

Social Studies in the National Curriculum

Key Stage 1—Grade 3 (Revised)



Social Studies in the National Curriculum

National Institute of Education

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Social Studies

As a learning area, Social Studies allows students to value their roots, explore their pasts and understand their contexts, and appreciate the interrelationships between people across time, environments and cultures, while developing civic efficacy. Through Social Studies, students comprehend how societies work, and develop the knowledge and skills which help them make informed and reasoned decisions that are required of responsible and active citizens of a democratic society. It helps them to appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant. By learning how perspectives, values and opinions differ across and within communities, students learn the skills of critical analysis and self-reflection, allowing them to develop their own identities.

The Social Studies Curriculum provides an excellent forum for the infusion of value education, and social and emotional learning. Every effort is made to help students be aware of, accept and develop values such as tolerance, respect, honesty, cooperation and empathy.

Social Studies in the National Curriculum

Social Studies, along with other subjects, contributes to the development of the students in all aspects outlined in the National Curriculum. The following document highlights briefly how the Social Studies curriculum paves the road for developing students in various aspects outlined in the National Curriculum.

The Vision

The Social Studies curriculum is structured in such a way that it paves the road to achieve the vision of the National Curriculum.

The National Curriculum envisions the development of:

- successful individuals who are motivated to learn and explore and who are inquisitive and eager to seek, use and create knowledge;
- confident and competent individuals who have a firm belief in Islam, a strong sense of self, a cultural identity and believe in their own capabilities; and
- responsible and productive contributors to their own family, their local community and the global society.

Likewise, Social Studies allow students to:

- Value their roots.
 - Explore their pasts and understand their contexts.
 - Appreciate the interrelationships between people across time, environments and cultures while developing civic efficacy.
 - Comprehend how societies work.
 - Develop the knowledge and skills which will help them make informed and reasoned decisions that are required of responsible and active citizens of a democratic society in an independent world.
 - Appreciate diversity and develop respect for oneself and others while learning to be compassionate and tolerant.
 - Engender a spirit of cooperation and unity.
 - Learn the skills of critical analysis and self-reflection, allowing them to develop their own identities.
- ### The Principles

The National Curriculum identifies eight fundamental principles that need to be considered when designing and implementing learning and other school activities. The Social Studies curriculum is also designed considering these principles, as follows:

<i>Islam</i>	<ul style="list-style-type: none">• All the strands
<i>Identity and Culture</i>	<ul style="list-style-type: none">• Identity, Culture and Heritage• Investigation, Participation and Communication
<i>Human Rights, Democracy and Justice</i>	<ul style="list-style-type: none">• Civics and Governance• Investigation, Participation and Communication
<i>Holistic Development</i>	<ul style="list-style-type: none">• People, Places and Environment• Identity, Culture and Heritage• Investigation, Participation and Communication
<i>Personal Excellence</i>	<ul style="list-style-type: none">• People, Places and Environment• Identity, Culture and Heritage• Civics and Governance• Investigation, Participation and Communication
<i>Inclusivity</i>	<ul style="list-style-type: none">• All the strands
<i>Preparation for Life</i>	<ul style="list-style-type: none">• All the strands
<i>Relevance</i>	<ul style="list-style-type: none">• All the strands

The Key Competencies

The eight key competencies outlined in the National Curriculum encompass knowledge, skills, values, attitudes and dispositions to be explicitly taught in various key learning areas and through various school activities. Social Studies provides opportunities to inculcate and practice the key competencies in school and beyond.

The following are some ways that key competencies can be incorporated in the teaching and learning of Social Studies:

Practicing Islam

- Cultivate an understanding of common and differing values that forms a basis for tolerance, compassion, cooperation and appropriate human behaviour.
- Explore the civic, democratic and religious dimensions among adherents of the Islamic faith.
- Identify different ethnic, religious, and socio-economic groups throughout the world and analyse their varying perspectives on the same historic events and contemporary issues to make informed and reasoned decisions.

Understanding and managing self

- Examine various forms of human behaviours, rights and responsibilities that enhance understanding of the relationships between social norms and emerging personal identities.
- Investigate social processes that influence identity formation and the ethical principles underlying individual actions.
- Investigate the dynamic relationships among individual rights and responsibilities, the needs of social groups, and the concepts of a just society.
- Inquire social issues that are significant to oneself and the society, and analyse and evaluate those issues to make informed decisions.
- Accept differences, and respect the values, beliefs, cultures and personal histories of people living around.
- Understand social situations we live in and respond to conflicts with ethical values.
- Exercise solidarity, respect rights and bear responsibilities and obligations they have as citizens.

