Social Sciences Strands for Primary Schools

Supreme Education Council
Education Institute
Curriculum Standards Office
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Foreword

Qatar’s Comprehensive Education Reform Initiative

These Curriculum Standards lie at the heart of ‘Education for a New Era’, Qatar’s education reform initiative. They draw on international expectations of what students should know, understand and be able to do at each stage of their schooling, as well as on the current best practices in Qatar’s public schools.

The standards focus on the content essential for preparing students to be engaged and productive citizens. Critical thinking, enquiry and reasoning are emphasized in all grades to ensure that students develop the ability to work creatively, think analytically and solve problems.

The standards have been developed for the Education Institute of the Supreme Education Council by an international team of curriculum experts, guided by the staff of the Institute. Working groups of local teachers and curriculum specialists have helped to ensure that the standards reflect Qatari values and culture, and are relevant to the needs and interests of Qatari students.

Principals and teachers should find these standards to be an excellent resource on which to base their planning, teaching and assessment. Quality instruction and high levels of scholastic achievement are crucial to the future success of our youth and our nation.

Sabah Esmail Al-Haidoos
Director, Education Institute
History

Summary of Student’s Performances - Kindergarten to Grade 2

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and people in the past:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3- Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on the local environment and Qatar.
History Standards

KINDERGARTEN

1.0 Chronology

1.1 Be able to order events and objects into a sequence
1.2 Be able to use key words and phrases relating to the passing of time

1.1 Be able to order events and objects into a chronological sequence.
1.2 Be able to use common words and phrases relating to the passing of time with a focus on national descriptive vocabulary.

2.0 Knowledge of events and historical characters

2.1 Characteristic features of the periods, societies and events studied
2.2 Identifying and describing reasons for historical events
2.3 Making links with historical events
2.4 Social, economic, cultural, religious and ethnic diversity of periods studied.

2.1 Be able to recognize a range of events from the past e.g. know some stories with a focus on local and national people and events.

2.2 Be able to describe why people did things and why events happened in the past e.g. using role play, stories, nursery rhymes, poems, TV and educational programmes.

2.3 Be able to identify similarities and differences between ways of life at different times.
2.4 Know about a range of people who have lived in a variety of cultures in the past.

3.0 Historical Enquiry and Skills

3.1 Finding out
3.2 Asking questions
3.3 Historical Interpretation
3.4 Organization and communication

3.1 Be able to find out about aspects of the past from a range of sources

3.2 Be able to ask and answer questions about the past

3.3 Be able to identify different ways the past has been interpreted through art or literature.

3.4 Be able to communicate their historical knowledge and understanding e.g. Talking, drawing, painting, role-play
History

Summary of Student’s Performances - Kindergarten to Grade 2

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and historical characters:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3- Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on the local environment and Qatar.
History Standards

GRADE 1

1.0  Chronology

1.1   Be able to order events and objects into a sequence
1.2   Be able to use key words and phrases relating to the passing of time

1.1 Be able to order events and objects into a chronological sequence through descending or ascending timelines or schedules

1.2 Be able to use common words and phrases relating to the passing of time with a focus on descriptive vocabulary

2.0  Knowledge of events and historical characters

2.1 Characteristic features of the periods, societies and events studied
2.2 Identifying and describing reasons for historical events
2.3 Making links with historical events
2.4 Social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Be able to recognize a range of events from the past

2.2 Be able to describe why people did things and why events happened in the past e.g. using role play, stories, nursery rhymes and poems, TV and educational programmes

2.3 Be able to identify similarities and differences between ways of life at different times

2.4 Know about a range of people who have lived in a variety of cultures in the past

3.0  Historical Enquiry and Skills

3.1 Finding out
3.1 Be able to find out about aspects of the past from a range of sources e.g. eye-witness accounts, artefacts, historic buildings, visits to museums and galleries

3.2 Be able to ask and answer questions about the past e.g. Who is the story about? What else could it be or mean? What do the words mean?

