



# Social Studies Curriculum- 2019-20

National Education					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can determine the sources and objectives of authority in different positions (a president of the country, school principal, teachers, parents etc.).</p> <p>I can identify some of my rights and duties towards other individuals within a group (game arrangement, non-aggression towards others etc.).</p> <p>I can recognize the national identity and its elements (the country's President, Vice President, National Anthem, the costume, the currency etc.).</p> <p>I can distinguish myself from others (height, shape, weight etc.). I can explain that I am an important part of my family and hold it dear.</p> <p>I can recognize the Union's history (Photo of Sheikh Zayed and Sheikh Rashid - May Allah have mercy upon them).</p> <p>I can discuss the values of participation, cooperation, and respect towards my family and kindergarten.</p>	<p>I can explain my need for living within groups (families, communities).</p> <p>I can explain some components of heritage in my country (occasions, Haq al Leila Festival, costumes and songs).</p> <p>I can discuss the Emirati Al Sina'a authentic traditions (respond with Yes, Labih, Houd, Hedha).</p> <p>I can identify the current ruler of my emirate.</p> <p>I can describe the basis of dealing with parents.</p> <p>I can explain the importance of maintaining the national identity. I can make comparisons of laws and rules applied at home and school.</p> <p>I can connect rules and laws and identify their impact on myself and my community.</p>	<p>I can describe habits, traditions, and popular traditions and heritage, which shape my identity (popular games, old songs etc).</p> <p>I can play a popular game along with its song.</p> <p>I can explain the meaning of some slang words (Al-Khrroufa, Al-Rayih, Al-Miriyehana, Al Seefa etc).</p> <p>I can recognise the names of the rulers of the seven emirates.</p> <p>I can discuss my role in cooperative teamwork.</p> <p>I can explain the elements of the Emirati national identity (national documents that specify // identity). I can make connections between the national anthem and different national occasions.</p> <p>I can describe leaders' roles and responsibilities (including father, mother, school principal, teacher, and the rulers etc).</p> <p>I can describe the role played by the Founder in conserving the popular heritage and traditions. I can explain the importance of values of honesty and truthfulness in dealing with others.</p>	<p>I can make sound choices in order to successfully work cooperatively.</p> <p>I can discuss the importance of mutual respect and cooperation among neighbors.</p> <p>I can identify political authorities in the UAE (Union Supreme Council - The Cabinet).</p> <p>I can discuss the problem of water in the UAE.</p> <p>I can explain the importance of services provided by the government (waste collection, road maintenance, street lighting, schools etc).</p> <p>I can analyse the roles of some institutions in a community (Schools, mosques, cultural centers etc).</p> <p>I can describe the impact on the UAE in case people don't assume their responsibilities.</p> <p>I can identify and describe some names of popular foods and their components.</p> <p>I can gather information about hunting and horsemanship hobbies of the Founder.</p>	<p>I can acquire the required skills for dealing with others.</p> <p>I can describe the nature of the ancient heritage landmarks in my country.</p> <p>I can discuss the government's efforts towards catering for the rights of the whole population.</p> <p>I can verbally express the role of Sheikh Zayed - may Allah have mercy on his soul - in establishing the Union.</p> <p>I can describe the role of the Federal National Council in the UAE. I can explain the concept of the Constitution.</p> <p>I can show respect to the Constitution and its principles. I can compare the customs and traditions of the UAE society with other societies' (one of the arts of popular heritage).</p> <p>I can analyze the functional roles of some government institutions (Ministry of Education, Ministry of Interior etc.).</p>	<p>I can describe the role of the Founding Fathers in establishing the Union.</p> <p>I can discuss the components of the United Arab Emirates' Constitution (social pillars).</p> <p>I can identify an individual's rights and responsibilities as a society member (public property).</p> <p>I can recognise the Founder's interest in children (UAE Child Law). I can illustrate the national identity components (religion, Arabic language, customs and traditions etc.).</p> <p>I can identify some styles of performing arts (Al-Yowla and Al-Razeef, traditional Bedouin dances etc).</p> <p>I can participate in handling some of the contemporary environmental issues in my society.</p> <p>I can practice dialogue as an approach for solving my problems. I can discuss the Founder's view about the importance of the inter-civilization dialogue between the peoples of the world.</p>
Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can identify the geographical connections between familiar places in my society (from home to school, from school to home, from school to the market etc).</p>	<p>I can recognise the elements of a map (directions, symbols, and map key).</p> <p>I can identify the distinct landmarks and places in my city on map (lake, island, mountain, valley etc).</p>	<p>I can describe the concept of "location".</p> <p>I can identify the location of my country's capital on a map.</p> <p>I can distinguish between natural and man-made landmarks and the</p>	<p>I can identify and describe the natural features of the earth's surface (oceans - mountains - valleys - plains - plateaus etc).</p> <p>I can name different elements of a map (title, directions marker, symbols, map key, scale etc).</p>	<p>I can recognise natural and human features of the country (location, natural phenomena, population, distribution etc).</p> <p>I can explain the effect of natural factors on the life of people and on economic activities in the country.</p>	<p>I can identify and recognise physical and human characteristics of the GCC countries (location, natural phenomena, population, etc.).</p> <p>I can identify the impact of natural factors on people's life in the GCC</p>