Thinking critically and creatively

- Use creativity in investigating and solving societal issues.

- Use reasoning and evaluation in order to make informed decisions and implement relevant social actions.
- Accept a variety of possible answers to the same problem and use different methodologies to inquire social issues.
- Organise one's own learning and use intellectual resources and techniques efficiently to understand societal issues and concepts.

Relating to people

- Participate in social activities that have real value in the world.
- Participate in group processes to learn about one's world.
- Work cooperatively to contribute to their society to make a positive difference.
- Value and care for people by treating others with respect and working cooperatively.
- Acquire knowledge of social norms of one's own culture and cultures around the world and modify individual patterns of behaviour which facilitate peaceful co-existence, relationships with others, cooperation, commitment, and the resolution of conflicts.

Making meaning

- Use language, symbols and texts, together with a range of oral/aural and visual resources which provide rich information to support learning of Social Studies.
- Understand the meaning of social terms such as civic life, politics, and government to understand how societies work.
- Recognise common relationships between core concepts critical to the understanding of Social Studies contents.
- Identify and comprehend social concepts to develop social and ethical development.
- Recognise and use visual and sensory images, facial expressions, gestures and voice modulation to understand values, beliefs, traditions, and customs of diverse cultures of one's own community and communities around the world.

Living a healthy life

- Make choices based on a criterion, carry out the initiatives necessary to develop one's choice, and take responsibility for one's decisions in social, personal and physical domains.
- Develop social relationships through group work and community participation.

Learning for sustainable development

- Select the most appropriate combination of economic, social and environmental activities for today and the future.
- Choose between different courses of individual and social actions by reflecting on their potential consequences to take care of the natural system and manage its resources well.
- Understand the relationships between human activities and nature that may have an impact on the natural system and its resources.
- Reflect on ways to manage needs that often exceed limited resources.
- Identify how one’s personal actions and community contributions can bring a positive change to create a better place for living.
- Perform informed and responsible actions to create social cohesion, equity and human rights.
- Conserve and pass cultural heritage to future generations.
- Understand our place in the ecosystem and show concern for the environment.

Using technology and media

- Identify, locate and access appropriate information on Social Studies and transform it into knowledge.
- Select information, use and transmit it through different media, and use ITC as an essential element of communication to learn about Social Studies.
- Use technological resources to resolve societal issues efficiently, keeping a critical and reflective attitude when evaluating the available information.

Structure of the Syllabus Statement

The revision of the Social Studies syllabus was done based on a number of principles and reflects a number of features. These are:

Outcomes

Outcomes are statements of knowledge, understanding, skills and values expected to be achieved by most students at the end of a given stage.

In Social Studies, all outcomes are of equal importance. The presentation of the outcomes does not imply a sequence of teaching and learning activities.

Indicators

An indicator is an example of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.

The outcome and indicators together make up the content. The indicators describe in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. Outcomes and indicators together assist teachers in identifying student's current achievement and in planning future learning experiences.

The Strands

A strand is a broad area of concepts specifically linked with each other. In this curriculum, strands refer to general areas that students need to know. Each strand is further organised into sub-strands to allow the content to be specified and described as learning outcomes. The Social Studies syllabus is comprised of six strands.

Strand 1: Identity, Culture and Heritage

Identity, Culture and Heritage will help students understand multiple perspectives of cultures that are derived from different systems of beliefs, knowledge, values and tradition and learn and adapt to dynamic and ever-changing cultures. Along with culture, students will learn the individual needs to shape their identity. This can be done by examining various forms of human behaviour that enhance understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation and the ethical principles underlying individual action.

Strand 2: People, Places and Environment

The study of people, places, and human-environment interactions assists learners to understand the relationship that exists between people and the environment as they create their spatial views and geographic perspectives of the world. This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment.

Strand 3: The Economic World

This strand helps students learn how people participate in economic activities and about consumption, production, and distribution of goods and services. They also learn how to manage their needs that often exceed limited resources and the role of interdependence and technology in economic decision-making.

Strand 4: Time, Continuity and Change

In this strand, the students learn about events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand what things were like in the past and how things change and develop so that they can imagine a possible future.

Strand 5: Civics and Governance

This strand enhances the students' understanding of the historical development of structures of power, authority, and governance and their evolving functions in an individuals' society as well as in other parts of the world, which is essential for developing civic competence.

In this strand, the students will study the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society.

