



**British School Al Rams (BSR)**

**UAE Social Studies**

**Primary School (Key Stage 1  
and Key Stage 2)  
Curriculum Book**

## Intent

- To provide an interesting and varied curriculum that broadens the understanding of living within the UAE.
- To understand the History, Geography and Importance of the UAE.
- To understand place, physical and human characteristics within the UAE.
- To know how human interaction has shaped the UAE.

## Implementation

- All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.
- Through our teaching, geographical skills, sources and visits, we will attempt to excite and intrigue our children to find out more about the UAE.
- We will develop deep subject knowledge and key skills while differentiating work for all abilities.
- Thorough and ongoing monitoring systems that helps staff maintain strong links to the MOE Curriculum guidelines to ensure all aspects, knowledge and skills of UAE Social Studies are being taught across all year groups.

## Impact

- To develop students' capacity and have a deeper understanding about the world in which they live in.
- To use feedback and self-assessment to provide information in relation to attainment with the MOE framework.
- To develop students' appreciation about the UAE in and for them to interact positively within the locality.

Grade 1

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
In this grade, you will be getting a better understanding of topics that connect us as people. You will look at rules at home and schools, our society and what connect us. You will also look into the culture and tradition of the UAE and learn about the different traditions. You will be doing your own heritage village as a project.	In Term 2 the students will learn about the UAE and My UAE. They will explore Birthdays and Granddad’s Photo Album- looking at the past. They will then learn about friendship through Ali’s Friends and finally learn about Cultures Around Us.	TBC by MOE
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Describe various ways people learn about the past.</li> <li>• Make connections between places and events to understand the past and present.</li> <li>• State basic classroom, school, family and community rules/laws.</li> <li>• Describe symbols, songs and traditions that identify the UAE.</li> <li>• Recognise how rules and laws help establish order and ensure safety.</li> <li>• Identify characteristics of maps and globes Describes ways in which people depend on the environment</li> <li>• Identify factors influencing human activities (natural and human)</li> <li>• Identify the basic needs of people (e.g., food, clothing, and shelter)</li> <li>• Identify ways people meet their needs by sharing, trading, and using money to buy goods and services</li> <li>• Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour.</li> <li>• Evidence some understanding of the significance of the way in which the stories that are handed down from generation to generation inform our knowledge of the past.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Find a relevant source of information for specific topics in social studies from printed and non printed material (e.g. technology, picture books)</li> <li>• Gather information from listening to videos, guest speakers or reading texts with the help of the teacher.</li> <li>• Recognise and interpret key symbols on a map and indicates the directions and information on it.</li> <li>• Draw pictures and writes captions to describe a personal experience in relation to various social studies topics.</li> <li>• Participate in class discussions of past or present the topic.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Observations of children’s written and oral responses during each lesson.</li> <li>• Use of the vocabulary associated with each lesson.</li> <li>• Submission of portfolio work related to the topics covered.</li> </ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"> <li>• Moral Education - links to UAE culture and heritage and also to the wider world.</li> </ul>		

- Literacy skills developed - Speaking, listening, reading and writing.
- Art - creating crafts, posters and portfolios related to the topics covered.

#### **Home Learning**

Completion of projects and using the mid-term and end of term reviews to consolidate learning.

#### **Reading List & E-books**

MOE issued UAE Social Studies Textbook

#### **Useful Websites**

<https://elib.moe.gov.ae/>

#### **Setting (if any)**

There is no setting for UAE Social Studies. UAE Social Studies is offered to those children studying Arabic B