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<p>I can deduce the importance of places in my neighbourhood (mosque, market, garden etc.).</p> <p>I can design simplified drawings (Maps) of familiar places (classroom, playground, house etc.).</p> <p>I can explain the relationships between natural local environments and how such relationships affect human activities in each of these environments (deserts, mountains, seas, etc.).</p> <p>I can discuss how humans affect the surrounding environment.</p> <p>I can distinguish between common human activities in different environments and my own local environment.</p>	<p>I can design a plan of a familiar place (school, compass, symbols, title, and key of a map). I can explain how a person moves from and to school and other places (boats, metro, cars etc).</p> <p>I can identify the factors that impact human activities in my country (natural and human).</p> <p>I can understand the founder's passion for promoting and supporting human activities in the United Arab Emirates.</p> <p>I can recognise changes made by humans in my city and the impact on the environment.</p> <p>I can discuss climatic change and its impact on human life over different seasons.</p>	<p>natural characteristics of my city (lakes, gardens, buildings, roads etc).</p> <p>I can design maps and different geographical figures for reading and showing geographical information.</p> <p>I can show the location of my city and other geographical landmarks (lakes, neighbouring cities etc).</p> <p>I can analyse different ways used by people from different cultures to adapt with their physical environment.</p> <p>I can describe the Founder's efforts to invest environmental resources. I can show how man depends on his environment to fulfill his own needs.</p>	<p>I can design a plan, graphs and patterns showing geographical information. I can describe the effect of the most important human acts on the environment in different parts of the world (dams - mining - recycling).</p> <p>I can compare cultural features with environmental features of populations in certain places and areas (utilisation of environment and resources - technology - customs and traditions etc).</p> <p>I can explain how some geographical phenomena results from the daily and annual movement of the earth (day and night - the four seasons - thermal areas).</p>	<p>I can describe the human effect on the earth in time in the country (man-made islands, dams, tunnels etc).</p> <p>I can utilise digital maps to recognise geographic phenomena in my country.</p> <p>I can utilise technology to create interactive maps, marking them with additional information to be showed to others (touristic places, museums, landmarks etc).</p> <p>I can recognise and explain the interest of the founder about conservation of the environment.</p> <p>I can provide solutions for the problems suffered by the people in my country (traffic congestion, pollution etc).</p>	<p>countries (movement of goods and services, etc).</p> <p>I can identify the most significant economic resources of the GCC countries.</p> <p>I can utilize different maps to determine the most important locations and economic centres (natural, industrial, commercial, tourist phenomena, etc).</p> <p>I can provide information, from various sources, about the areas of cooperation between my country and the GCC countries (economic, environmental, commercial etc.).</p>
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### History