Through this strand, learners will learn the importance of civic participation and practices, the meaning of citizenship, the balance between rights and responsibilities, the role of the citizen starting from a smaller community (such as the family) to the wider community (including the nation and the world). In addition, they can explore ways to contribute to their society to make a positive difference.

Strand 6: Investigation, participation and communication

This strand helps students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

Key to Numbering of Outcomes in the Social Studies Syllabus

The following codes are used in the Social Studies KS 1–3 syllabus.

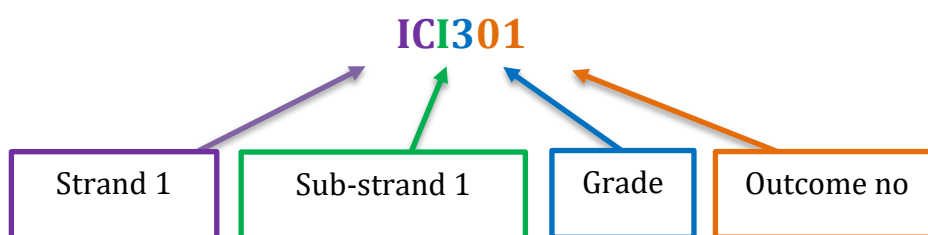
Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the strand, grade, outcome number and the way the content is organised.

Strands are represented by the following codes:

Strands	Codes
Strand 1: Identity, Culture and Heritage	IC
Strand 2: People, Places and Environment	PP
Strand 3: Economic World	EW
Strand 4: Time, Continuity and Change	TC
Strand 5: Civics and Governance	CG
Strand 6: Investigation, Participation and Communication	IP

In the Social Studies KS1–3 syllabus, outcome codes indicate strand, sub-strand, grade and outcome number. For example:



Outcome code	Interpretation
ICI301	Identity and Culture, Identities and Social Groups, Grade 3, Outcome 1

Planning, Teaching and Assessing Social Studies

Planning Stage

Careful and systematic planning is essential for the success of Social Studies teaching. To begin with, in order to ensure that children receive a rich learning experience, it is important that Social Studies teachers become familiar with the outcomes and indicators at each level and understand how these are translated and implemented in the classroom. The following are some key features to consider in planning Social Studies education.

Content Selection

It is important to note that children should experience a broad and balanced programme. Teachers should draw content from the five content areas;

- Identity, Culture and Heritage
- People, Places and Environment
- The Economic World
- Time, Continuity and Change
- Civics and Governance
- Investigation, Communication and Participation

In situations, where the selected topic or theme can incorporate other content areas, it is advisable to do so (For example, teachers may select ‘myself’ as a unit topic, where outcomes from the content areas from both ‘Culture and Identity’ and ‘The Economic World’ can be included in the same topic.).

In selecting a theme or topic, teachers should account for the students’ needs, their local environment and familiarity. They should also ensure continuity and progression in the students’ learning. Smooth transition from each level requires teachers to be aware of the students’ past learning experiences.

Although it is encouraged that a thematic approach be used in teaching Social Studies, it needs to be understood that achieving certain outcomes may require specific teaching related to the selected outcomes and indicators.

In general, effective planning thus requires the teachers to initially identify the big ideas/concepts behind each of the outcomes and then identify ways to collate outcomes and indicators together to ensure that students receive meaningful learning.

Development of Skills and Values

The Social Studies curriculum highly recommends teachers teach every content strand along with the skills. Thus, the strand ‘investigation, communication and participation’ needs to be integrated with the content strands in order to maximize the learning of skills and values.

Literacy and Numeracy

Numeracy is about students having the confidence to choose and use mathematics skills they learn at school and in everyday life. Literacy is essential to a student’s ability to learn and succeed in school and beyond.

Literacy capabilities need to be explicitly built as students progress through the years in all the key learning areas. In this regard, every classroom teacher needs to explicitly teach numeracy skills in all learning areas.

Consequently, all teachers need to ensure that literacy and numeracy teaching and learning becomes part of their daily routine.

Integration

The use of well-planned integrated approaches, both within Social Studies and between Social Studies and other curriculum areas plays an important role in the teaching/learning of Social Studies at all levels.

Systematically planned integrated topics can provide contexts in which knowledge and skills may be developed in a range of areas. In this regard, the environments of the child, particularly those of a local nature, provide ideal contexts and an effective ground for the integration of learning.

Likewise, many elements from the Science, Islam, Mathematics and Language curricula may be explored in parallel with Social Studies and much of the work involved will contribute to the development of the child’s oral language, literacy and numeracy, and communication skills.