3.3 Be able to identify different ways the past is interpreted e.g. history of art, drama, music, movies, sculpture, poetry, literature

3.4 Be able to communicate their historical knowledge and understanding in e.g. Drama, writing, pictures, talking, drawing, painting, role-play, ICT. TV and educational programmes.
Summary of Student’s Performances - Kindergarten to Grade 2

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and historical characters:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3- Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on the local environment and Qatar.
History Standards

GRADE 2

1.0  Chronology

1.1  Chronology
1.2  Be able to use key words and phrases relating to the passing of time

1.1  Be able to order events and objects into a chronological sequence e.g. comparing, sorting, matching, ordering and sequencing a range of objects and events. Constructing a simple timeline (such as a string and peg sequence)

1.2  Be able to use common words and phrases relating to the passing of time e.g. with a focus on descriptive vocabulary such as ancient, decade, millennium, century, modern

2.0  Knowledge of events and historical characters

2.1  Characteristic features of the periods, societies and events studied
2.2  Identifying and describing reasons for historical events
2.3  Making links with historical events
2.4  Social, economic, cultural, religious and ethnic diversity of periods studied

2.1  Be able to recognise a range of events from the past.

2.2  Be able to describe why people did things and why events happened in the past e.g. Using drama, poetry, drawing, painting, dance, written accounts.

2.3  Be able to identify similarities and differences between ways of life at different times

2.4  Know about a range of people who have lived in a variety of cultures in the past.

3.0  Historical Enquiry and Skills
3.1 Finding out
3.2 Asking questions
3.3 Historical Interpretation
3.4 Organization and communication

3.1 Be able to find out about aspects of the past from a range of sources e.g. visits to sites, use of ICT, information texts, eye witness accounts, maps and drawings.

3.2 Be able to ask and answer questions about the past.

3.3 Be able to identify aspects of the past that have represented and interpreted in different ways e.g. History of art, drama, music, movies, sculpture, poetry, literature, photos and drawings.

3.4 Be able to communicate their historical knowledge and understanding in e.g. Writing, drawing, using ICT
GRADE 3

History Standards

Summary of Student’s Performances – from Grade 3 to Grade 6

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and historical characters:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3-Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on Qatar (Grade 3) and the six Gulf States (Grade 4), the history of the Arabian Peninsula (including Yemen) in Grade 5 and the Islamic world (Grade 6).
GRADE 3

History Standards

1.0 Chronology

- 1.1 Be able to order events and objects into a sequence
- 1.2 Be able to use key words and phrases relating to the passing of time

1.1 Be able to place events, people and changes into their correct chronological framework e.g. constructing timelines of events using wall or artefact displays or chronicle or diary writing (using numbers, pictures, artefacts, written word, captions, labels, explanations, accounts).

1.2 Be able to use dates and vocabulary relating to the passing of time with a focus on descriptive and technical vocabulary.

2.0 Knowledge of events and historical characters

- 2.1 Characteristic features of the periods, societies and events studied
- 2.2 Identifying and describing reasons for historical events
- 2.3 Making links with historical events
- 2.4 Social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including the ideas, beliefs and experiences of men, women and children.

2.2 Be able to identify and describe reasons for and results of historical events, situations and changes in the periods they have studied e.g. Using drama, poetry, dance, art, written accounts, role-play.

2.3 Be able to describe and make links between the main events, situations and changes both within and across periods e.g. When it
all happened, what happened at that time, how things developed or stayed the same and the sequence of events.

2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied.

3.0 **Historical Enquiry and Skills**

- 3.1 Finding out
- 3.2 Asking questions
- 3.3 Historical Interpretation
- 3.4 Organization and communication

3.1 Be able to find out about events, people and changes from a range of sources of information e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, music and artifacts.