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can describe the role played by national personalities in my community (Sheikh Khalifa) I can describe the association between personalities, places and events (Sheikh Zayed - Sheikh Rashid - May Allah have mercy upon them).</p> <p>I can recognize stories about events, personalities, and places from the past (the story of Al-Muhallab bin Abi Sufrah)</p> <p>I can recognize stories about events, personalities, and places from the past, (the Story of Al-Muhallab bin Abi Sufrah).</p> <p>I can order and narrate events sequentially using words indicating time (today, yesterday, tomorrow, etc.).</p>	<p>I can make comparisons between events using words indicating time.</p> <p>I can associate places with events to help understand the reasons for occurrence of such events in the past and their impact on the present (Union between the seven emirates).</p> <p>I can identify different ways to learn about my community's history (verbal history, pictures, old buildings, illustrated stories).</p> <p>I can distinguish between social developments in the UAE community (family).</p> <p>I can make comparisons between events, occasions, and historical heritage in my community and other communities.</p>	<p>I can use terms indicating time. is able to show most important events in my life (birth, when ++ could walk, when ++ could talk, journeys, games etc).</p> <p>I can recognise the importance of historical figures and how they are connected with my community (Abdullah al-Maainah, Design of the UAE flag, Ahmed bin Majid etc).</p> <p>I can make connections between stories from the past in order to be able to understand the present (people's lifestyle in the past at the old UAE community and how it has developed over time).</p> <p>I can describe people's lifestyle and how it has developed over time.</p>	<p>I can chronologically arrange events (joining KG, School, etc).</p> <p>I can present examples of figures who have had a significant role in the history of the UAE (Sheikh Zayed and Sheikh Rashed).</p> <p>I can collect images exhibiting life in the UAE community both recently and in the past.</p> <p>I can explain the role of historical figures and relate them to holidays, national and formal celebrations (Birth day of the Prophet, national day etc).</p> <p>I can analyse the relations between persons and events in the UAE history (Founding ancestors).</p>	<p>I can identify the origins of ancient civilisation in the UAE.</p> <p>I can identify the sites of the most important civilisations in the UAE (Magan, Miokah etc).</p> <p>I can recognise the importance of archeological sites in the UAE (Maliha, Umm Al Nar, Hailey etc).</p> <p>I can understand the importance of studying archeology in the UAE.</p> <p>I can describe the tools used by ancestors during ancient times (hunting, accessories, cooking tools).</p> <p>I can distinguish between special features of UAE society both before and after union.</p> <p>I can explain the origin of the name of each emirate in the UAE.</p>	<p>I can discuss the main event, situations and changes witnessed by the Arab Gulf region during the 16th century (Portuguese and British colonialism).</p> <p>I can identify the ties between people of the Gulf Cooperation Council (GCC) countries.</p> <p>I can explain the leadership role of Sheikh Zayed, May Allah have mercy upon him, in establishing the GCC).</p> <p>I can study the causes and effects linked to a certain event (the establishment of the GCC).</p> <p>I can state the achievements of the GCC in all spheres.</p> <p>I can offer recommendations that would help in strengthening</p>



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I can distinguish between different cultures (languages, food, costumes etc.).	I can recognise the biography of Sheikh Zayed (birth, childhood, adulthood).  I can recognize historical stories, personalities and places (Story of Sheikh Zayed - May Allah have mercy upon him)			I can recognise the events and figures that founded the unitary ideology in the UAE (Zayed the First, Zayed Bin Sultan).	cooperating between the United Arab Emirates and GCC countries.
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### Economics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can recognize the basics concepts and terms of economics (natural resources, available resources, limited resources).</p> <p>I can classify natural resources in my country (available/limited) I can show my role in natural resources conservation (ratioanalization of water and electricity consumption, preserving food).</p> <p>I can participate in awareness activities related to the importance of natural resources conservation. I can solve some problems related to limited resources (with the teacher's help).</p>	<p>I can identify basic concepts and terms of economics (work, selling, buying, wants and needs).</p> <p>I can describe the importance of work and its different forms. I can connect work with ability to buy things.</p> <p>I can explain the role played by the Founder in providing economic services for his people.</p> <p>I can participate in the roleplay of different professions in service of my country.</p> <p>I can acquire the skills to make a smart purchase.</p> <p>I can identify the names, and shapes of money in my country. I can distinguish between needs and wants.</p>	<p>I can identify some basic concepts of economics (national industries, traditional industries, modern industries, scarcity of resources, choice, commodities, and services etc).</p> <p>I can make comparisons between the concept of consumption and that of production.</p> <p>I can identify the factors that fueled the rise of the national industries. I can explain the importance of achieving balance between sources of income and consumption.</p> <p>I can provide examples of commodities and services.</p> <p>I can classify national industries into traditional and modern industries. I can provide examples of Emirati national industries.</p>	<p>I can recognise some economic concepts (supply and demand, consumption, saving, industry etc).</p> <p>I can identify ways to earn, spend and save money.</p> <p>I can explain the effect of natural, human and technological resources on economic activities in society.</p> <p>I can explain how commodities and services utilised are provided in communities.</p> <p>I can categorise commodities and services providing examples for each category.</p> <p>I can describe the interest of the Founder in the development of economic activities.</p>	<p>I can explain some economic principles (initiative, production, saving, entrepreneurship etc.).</p> <p>I can discuss the importance of innovation and initiative in performing faithfully and improving productivity.</p> <p>I can explain the grounds for setting up a company or a business.</p> <p>I can explain the impact of natural and human resources on the economic activity in my country.</p> <p>I can design a mind map of the areas of investing the fees imposed in my country.</p> <p>I can recognize the contributions of the founder to the establishment of a strong economic base for my country.</p> <p>I can gather information on the technological innovations linked to the economic growth in my country. I can explain how the geographical properties of my country help in setting up the economic base in the Gulf Cooperation Council (GCC) countries.</p>	<p>I can define some of the essential economic concepts (prosperity, affluence, tourism etc).</p> <p>I can explain the role of labor and economization in achieving prosperity and affluence.</p> <p>I can give examples of developed transportation and communication networks and their impact on enhancing economic growth.</p> <p>I can highlight the most important features of the economic development of the United Arab Emirates society during the Founder's era.</p> <p>I can explain the economic progress in my country.</p> <p>I can identify the attractive factors for tourism in the United Arab Emirates.</p> <p>I can determine the available economic incentives for Entrepreneurship.</p>

### Evaluation of Sources

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can access a single source of information (a teacher, parent, illustrated stories etc.).	I can search for information related to a specific topic in the Domain of social studies among printed and	I can collect information from the internet and books under the teacher's guidance.	I can independently gather information related to social studies from different sources.	I can collect information from primary and secondary sources on the main topics contents.	I can locate and collect information from primary and secondary sources.