As children grow older, they begin to recognise that there are different ways or modes of looking at the world and of organising human knowledge, so teaching strategies may be varied to include a holistic approach, some cross-curricular integration and a subject-centred focus. Such an approach utilises teaching and using time efficiently and acknowledges that the social, emotional, attitudinal and moral development of the child is interwoven with the acquisition of knowledge and skills. It needs to be understood that

each subject offers a distinctive perspective of the world and equips children with a particular range of skills; however, these divisions must not reverse the effective implementation of an integrated curriculum.

Recommended Time

The following table shows the allocated time for teaching Social Studies for grade 3

Contact Time per Week	Maximum Contact Time per Year
3 periods of 35 minutes	96 periods

Teaching and Learning of Social Studies

The instructional approaches and learning activities need to be drawn in a way that reflects the five pedagogical dimensions mentioned in the National Curriculum:

- Creating a Positive Learning Environment
- Connecting Prior Learning to New Learning
- Making Learning Meaningful
- Fostering Reflective Practices
- Catering to Individual Differences

These dimensions are not separate dimensions. They are interwoven in nature and teachers need to carefully develop the lessons in a manner that addresses them. Some ways that these dimensions can be addressed are:

Various classroom and outside-classroom activities, whereby the lessons and activities should be intended and designed to convey a unique way of organising content to enable the child to construct meaning of his/her social, cultural and physical world and permits the adoption of a child-centred approach to teaching and learning. Social Studies deals with the development of knowledge and understanding, and skills and values related to them, their families, their surroundings, their community, their nation and the global world that they are a part of.

Furthermore, the teaching and learning should address the diversity of students in classrooms. The use of the one-size-fits-all lessons no longer meets the needs of all learners and teachers need to adopt differentiated learning activities. Interactive and student-centred learning approaches are recommended to arouse the students' interest and to engage them to be self-directed and independent learners.

Some of these approaches include cooperative learning strategies such as role plays and the use of models, storyline method, oral history, real life examples, etc. Furthermore, active and independent learning activities, such as group discussions, simulation exercises, and strategies for active and independent learning, should be planned in order to encourage students' participation.

Field trips should be conducted wherever possible. Heritage tours and learning journeys can be incorporated as part of the field trips. Explanation and modelling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking

Also, the Social Studies curriculum emphasises the need to engage in practical activities such as projects, experiments, self and peer reflection and investigations. One of the main purposes of these is to provide opportunities for students to engage in the inquiry process. The Social Studies syllabus identifies a range of inquiry skills that need to be acquired by the students, under the strand Investigation, Participation and Communication. Some of the fundamental skills of this strand include:

- Developing questions and conducting inquiries
- Evaluating sources and using evidence
- Inferring, evaluating and reflecting on evidence
- Communicating findings

Social Studies teaching and learning also require effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

Assessment Practices

Assessment is an integral part of teaching and learning. Assessment is the ongoing systematic process of gathering and using evidence of student learning to make informed decisions regarding student achievement. Thus, the main purpose of assessment is to improve student learning.

Three major types of assessment used in conjunction can be used to support student achievement.

Assessment for learning (Formative Assessment)

It is used for the purpose of greater achievement. Classroom assessment should provide opportunities for students to become actively involved in their learning and achievement. In this type of assessment, the students know what they need to do in order to be successful and know what is considered 'good work'.

Assessment for learning is the criterion referenced where students compare their work with a criterion. The criteria are based on the outcomes and indicators mentioned in the Social Studies syllabus.

In addition to this, students, peers and teachers provide appropriate and ongoing feedback. Through feedback, students identify their strengths and areas for improvement. This helps students redirect their efforts and energy in making plans on ways to improve learning. As for teachers, this provides the opportunity to change instruction in accordance to students' needs.

Assessment as learning (formative assessment)

Assessment as learning is student driven, whereby students actively get involved in their own learning. This is done through continuous self-assessment, whereby students identify areas to improve. Students are required to reflect and critically evaluate their work.

Assessment of learning (Summative Assessment)

This is usually addressed through summative assessment. This includes topic assessment at the end of a topic and term exams. (Note: For Foundation and Key Stage One, there will be no term exams or tests.) The students' summative assessments can be used to check their level of understanding. The information gathered through the summative process should be used formatively to enhance student progress.

In order to gather evidence of student learning, the following are some of the methods that can be used.