3.2 Be able to ask and answer questions and to select and record information relevant to the enquiry.

3.3 Be able to identify aspects of the past that have represented and interpreted in different ways e.g. History of art, drama, music, movies, sculpture, poetry, literature, pictures and photos.

3.4 Be able to recall, organise, classify and communicate historical information in a variety of ways e.g. drawing, writing, using ICT, verbal presentations, drama, music, and use maps and photographs

3.4.1 Be able to make appropriate use of dates and historical terms e.g. Using writing, pictures, time lines, verbal and non-verbal explanations, captions and labels.
Summary of Student’s Performances – from Grade 3 to Grade 6

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and historical characters:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3-Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on Qatar (Grade 3) and the six Gulf States (Grade 4), the history of the Arabian Peninsula (including Yemen) in Grade 5 and the Islamic world (Grade 6).
1.0 **Chronology**

- 1.1 Chronology
- 1.2 Vocabulary relating to the passing of time

1.1 Be able to place events and changes into their correct chronological framework e.g. Constructing timelines of events using wall or artefact displays or chronicle or diary writing.

1.2 Be able to use dates and vocabulary relating to the passing of time with a focus on technical vocabulary.

2.0 **Knowledge of events and historical characters**

- 2.1 Characteristic features of the periods, societies and events studied
- 2.2 Identifying and describing reasons for historical events
- 2.3 Making links with historical events
- 2.4 Social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including the ideas, beliefs and experiences of men, women and children.

2.2 Be able to identify and describe reasons for and results of historical events, situations and changes in the periods they have studied.

2.3 Be able to describe and make links between the main events, situations and changes both within and across periods.
2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied.

3.0 Historical Enquiry and Skills

- 3.1 Finding out
- 3.2 Asking questions
- 3.3 Historical Interpretation
- 3.4 Organisation and communication

3.1 Be able to find out about events, people and changes from a range of sources of information e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, music and artefacts

3.2 Be able to ask and answer questions and to select and record information/

3.3 Be able to identify aspects of the past that have represented and interpreted in different ways e.g. History of art, drama, music, movies, sculpture, poetry, literature

3.4 Be able to recall, organise, classify and communicate historical information in a variety of ways e.g. drawing, writing, using ICT, verbal presentations, drama, music
History Standards

Summary of Student’s Performances – from Grade 3 to Grade 6

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and historical characters:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3-Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on Qatar (Grade 3) and the six Gulf States (Grade 4), the history of the Arabian Peninsula (including Yemen) in Grade 5 and the Islamic world (Grade 6).
1.0 **Chronology**

- 1.1 Chronology
- 1.2 Vocabulary relating to the passing of time

1.1 Be able to place events, people and changes into their correct chronological framework e.g. constructing timelines of events using wall or artefact displays or chronicle or diary writing. using numbers, pictures, artefacts, written word, .

1.2 Be able to use dates and vocabulary relating to the passing of time e.g. with a focus on conceptual vocabulary such as, change, sequence, duration and period.

2.0 **Knowledge of events and historical characters**

- 2.1 Characteristic features of the periods, societies and events studied
- 2.2 Identifying and describing reasons for historical events
- 2.3 Making links with historical events
- 2.4 Social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including the ideas, beliefs and experiences of men, women and children.

2.2 Be able to identify and describe reasons for and results of historical events, situations and changes in the periods they have studied.

2.3 Be able to describe and make links between the main events, situations and changes both within and across periods.
2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied.

3.0 Historical Enquiry and Skills

- 3.1 Finding out
- 3.2 Asking questions
- 3.3 Historical Interpretation
- 3.4 Organisation and communication

3.1 Be able to find out about events, people and changes from a range of sources of information e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, music and artifacts.