#### **Staff**

Thomas Graham, Melane Mostert, Rachael Ellison

Grade 2

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Students will learn about the UAE in the past and in the present. They will learn how nature shaped people’s way of living and making money. They will also learn how the UAE has developed into the modern country it is today.	This term the students will learn about the formation of the UAE and the Founding Fathers and will then explore about Leadership in the UAE. The curriculum will then teach the children about the 7 Emirates, starting with Abu Dhabi, moving on to Dubai, Sharjah and Ras Al Khaimah and finally about Fujairah, Umm Al Quwain and Ajman.	TBC by MOE
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Uses historical records and artefacts to describe how people’s lives have changed over time.</li> <li>• Describes important traditions and norms in the society</li> <li>• Constructs and uses maps, pictographs, tally charts, tables, and diagrams to read and display geographic information.</li> <li>• Uses digital map sources from the web to locate one’s area and other geographical references (e.g., seas, neighbouring countries)</li> <li>• Describes how humans depend on the environment to meet their needs.</li> <li>• Explains ways individuals, school, government contribute to the economic well-being of the community.</li> <li>• Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling.</li> <li>• Recognise how their actions as an individual affect others and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities.</li> <li>• Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Gathers and accesses information from the internet and books with teacher’s guidance.</li> <li>• Creates a poster, a graph, an artefact, a chart for a theme or topic (with or without technology) related to Social Studies for Non-Arabs.</li> <li>• Identifies the reasons stated by an author of a particular text to present his point of view.</li> <li>• Actively participates in group discussions, class debates, with teachers and peers about various Social Studies topics.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Observations of children’s written and oral responses during each lesson.</li> <li>• Use of the vocabulary associated with each lesson.</li> <li>• Submission of portfolio work related to the topics covered.</li> </ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"> <li>• Moral Education - links to UAE culture and heritage and also to the wider world.</li> <li>• Literacy skills developed - Speaking, listening, reading and writing.</li> </ul>		

- Art - creating crafts, posters and portfolios related to the topics covered.

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#### **Staff**

Karen Page, Anya Reavely

Grade 3

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Students will learn about their world. They will learn about continents, oceans, landforms, and bodies of water. Further, students will learn how the physical features of their world affect their lives.	This term students will learn about the importance of farming and irrigation. How the writing and number systems were invented. Developments in medicine over time. And about Electricity, Transportation and New Inventions.	TBC by MOE
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Examine historical records, artefacts, photos to answer basic questions about times and events in history.</li> <li>• Recognise and analyse connections between people and events in local and regional history.</li> <li>• Identify ways people make a difference in the community, country or world by working as individuals or groups to address a specific problem or need.</li> <li>• Construct charts, graphs, models to display geographic information.</li> <li>• Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.</li> <li>• Explore how people from different cultural backgrounds meet their needs and concerns.</li> <li>• Explain how and for whom communities produce goods and services.</li> <li>• Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may be upsetting others and how being honest about their own actions can benefit others.</li> <li>• Understand how to keep themselves safe online, using basic IT skills to manage their safety and using caution to assess interactions and situations that may be unsafe.</li> <li>• Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage.</li> <li>• Explain how exploring cultural diversity helps both to define your own culture and also to appreciate that of others.</li> <li>• Describe and make a simple analysis of ways in which Emirati culture is similar to/ different from cultures elsewhere in the world.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Gather relevant information from various sources for Social Studies topics independently.</li> <li>• Summarise and compare information gathered from various maps by reading the map key.</li> <li>• Answer questions about the information gathered.</li> <li>• Present information gathered to an intended audience clearly and fluently.</li> <li>• Create various forms of written work on the information gathered (e.g. poem, comics, short story, Power Point)</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Observations of children’s written and oral responses during each lesson.</li> <li>• Use of the vocabulary associated with each lesson.</li> <li>• Submission of portfolio work related to the topics covered.</li> </ul>		

**Cross Curricular Links**

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- Literacy skills developed - Speaking, listening, reading and writing.
- Art - creating crafts, posters and portfolios related to the topics covered.