- Informal assessment: student and teacher make judgments about their learning based on discussions
- Formal assessment: students and teachers make judgments based on success criteria that are shared by students and the teacher before the learning task is carried out
- Observation: use of checklists, rating scales and rubrics
- Self and peer assessments
- Quizzes
- Tests
- Sample student work
- Projects
- Reports
- Journals/Logs
- Performance reviews
- Portfolios

Scope and Sequence of Content Outcomes of Each Strand

Strands/Sub-strands	Grade 1	Grade 2	Grade 3
Identity and Culture			
Identities and Social Groups	The physical characteristics, personal preferences of oneself and others	Information (on official documents) that contribute to one's unique identity	One's unique identity and appreciating oneself (one's good qualities, strengths, weaknesses, and dealing with challenges)
	Valuing the physical characteristics and personal preferences of oneself and others	One's talents, interests, and those of one's friends	Opinions of oneself and respecting the opinions of others
	Importance of belonging to a group (family)	Social groups (family, friends, school, activity groups, neighbourhood) that contribute to an individual's identity	Seeing oneself as part of a wider community (island/atoll/country)
			Living together in communities, benefits of belonging to different communities
			Contributing to different communities by being part of programmes and event
	Valuing being a member of the family	Valuing and respecting being a member of the social groups that one is a part of	Valuing and respecting diversity in different communities
Culture and Heritage	Basic features of Maldivian culture and valuing Maldivian culture	Traditions associated with cultural celebrations in the Maldives	Cultural practices in relation to traditional games in one's community
	Appreciating and valuing culture such as traditional clothes and traditional food	Valuing the traditions associated with cultural celebrations practised in the Maldives	Valuing the culture by reviving traditional games in one's community
National Identity - We the Maldivians	Respecting the national symbols that represent Maldives (national flag, national anthem)	Symbols that identify our nation (emblem) and respecting the national emblem	Honouring the significant days marked as national commemorations/celebrations.
People, Places and Environment			
The World in Spatial Terms	Maps of familiar settings (home, school) and using simple directional words	Marking the location of one's atoll, island and the capital city of the country	Compass and its uses (directions and locating places using compass)
	Map skills, map keys to illustrate journeys from one point of the school to another	Map skills (significant map keys, following directions) to locate places in one immediate environment	Atolls of the Maldives, locating one's atoll and some islands of the atoll

			Size, shapes and location of islands of some other atolls
			Locating places and routes from one point to the other in their (city/island)
Society and the Environment	Distinguishing the physical and human geographical features from their school	Comparing the physical and human geographical features of one's island	Natural/Physical and geographical/built features of an atoll
Weather and Climate	The local weather conditions in the Maldives and its impact on humans	Monsoons in the Maldives	The monsoons and <i>nakai</i> in the Maldives
		Impact of local weather on humans	Daily life and local weather in the Maldives (during different <i>nakai</i>)
	Extreme weather conditions in the locality and identifying safety measures	Extreme weather conditions in the different seasons and applying safety measures	Extreme weather conditions associated with different <i>nakai</i> and safety measures
Caring for the Environment	The importance of cleaning and ways to care for the environment (homes and school)	Ways in which the environment can be polluted or harmed	A major environmental problem found in one's island
		Some strategies for protecting and conserving the environment (3Rs)	Possible solutions for the issue and for protecting the environment of their island
Economic World			
Economic Systems	The place of needs, wants and choices	Choices one needs to make in everyday life	Producers and consumers
		Differentiating between goods and services	Steps involved in making a product that they consume
Financial Institutions	Money used in the Maldives	Money is used to buy goods and services	Earning and managing money
		Importance of savings (age-appropriate)	Budgeting and saving
International Economics and Trade		Local and imported goods	Domestic and foreign trade and how goods reach consumers
Time, Continuity and Change			
Time and Change	Important events in one's life and ways in which time and change affect them	Ways in which time and change affect people, places and things	Ways in which time and change affect communities in the Maldives (transport and communication)

Civics and Governance			
Roles, Rights & Responsibilities	Rights, rules and responsibilities within the social groups one belongs to (family, school)	Rights, rules and responsibilities within the neighbourhood	Rules, rights and responsibilities in the community that protect one's rights and those of others
		Leaders and their roles in the neighbourhood	Leaders in our community
Investigation, Participation and Communication			
Planning and Investigation	Acquiring investigation skills	Understanding how to plan for an investigation	Understanding how to plan for an investigation
	Locating sources, organising and selecting information	Locating sources, organising and selecting information	Locating sources, organising and selecting information
Inferring and Evaluating	Interpreting information and developing critical thinking	Interpreting information and developing critical thinking	Interpreting information and developing critical thinking
Applying and Communicating Findings	Sharing findings with others.	Sharing findings with others	Sharing findings with others