3.2 Be able to trace the common causes of historical events, including current events.

3.3 Be able to ask and answer questions about the past.

3.4 Be able to recall, organise, classify and communicate historical information in a variety of ways e.g. drawing, writing, using ICT, verbal presentations, drama, music
Summary of Student’s Performances – from Grade 3 to Grade 6

Students use historical enquiry and skills to develop their knowledge and understanding of the local environment and Qatar. They focus on developing three key standards:

1- Chronology:

They develop skills in how to sequence events and key vocabulary relating to the passing of time.

2- Knowledge of events and historical characters:

Students study: characteristic features of the periods, societies and events; they describe reasons for historical events; they make links between historical events and finally, social, economic, cultural, religious and ethnic diversity of periods studied.

3-Historical enquiry and skills:

Students study: finding out (research); asking questions; historical interpretation and skills in how to organize and communicate their historical knowledge and understanding. The Breadth of study is the context in which historical skills are practiced with a focus on Qatar (Grade 3) and the six Gulf States (Grade 4), the history of the Arabian Peninsula (including Yemen) in Grade 5 and the Islamic world (Grade 6).
1.0 **Chronology**

- 1.1 Chronology
- 1.2 Vocabulary relating to the passing of time

1.1 Be able to place events, people and changes into their chronological framework e.g. constructing timelines of events using wall or artefact displays or chronicle or diary writing.

1.2 Be able to use dates and vocabulary relating to the passing of time e.g. with a focus on conceptual vocabulary such as, continuity, chronology, periods.

2.0 **Knowledge of events and historical characters**

- 2.1 Characteristic features of the periods, societies and events studied
- 2.2 Identifying and describing reasons for historical events
- 2.3 Making links with historical events
- 2.4 Social, economic, cultural, religious and ethnic diversity of periods studied

2.1 Know about characteristic features of periods, events and societies studied including the ideas, beliefs and experiences of men, women and children.

2.2 Be able to identify and describe reasons for and results of historical events, situations and changes in the periods they have studied e.g. Explanations, stories, accounts, music, drama, art.

2.3 Be able to describe and make links between the main events, situations and changes both within and across periods e.g. When it all happened, what happened at that time, how things developed or stayed the same and the sequence of events.
2.4 Know about the changes over time in social, cultural, religious, economic, political and ethnic diversity of the periods studied.

3.0 Historical Enquiry and Skills

- 3.1 Finding out
- 3.2 Asking questions
- 3.3 Historical Interpretation
- 3.4 Organisation and communication

3.1 Be able to find out about events, people and changes from a range of sources of information e.g. printed sources, ICT, CD ROMs, pictures, photographs, visits to museums, galleries and sites, historic buildings, music and artifacts.

3.2 Be able to ask and answer questions and to select and record information relevant to the enquiry.

3.3 Be able to identify aspects of the past that have represented and interpreted in different ways e.g. History of art, drama, music, movies, sculpture, poetry, literature.

3.4 Be able to recall, organise, classify and communicate historical information in a variety of ways e.g. drawing, writing, using ICT, verbal presentations, drama, music.
Summary of student Performance – Kindergarten to Grade 2

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health, Society, Culture and celebrations. They focus on developing core skills within each standard

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar.
**Citizenship standards**

**KG to Grade 2**

1.0 **Individuals and Groups**

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Self-dependency and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to enquire in a variety of ways e.g. asking questions, looking at pictures and reading stories.

1.2 Be able to develop moral standpoints within the context of the family and Islamic religion.

1.3 Be able to communicate meaning using verbal and non-verbal forms e.g. paintings, drama, writing and an awareness of communicating in classical Arabic.

1.4 Be able to show respect for the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and cope with the disappointment when not successful in activities, persevering with a new skill.

1.6 Be able to reflect on what they have learned and its implications for their own lives and the lives of other people e.g. setting and following simple goals.

1.7 Be able to adapt to unfamiliar situations.
1.8 Be able to work alongside and co-operate with others to undertake activities within a group e.g. family, classroom, after school club.