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**Staff**

Deon Mostert, Gabrielle Williams



Grade 4

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Students will learn about the weather and the climate. They will explore different climate zones and their flora and fauna. They will also learn about climate changes, the greenhouse effect, and what causes air pollution. At the end of the term, students will explore ways to preserve their environment.	Students will learn about people in the community and social responsibilities. They will explore goods and services and about producers and consumers. They will also learn about supply and demand, costs and benefits and about saving, budgeting and spending.	TBC by MOE
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Identify, explain, and analyse causes and effects of historical local and regional events.</li> <li>• Uses maps to compare and contrast a particular region at different points in time.</li> <li>• Compare norms and traditions of the UAE society to those of other societies</li> <li>• Use different types of maps to solve problems Uses technology to create maps, adds information and shares with others.</li> <li>• Analyse the relationship between environmental factors and population distribution in the country and around the world.</li> <li>• Illustrate the importance of innovation and initiative in job performance and improving productivity.</li> <li>• Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic.</li> <li>• Understand that they will face challenges and changing situations as they grow and can learn to manage these changes by identifying when they occur and communicating their concerns to others, while realising that change can be positive.</li> <li>• Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships.</li> <li>• Undertake a simple analysis of the impact of economic expansion on society and the environment and explain findings to their peers.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Gather information from primary and secondary sources on content areas.</li> <li>• Present the information gathered on social studies topics showing relevant information with visuals and citing sources.</li> <li>• Answer questions related to social studies from printed or non-printed sources.</li> <li>• Differentiate between cause and effect, facts and opinion, and main ideas and supporting details.</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Observations of children’s written and oral responses during each lesson.</li> <li>• Use of the vocabulary associated with each lesson.</li> <li>• Submission of portfolio work related to the topics covered.</li> </ul>		
<b>Cross Curricular Links</b>		
<ul style="list-style-type: none"> <li>• Moral Education - links to UAE culture and heritage and also to the wider world.</li> <li>• Literacy skills developed - Speaking, listening, reading and writing.</li> <li>• Art - creating crafts, posters and portfolios related to the topics covered.</li> </ul>		

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**Staff**

Farag Mohamed

Grade 5

<b>Number of Lessons Per Week</b>		1
<b>Topics Covered</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
This term looks at ancient civilizations and peoples over 3,000 years ago. Term 1 starts with the prehistoric Stone Age many thousands of years ago. After this we see the development of ancient civilizations around the world 10,000 to 3,000 years ago. We will look at the Ancient Egyptians, the Sumerians in Mesopotamia, the Indus Valley Civilization and ancient dynasties in China. We will see how the place and geography of these civilizations was important, especially rivers and the sea. The rise of civilizations will also show us the early development of trade, writing, art, cities and governments.	This term the children will be learning about classical civilizations- the East and West. The Greek City with a focus of states and governments. They will also learn about The Achaemenids and Alexander the Great, Trade routes in classical times and the Roman Empire. They will learn about City planning in Classical civilizations and finally about the fall of the Western Roman Empire.	TBC by MOE
<b>Skills Developed</b>		
<ul style="list-style-type: none"> <li>• Explain how significant individuals and their ideas and beliefs have influenced the history.</li> <li>• Examine causes and outcomes of a selected historical event.</li> <li>• Examine a historical event from various perspectives.</li> <li>• Describe the role of the founding fathers of the Union.</li> <li>• Examine the origins and purposes of the UAE constitutional provisions Examines different strategies to solve a conflict</li> <li>• Interpret information from a variety of maps (e.g. contour, population density, natural resource, historical maps)</li> <li>• Explain the relationships between the locations of places and regions and the characteristics of the environment, including resources.</li> <li>• Explain the influence of geographic, human and climatic factors on the movement of people, goods, and services.</li> <li>• Examine why environmental characteristics vary in different regions.</li> <li>• Describe basic economic concepts (prosperity - wealth, poverty)</li> <li>• Explain the role of working and conservation in creating wealth and prosperity.</li> <li>• Describe examples of improved transportation and communication networks and how they encourage economic growth.</li> <li>• Describe the basic characteristics of a market.</li> <li>• Explain the meaning of the moral values of care, kindness and generosity to other students and the teacher, including giving examples of situations in which they (or people they know) have demonstrated these values in everyday life.</li> <li>• Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively.</li> <li>• Recognise the factors that affect their confidence and self-esteem, and how they can develop their resilience.</li> <li>• Describe and explain the main changes that have taken place with: people coming to and settling in the UAE and families and family groupings.</li> <li>• Explain and discuss relevant concepts and terminology.</li> <li>• Appreciate the importance and value to the individual of family and kinship bonds.</li> </ul>		
<b>Literacy &amp; Numeracy</b>		
<ul style="list-style-type: none"> <li>• Locate and gather information from primary and secondary sources of information.</li> </ul>		

- Summarise information gathered from the various sources.
- Organise information in an organizational chart or a diagram (with or without technology)
- Identify evidence from various sources in response to compelling questions.
- Use primary sources (newspaper articles, play, poetry) to create written work (e.g. essays)

#### Assessment

- Observations of children’s written and oral responses during each lesson.
- Use of the vocabulary associated with each lesson.
- Submission of portfolio work related to the topics covered.

#### Cross Curricular Links

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#### Staff

Laura Campbell