Grade 3—Outcomes and Indicators

Strand: Identity, Culture and Heritage	
Sub-strand: Identities and Social Groups	
<p>Outcome ICI301: Identify and value one’s personal strengths, weaknesses and one’s unique identity.</p>	<p>Indicators:</p> <ol style="list-style-type: none"> a. <i>Recognises some of one’s strengths and weaknesses as unique individuals</i> b. <i>Recognises the need to consciously encourage oneself and demonstrates perseverance to improve oneself</i> c. <i>Expresses how to value and appreciate one’s unique self</i>
<p>Outcome ICI302: Begin to express personal opinions and show respect for opinions of others.</p>	<p>Indicators:</p> <ol style="list-style-type: none"> a. <i>Shows the ability to express one’s opinions and practises doing so assertively</i> b. <i>Develops the sensitivity to appreciate and acknowledge the points of view of others</i>
<p>Outcome ICI303: Recognise the wider social groups that one belongs to, and how these social groups contribute to one’s identity as individuals (different communities such as ward, island/ city/ country).</p>	<p>Indicators:</p> <ol style="list-style-type: none"> a. <i>Recognises and describes the different communities that one belongs to</i> b. <i>Recognises how the different communities that one belongs promote a sense of belongingness (e.g., one’s identity as a member of the community: ward, island, country)</i>
<p>Outcome: ICI304: Recognise the importance of being a part of events and functions of the different communities that one is a part of.</p>	<p>Indicators:</p> <ol style="list-style-type: none"> a. <i>Identifies events and functions one attends with particular communities/social groups that one belongs to</i> b. <i>Recognises the need to participate in events and functions of the community to contribute for the betterment of the community</i> c. <i>Takes part in age-appropriate community events and functions</i>
<p>Outcome ICI305: Acknowledge and value the different people in one’s social groups and respect diversity.</p>	<p>Indicators:</p> <ol style="list-style-type: none"> a. <i>Identifies the significant people that belong to the different social groups that one is a part of (elders, people with special needs, less fortunate, young people, differently skilled, authority figures, etc.)</i> b. <i>Expresses empathy and practises behaviour that supports diversity (respect and care for the old, the special needs, the less fortunate, etc.)</i> c. <i>Expresses and demonstrates behaviour to support fairness and equality for all members of the different communities that one belongs to</i>
Sub-strand: Culture and Heritage	
<p>Outcome ICC306: Demonstrate understanding about the different games associated with culture and traditions of Maldives.</p>	<p>Indicator:</p> <ol style="list-style-type: none"> a. <i>Explores (with the help of different sources such as photographs, stories from grandparents, discussions about cultural practices specific to games, digital resources, etc.) some games,</i>

	<i>associated with Maldivian traditions and culture</i>
Outcome ICC307: Value and honour games associated with the tradition and culture of the Maldives.	Indicator: <ul style="list-style-type: none"> a. <i>Becomes familiar with the rules and procedures of some of the games associated with the culture and traditions of Maldives</i> b. <i>Participates in games to revive and express love for Maldivian culture</i>
Sub-strand: National Identity—We the Maldivians	
Outcome ICN308: Gain an understanding of the national celebrations of Maldives.	Indicator: <ul style="list-style-type: none"> a. <i>Identifies the significant days marked as national celebrations and recognises why these days are celebrated</i> b. <i>Describes how the national celebrations are observed in one's surroundings</i>
Outcome ICN309: Value and honour the various national celebrations observed in the country.	Indicator: <ul style="list-style-type: none"> a. <i>Takes part in national celebrations to honour and show love for them</i> b. <i>Exhibits behaviour that shows respect for the national celebrations of Maldives</i>
Strand: People, Places and Environment	
Sub-strand: The World in Spatial Terms	
Outcome PPT310: Demonstrate understanding that one's community is located in an atoll, a city/island, a county and a region.	Indicator: <ul style="list-style-type: none"> a. <i>Marks the location of/the region where the Maldives is situated on a world map/globe</i> b. <i>Identifies and locates the atoll and the island one belongs to on a map of the Maldives</i> c. <i>Locates and marks the capital islands of some of the atolls of the Maldives on a map</i>
Outcome PPT311: Demonstrate the use of compass in finding directions and locating places.	Indicator: <ul style="list-style-type: none"> a. <i>Begins to identify the cardinal directions and labels them on a map of world/globe (North, South, East and West)</i> b. <i>Locates the direction in which ones' atoll and island are located on the map of the Maldives</i> c. <i>Uses a compass to identify directions and locates places in one's surrounding</i>
Outcome PPT312: Use map skills (map keys and directions) to locate and identify important places of one's island/city.	Indicator: <ul style="list-style-type: none"> a. <i>Uses the map keys given on a map of one's island/city to identify and locate places of importance</i> b. <i>Uses directions and map keys to create a simple journey from one significant point to the another in their island or city. (e.g., route from hospital to island council office or police station, etc.)</i> c. <i>Identifies and locates on a map of their island/city, the routes to some of the places that one visits every day</i>