1.9 Know some of the rules of the group to which they belong,

2.0 Citizenship

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity

2.1 Be able to demonstrate fair play, identifying unfairness and taking appropriate action.

2.2 Be able to identify and respect the differences and similarities between people.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Be able to recognise rules for and ways to keep safe.

3.2 Know about some of the factors that can harm or improve their health and safety.

3.3 Know that people can affect their own health and safety.

4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures.

4.1 Know about some national traditions and cultures.
4.2 Know about some major celebrations from around the world which are celebrated in Qatar.
Summary of student Performance – Kindergarten to Grade 2

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health and Society and Culture and celebrations. They focus on developing core skills within each standard

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar.
1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to enquire in a variety of ways e.g. asking questions, looking at pictures, reading stories.

1.2 Be able to develop moral standpoints e.g. within the context of the family and the Islamic religion.

1.3 Be able to communicate meaning using verbal and non-verbal forms e.g. paintings, drama, writing and an awareness of communicating using the classical Arabic.

1.4 Be able to show respect for the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and cope with the disappointment when not successful in activities e.g. persevering with a new skill.

1.6 Be able to reflect on what they have learned and its implications for their own lives and the lives of other people.

1.7 Be able to adapt to unfamiliar situations.

1.8 Be able to work alongside and co-operate with others to undertake activities within a group.
1.9 Know some of the rules of the group to which they belong.

2.0 Citizenship

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity

2.1 Be able to demonstrate fair play, identifying unfairness and taking appropriate action e.g. following rules, taking turns.

2.2 Be able to identify and respect the differences and similarities between people.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Be able to recognise rules for and ways to keep safe.

3.2 Know about some of the factors that can harm or improve their health and safety.

3.3 Know that people can affect their own health and safety.

4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Know about some national traditions and cultures.

4.2 Know about some major celebrations from around the world which are celebrated in Qatar.
GRADE 2

Citizenship

Summary of student Performance – Kindergarten to Grade 2

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health and Society and Culture and celebrations. They focus on developing core skills within each standard

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar
Citizenship Standards

1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to enquire in a variety of ways e.g. asking questions, looking at pictures, reading stories.

1.2 Be able to develop moral standpoints e.g. Within the context of the family and Islamic religion.

1.3 Be able to communicate meaning using verbal and non-verbal forms e.g. paintings, drama, writing and an awareness of communicating using classical Arabic.

1.4 Be able to show respect for the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and cope with the disappointment when not successful in activities.

1.6 Be able to reflect on what they have learned and its implications for their own lives and the lives of other people.

1.7 Be able to adapt to unfamiliar situations.

1.8 Be able to work alongside and co-operate with others to undertake activities within a group e.g. family, classroom, after school club.
1.9 Know some of the rules of the group to which they belong.

2.0 Citizenship

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity

2.1 Be able to demonstrate fair play, identifying unfairness and taking appropriate action e.g. following rules, taking turns.

2.2 Be able to identify and respect the differences and similarities between people.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Be able to recognise rules for and ways to keep safe.

3.2 Know about some of the factors that can harm or improve their health and safety.

3.3 Know that people can affect their own health and safety.

4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Know about some national traditions and cultures.

4.2 Know about some major celebrations from around the world which are celebrated in Qatar.
Summary of student Performance – Grade 3 to Grade 6

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health and Society and Culture and celebrations. They focus on developing core skills within each standard

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar, the six Gulf States (in addition to Yemen), and the Arabian Peninsula and the Arab world.
Citizenship Standards

1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to carry out an enquiry by asking and considering searching questions related to the area of study.

1.2 Be able to develop and act on moral standpoints, within the context of the family and the Islamic religion, giving reasons for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms e.g. poetry, narrative, drama, music, technology, sharing opinions, discussion.

1.4 Be able to show respect and act in accordance with the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and perseverance when not successful in activities.

1.6 Be able to reflect on what they have learned, identifying and acting on developing their strengths and overcoming their weaknesses.