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<p>I can collect information using my different senses.</p> <p>I can present the information I have collected in different ways (design a graph with someone's help, draw a picture to illustrate a certain story).</p> <p>I can participate in a collective discussion to present experiences, and act roles and situations.</p>	<p>non-printed sources (technology, illustrated books).</p> <p>I can collect information by listening to short videos, or guest speakers, or reading texts with teacher's help.</p> <p>I can distinguish basic symbols on a map and determine directions and information.</p> <p>I can draw pictures and write comments on them to show my personal experience related to different topics in the Domain of Social Studies.</p> <p>I can participate in class discussions of events, personalities, or places from the past or in the present, providing facts on the topic discussed.</p>	<p>I can design a poster, a chart, a graph, an illustration, a figure, or a drawing of an idea or a topic related to the domain of social studies (whether he/she uses technology or not).</p> <p>I can describe the reasons raised by a certain author of a text to support the author's point of view.</p> <p>I can participate effectively in the collective discussions and class debates with teachers and peers regarding different topics related to the domain of social studies.</p>	<p>I can compare between information I collect from several maps through reading map key.</p> <p>I can answer questions related to the information collected.</p> <p>I can clearly and fluently present information that I have collected before a certain audience.</p> <p>I can create different written shapes showing the collected information (poem, illustrated stories, short story, presentation etc).</p>	<p>I can utilise visual means and information sources to display the data that I have gathered about topics related to the social studies.</p> <p>I can offer answers for questions linked to the social studies, which are derived from print and non-print sources.</p> <p>I can distinguish between causes and effects between facts and views and between visions and supporting details.</p>	<p>I can sum up information that I gather from different sources.</p> <p>I can organize information in an organisational or illustrative chart (with or without technology).</p> <p>I can determine certain evidence from different sources to answer questions about important topics.</p> <p>I can use primary sources (newspaper articles, plays, poems etc.) to produce a written work (article).</p>
Communication & Presentation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can make comparison and contrasts between my own feelings and others' feelings.</p> <p>I can anticipate others' feelings in a number of simple situations.</p> <p>I can express my opinion and support it with appropriate reasons.</p> <p>I can effectively participate in discussions related to problem solving and class situations (with teacher's help).</p>	<p>I can determine different strategies that help me to reach solutions to class problems (with an adult's help).</p> <p>I can provide examples for how others' feelings and opinions change over time.</p> <p>I can explain different opinions regarding a certain incident.</p> <p>I can identify contemporary social problems (recycling, security and safety, pollution etc).</p> <p>I can demonstrate my role in solving social problems.</p>	<p>I can develop views supported by reasons.</p> <p>I can show more than one view regarding the same even.</p> <p>I can present explanations based in relevant information.</p> <p>I can present a verbal summary of the aspects of the Founder's interest in industry.</p>	<p>I can develop my own view and attitude, employing evidence of different sources and present those views and attitudes to others.</p> <p>I can make a presentation justifying my view/attitude concerning a certain event.</p> <p>I can use evidence to analyse different views regarding a certain event.</p> <p>I can suggest a plan to solve any contemporary local issue.</p> <p>I can suggest a plan to solve an issue either at school or local level using evidence.</p>	<p>I can gather evidence, in cooperating with others, from one or two sources on a certain phenomenon (historical, geographical, economic or social one).</p> <p>I can evaluate, with others, different view on a certain event.</p> <p>I can examine the print and digital source that provides solutions for different social and local issues.</p> <p>I can provide a summary of views, stances and their interpretations by using various technological means (posters, charts and videos, etc.).</p>	<p>I can make judgments substantiated by evidence.</p> <p>I can evaluate the results arrived at by others through team work, with regard to environmental issues.</p> <p>I can anticipate the impact of well-known current issues on the life of the population.</p> <p>I can evaluate solutions suggested for contemporary issues.</p> <p>I can make a presentation before a certain audience outside school, in order to gather opinions and interpretations.</p> <p>I can interpret the existence of different viewpoints on the same local issues.</p>