Sub-strand: Society and the Environment	
Outcome PPS313: Explore the significant physical (natural geographical) features of the atoll one belongs to.	Indicator: <ol style="list-style-type: none"> a. Demonstrates an understanding of the formation of an atoll with the help of a diagram b. Identifies and gains understanding of the natural features of the atoll that one belongs to (coastal and other features such as mangroves, wetlands, etc.) c. Observes the map of the Maldives and discusses the natural features such as the shape and size of the islands of the atoll that one belongs to
Outcome PPS314: Explore the significant human geographical features (built features) of the atoll one belongs to.	Indicator: <ol style="list-style-type: none"> a. Describes important human geographical features of the atoll, island/city that one belongs to (significant built features, landmarks, atoll hospital, leisure areas, council office, harbour, schools, mosques, etc.) b. Exhibits responsible behaviour in taking care of the built features of the atoll, island/city that one belongs to
Sub-strand: Weather and Climate	
Outcome PPW315: Distinguish between weather and climate.	Indicator: <ol style="list-style-type: none"> a. Recognises the factors that determine the weather of a place b. Observes the weather of one's island/city and records the daily and weekly weather
Outcome PPW316: Gain an understanding of the monsoons, the <i>nakai</i> and the weather patterns associated with them.	Indicator: <ol style="list-style-type: none"> a. Talks about the monsoons we experience in the Maldives and identifies the <i>nakai</i> that belong to these two monsoons b. Talks about the different weather characteristics of the <i>nakai</i> and how people plan their everyday life activities according to the <i>nakai</i>
Outcome PPW317: Become aware of extreme weather conditions in the Maldives and apply safety measures.	Indicator: <ol style="list-style-type: none"> a. Identifies major natural weather-related hazards that the Maldives experiences, such as swell surges and flooding b. Recognises the authorities that help make people aware of severe weather conditions c. Becomes aware of weather alerts and interprets extreme weather conditions for the different levels of alerts issued in the Maldives d. Identifies and becomes aware of safe practices that need to be implemented during severe weather crises such as surge swells and flooding
Sub-strand: Caring for the environment	
Outcome: PPC318: Gain understanding of a major environmental issue in the Maldives (beach erosion).	Indicator: <ol style="list-style-type: none"> a. Recognises a major environmental issue, beach erosion, that some of the islands in one's atoll might be facing b. Identifies the main causes for beach erosion in some of the islands of one's atoll

<p>Outcome PPC319: Become aware of important strategies to care for their environment.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Takes age-appropriate actions to practise responsible behaviour as an individual to minimise the effects of beach erosion</i> b. <i>Teams up with members of the community to plan and participate in age-appropriate programmes and activities to make people aware of the impacts of beach erosion on the environment and on peoples' lives</i>
<p>Strand: Economic World</p>	
<p>Sub-strand: Economic Systems</p>	
<p>Outcome EWE320: Become aware of who producers and consumers are.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Recognises that people who make goods and provide services are producers</i> b. <i>Recognises that people who buy goods and pay for services are consumers</i> c. <i>Realises that producers and consumers depend on each other to fulfil their needs</i>
<p>Outcome EWE321: Become aware of the materials and the procedures involved in making a simple product that one's uses every day.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Talks about the different materials used in some of the products that one uses every day</i> b. <i>Talks about the steps involved in making a simple local and a simple imported product that one uses every day</i>
<p>Sub-strand: Financial Institutions</p>	
<p>Outcome EFW322: Identify that money comes from different sources and is used for different purposes.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Begins to realise that money comes from different sources (from working and being paid for it, family businesses, etc.)</i> b. <i>Participates in age-appropriate games and activities to recognise that money is used to fulfil needs and wants</i>
<p>Outcome EFW323: Become aware of the importance of budgeting, and make wise decisions on spending and saving.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Talks about why budgeting is important and how it helps</i> b. <i>Takes age-appropriate actions to save money and minimise spending</i> c. <i>Makes a small budget plan to set saving goals through age-appropriate games and activities</i>
<p>Sub-strand: International Economics and Trade</p>	
<p>Outcome EWI324: Become aware of domestic and foreign trade and how they occur.</p>	<p>Indicator:</p> <ul style="list-style-type: none"> a. <i>Gains an understanding of the importance of international trade</i> b. <i>Differentiates between domestic trade and foreign trade</i> c. <i>Discusses how goods reach consumers (island to island and country to country)</i> d. <i>Talks about why some countries are able to sell specific products (through age-appropriate examples)</i>