1.7 Be able to adapt to unfamiliar situations and approach new situations with confidence.

1.8 Be able to work alongside, co-operate and evaluate their own responsibilities in the groups to which they belong.
1.9 Understand the rules, rights, roles and responsibilities of different groups and these may sometimes conflict with each other.

2.0 Citizenship

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity
- 2.3 Social, political and Legal institutions

2.1 Be able to act fairly and identify ways in which people work together for mutual benefit.

2.2 Be able to show a positive attitude towards difference and diversity.

2.3 Know about the major components of local and national government of Qatar.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Know about ways of keeping healthy and safe through diet, clothing, exercise, hygiene and the observance of rules.

3.2 Understand that people’s health and safety can be affected by a variety of factors including food, climate, the environment, rules and the availability of resources.

3.3 Be able to choose strategies to improve the health and safety of themselves and others.

4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Understand major traditions, cultures and ways of living e.g. with a focus on Qatar and GCC.

4.2 Know about some major celebrations from around the world.
GRADE 4

Citizenship

Summary of student Performance – Grade 3 to Grade 6

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health and Society and Culture and celebrations. They focus on developing core skills within each standard

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar, the six Gulf States (in addition to Yemen), and the Arabian Peninsula and the Arab world.
1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to carry out an enquiry by asking and considering searching questions related to the area of study.

1.2 Be able to develop and act on moral standpoints, within the context of the family and the Islamic religion, giving reasons for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms e.g. poetry, narrative, drama, music, technology, sharing opinions, discussion.

1.4 Be able to show respect and act in accordance with the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and perseverance when not successful in activities.

1.6 Be able to reflect on what they have learned, identifying and acting on developing their strengths and overcoming their weaknesses.

1.7 Be able to adapt to unfamiliar situations and approach new situations with confidence.
1.8 Be able to work alongside, co-operate and evaluate their own responsibilities in the groups to which they belong.

1.9 Understand the rules, rights, roles and responsibilities of groups and these may sometimes conflict with each other.

**2.0 Citizenship**

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity
- 2.3 Social, political and Legal institutions

2.1 Be able to act fairly and identify ways in which people work together for mutual benefit.

2.2 Be able to show a positive attitude towards difference and diversity.

2.3 Know about the major components of local and national government of Qatar – The constitution, democracy and various governmental institutions.

**3.0 Health and Society**

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Know about ways of keeping healthy and safe through diet, clothing, exercise, hygiene and the observance of rules.

3.2 Understand that people’s health and safety can be affected by a variety of factors including food, climate, the environment, rules and the availability of resources.

**4.0 Culture and Celebrations**

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Understand major traditions, cultures and ways of living.

4.2 Know about some major celebrations from around the world.
Summary of student Performance – Grade 3 to Grade 6

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health and Society and Culture and celebrations. They focus on developing core skills within each standard

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar, the six Gulf States (in addition to Yemen), and the Arabian Peninsula and the Arab world.
1.0 **Individuals and Groups**

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to carry out an enquiry by asking and considering searching questions related to the area of study.

1.2 Be able to develop and act on moral standpoints, within the context of the family and the Islamic religion, giving reasons for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms e.g. poetry, narrative, drama, music, technology, sharing opinions, discussion.

1.4 Be able to show respect and act in accordance with the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and perseverance when not successful in activities.

1.6 Be able to reflect on what they have learned, identifying and acting on developing their strengths and overcoming their weaknesses.

1.7 Be able to adapt to unfamiliar situations and approach new situations with confidence.
1.8 Be able to work alongside, co-operate and evaluate their own responsibilities in the groups to which they belong.

1.9 Understand the rules, rights, roles and responsibilities of groups and these may sometimes conflict with each other.

2.0 Citizenship

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity
- 2.3 Social, political and Legal institutions

2.1 Be able to act fairly and identify ways in which people work together for mutual benefit.

2.2 Be able to show a positive attitude towards difference and diversity.

2.3 Know about the major components of government of Qatar - the three authorities, municipal council, various governmental institutions and their functions.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Know about ways of keeping healthy and safe through diet, clothing, exercise, hygiene and the observance of rules.

