the people of the Indus Valley similar to Mesopotamia 2. There is strong evidence that the Indus Valley people traded with people from the Mesopotamian civilization. 3. How did the growth of cities affect agriculture in Mesopotamian society?
Map work	Indus Valley, Mesopotamia, Path of the River Indus, Euphrates, Tigris
Extension Activity	Homework: MS Forms How did agriculture have similar influences on both Mesopotamia and Egypt?
Skills developed	Map skills, Reasoning skills
Digital Apps	MS Forms, Video links

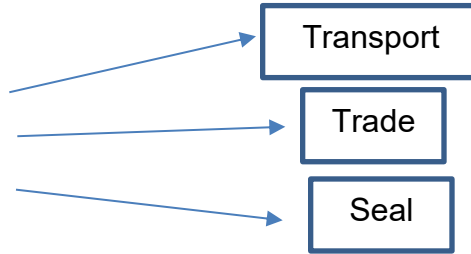


Grade 5 Ancient China- Shang and Zhou dynasties



Objective: Examine the dynasty system in Ancient China	
Resources	Maps
Real-life / Situation question	Will such a type of government work in any of the modern nations? Explain with examples.
Critical Thinking Question	People can benefit from which types of government, Monarchy and the feudal system. Justify.
Illustration	Venn diagram: Monarchy and Feudal system
SDG	Which type of government benefits women the most - Monarchical and feudalist forms of government? Justify with an appropriate reason. (Gender inequality)
Cross-curricular	Debate: Feudal system vs Monarchy
G & T	How can the monarchy benefit from the feudal system?
NAP / UAE link to the concept	Research: Does the UAE qualify as an example of a monarch or feudal system? Justify.
Challenge Question	1. If given a chance, which one would you choose – Monarchy / Feudal - and why? 2. We live in a feudal society. Explain. 3. Is life in a feudal society fair? Explain
Map work	China
Extension Activity	Prepare a video where you interview your family members on their views on the Feudal system and the Monarchy.
Skills developed	Map skills, Reasoning skills
Digital Apps	MS Forms, Video links

Grade 5 Transport and Trade in Ancient Civilization



Objective: Examine how transport helped the ancient civilizations.

Resources	Map
Real-life / Situation question	How was the trade in ancient times different from that in modern times?
Critical Thinking Question	Elaborate on the reasons for the governments of the world encourage the export of goods and discourage imports.
Illustration	Mindmap: Different transport used for trading in ancient times.
SDG	SDG 13: Climate Action: How did the weather affect trade in ancient times?
Cross-curricular G & T	How safe was the transport in ancient times? (Science) Do trading activities make the countries rich? Explain with an example.
NAP / UAE link to the concept	The ancient UAE was an active trading hub. Elaborate.
Challenge Question	1. Water transport was used in ancient civilizations. 2. Why were large boats built? 3. Compare traveling by sea during Ancient Egyptian times and modern times.
Map work	Nile River, Egypt
Extension Activity	Which commodities/things should be traded and why?
Skills developed	Map skills, Reasoning skills
Digital Apps	MS Forms, Video links