Strand: Time, Continuity and Change	
Sub-strand: Time and Change	
Outcome TCT325: Identify and explore ways in which time and change has affected travel and communication in one's community (island/city and atoll).	Indicator: <ul style="list-style-type: none"> a. Discusses how things change over time, using chronological terms (e.g., 'a long time ago', 'then and now', 'now and then', 'old and new', etc.) b. Recognises and compares the early of forms of travel and communication that were used in one's community c. Identifies the new forms of transport and communication in one's community today d. Discusses how life has changed due to advancements in travel and communication and appreciates the good changes due to it
Strand: Civics and Government	
Sub-strand: Roles, Rights and Responsibilities	
Outcome CGR326: Become aware of rules, rights and responsibilities of a resident/member of an island/city and atoll community.	Indicator: <ul style="list-style-type: none"> a. Identifies how one can be a resident of an island/city and an atoll b. Identifies the entitled rights of a resident living in an island/city and in an atoll c. Identifies major rules, roles and responsibilities needed to live in harmony and to be a responsible member of the communities that one is a part of (island/city and atoll) d. Participates in responsible activities that contribute to the betterment of the community that one is a part of (island/city and atoll community) (e.g., participate in discussions, take turns, listen to others, share spaces, look after significant places, participate in programmes that benefit everyone, follow rules that are made for different purposes such as for safety, fairness, etc.)
Sub strand: Decision Making and Leadership	
Outcome CGD327: Gain an understanding of how important leaders of city/island/atoll are elected or appointed, and their roles.	Indicator: <ul style="list-style-type: none"> a. Recognises the leaders of one's island/city/atoll (police, city councillor, island councillor, atoll councillor, and other relevant parties) and discusses how they are elected or appointed b. Talks about the roles and offices of the leaders of their city/island and atoll community c. Discusses the good qualities that a leader should have to work for the people and the betterment of the island/city and the atoll
Strand: Investigation, Participation and Communication	
Sub-strand: Planning and Investigating	
Outcome IPP328: Begin to acquire investigation skills.	Indicator: <ul style="list-style-type: none"> a. Begins to reflect on current understanding of a topic (e.g., through pictures, illustrations, etc.) b. Begins to identify related concepts c. Asks simple questions and contributes ideas for inquiry

	<ul style="list-style-type: none"> d. Builds knowledge of how ICT can be used effectively for inquiry e. Uses teacher-directed formats to carry out inquiries
Outcome IPP329: Begin to locate sources, and organise and select information.	Indicator: <ul style="list-style-type: none"> a. Becomes aware of how to collect information b. Identifies how to gather information from a given source c. Becomes aware of how to identify the main idea (e.g. from text, pictures) d. Identifies how to use photographs and stories as a source of information e. Becomes aware of how to record and label information
Sub-strand: Inferring and Analysing	
Outcome IPI330: Begin to process and interpret information, and develop critical thinking.	Indicator: <ul style="list-style-type: none"> a. Identifies how to sort and arrange events in sequence (e.g., chronological order on a timeline) b. Identifies ways to construct simple graphs (e.g., pictorial graphs) c. Records and constructs a simple table from raw data using teacher-directed processes d. Interprets data presented in tables and graphs (e.g., by making comparisons to least/most, largest/smallest) using teacher-directed processes e. Identifies ways to use teacher-directed formats for recording
Sub-strand: Applying and Communicating Findings	
Outcome IPA331: Begin to apply and share findings with others.	Indicator: <ul style="list-style-type: none"> a. Identifies ways to share findings with others (e.g., through class displays, assembly items, role-plays, models, pictures, writing, etc.) b. Identifies ways to cater to a specific audience c. Identifies ways to reflect on personal learning