3.2 Understand that people’s health and safety can be affected by a variety of factors including food, climate, the environment, rules and the availability of resources.

3.3 Be able to choose strategies to improve the health and safety of themselves and others.
4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Understand major traditions, cultures and ways of living e.g. with a focus on the six Gulf States.

4.2 Know about some major celebrations from around the world.
Summary of student Performance – Grade 3 to Grade 6

Students develop personal skills and attributes in the Standards ‘Individuals and Groups’, Citizenship; Health and Society and Culture and celebrations. They focus on developing core skills within each standard.

1- Individuals and groups:

Students develop skills in enquiry, morality, communication, respect, self-dependency and self-confidence, reflection, adaptation, belonging to groups and they learn about the rights and responsibilities of groups.

2- Citizenship:

Students develop skills in differentiating between fairness/unfairness and knowing right from wrong, difference and diversity. From Grade 3 they learn social, political and legal institutions.

3- Health and Society:

Students learn: how to keep healthy and safe, factors that affect health and safety and strategies to improve health.

4- Culture and celebrations:

Students learn about celebrations and traditions in a national context and celebrations, customs and traditions of other cultures. All these skills are developed within the context of Qatar, the six Gulf States (in addition to Yemen), and the Arabian Peninsula and the Arab world.
Citizenship Standards

1.0 Individuals and Groups

- 1.1 Enquiry
- 1.2 Morality
- 1.3 Communication
- 1.4 Respect
- 1.5 Resilience and self-confidence
- 1.6 Reflection
- 1.7 Adaptation
- 1.8 Belonging to groups
- 1.9 Rights and responsibilities of groups

1.1 Be able to carry out an enquiry by asking and considering searching questions related to the area of study.

1.2 Be able to develop and act on their own moral standpoints, within the context of the family and the Islamic religion, giving reasons for their actions.

1.3 Be able to communicate meaning using appropriate verbal and non-verbal forms e.g. poetry, narrative, drama, music, technology, sharing opinions, discussion.

1.4 Be able to show respect and act in accordance with the needs of other people, other living things and the environment.

1.5 Be able to demonstrate resilience and perseverance when not successful in activities.

1.6 Be able to reflect on what they have learned, identifying and acting on developing their strengths and overcoming their weaknesses.

1.7 Be able to adapt to unfamiliar situations and approach new situations with confidence.
1.8 Be able to work alongside, co-operate and evaluate their own responsibilities in the groups to which they belong.

1.9 Understand the rules, rights, roles and responsibilities of groups and these may sometimes conflict with each other.

2.0 Citizenship

- 2.1 Fairness/unfairness and knowing right/wrong
- 2.2 Difference and Diversity
- 2.3 Social, political and Legal institutions

2.1 Be able to act fairly and identify ways in which people work together for mutual benefit.

2.2 Be able to show a positive attitude towards difference and diversity.

2.3 Know about the major components of government of Qatar—the three authorities, municipal council, various governmental institutions and their functions.

3.0 Health and Society

- 3.1 Keeping healthy and safe
- 3.2 Factors that affect health and safety
- 3.3 Strategies to improve health

3.1 Know about ways of keeping healthy and safe through diet, clothing, exercise, hygiene and the observance of rules.

3.2 Understand that people’s health and safety can be affected by a variety of factors including food, climate, the environment, rules and the availability of resources.

3.3 Be able to choose strategies to improve the health and safety of themselves and others.
4.0 Culture and Celebrations

- 4.1 Celebrations and traditions in a national context
- 4.2 Celebrations from other cultures

4.1 Understand major traditions, cultures and ways of living.

4.2 Know about some major celebrations from around the world.