

Oxford Primary Social Studies



1

OXFORD

Oxford Primary Social Studies

Where I Belong



Pat Lunt

1

OXFORD
UNIVERSITY PRESS

Contents

Unit 1 Family and culture

3

- 1.1 My family 4
- 1.2 My home 6
- 1.3 My school 8
- 1.4 My friends 10
- 1.5 Everyone is different 12
- 1.6 What is our culture? 14
- 1.7 What is important to us? 16
- 1.8 What do we celebrate? 18
- Review questions 20

Unit 2 History and heritage

21

- 2.1 Time and change 22
- 2.2 Objects change over time 24
- Review questions 26

Unit 3 People and places

27

- 3.1 Looking down on the world 28
- 3.2 Looking down 30
- 3.3 A map of the world 32
- 3.4 Food we grow 34
- Review questions 36

Unit 4 Citizenship

37

- 4.1 How should I behave? 38
- 4.2 Good behaviour 40
- 4.3 What is the environment? 42
- 4.4 The natural environment 1 44
- 4.5 The school environment 2 46
- 4.6 Dealing with waste 48
- 4.7 Why do we need rules? 50
- 4.8 School rules 52
- 4.9 What do we really need? 54
- 4.10 Money 56
- Review questions 58

Unit 5 Health and wellbeing

59

- 5.1 Healthy foods 60
- 5.2 Why is exercise important? 62
- 5.3 Watch out for germs! 64
- 5.4 Feeling safe 66
- 5.5 Being happy 68
- Review questions 70
- Glossary 71



1 Family and culture

In this unit you will learn:

- what it means to be part of a family and home
- what happens in school
- why we all have friends
- that people live in different places and have different cultures
- to make a fact file about yourself.



What do you like best about your family and friends?

values
family culture
independent
personality symbol
talent

1.1 My family

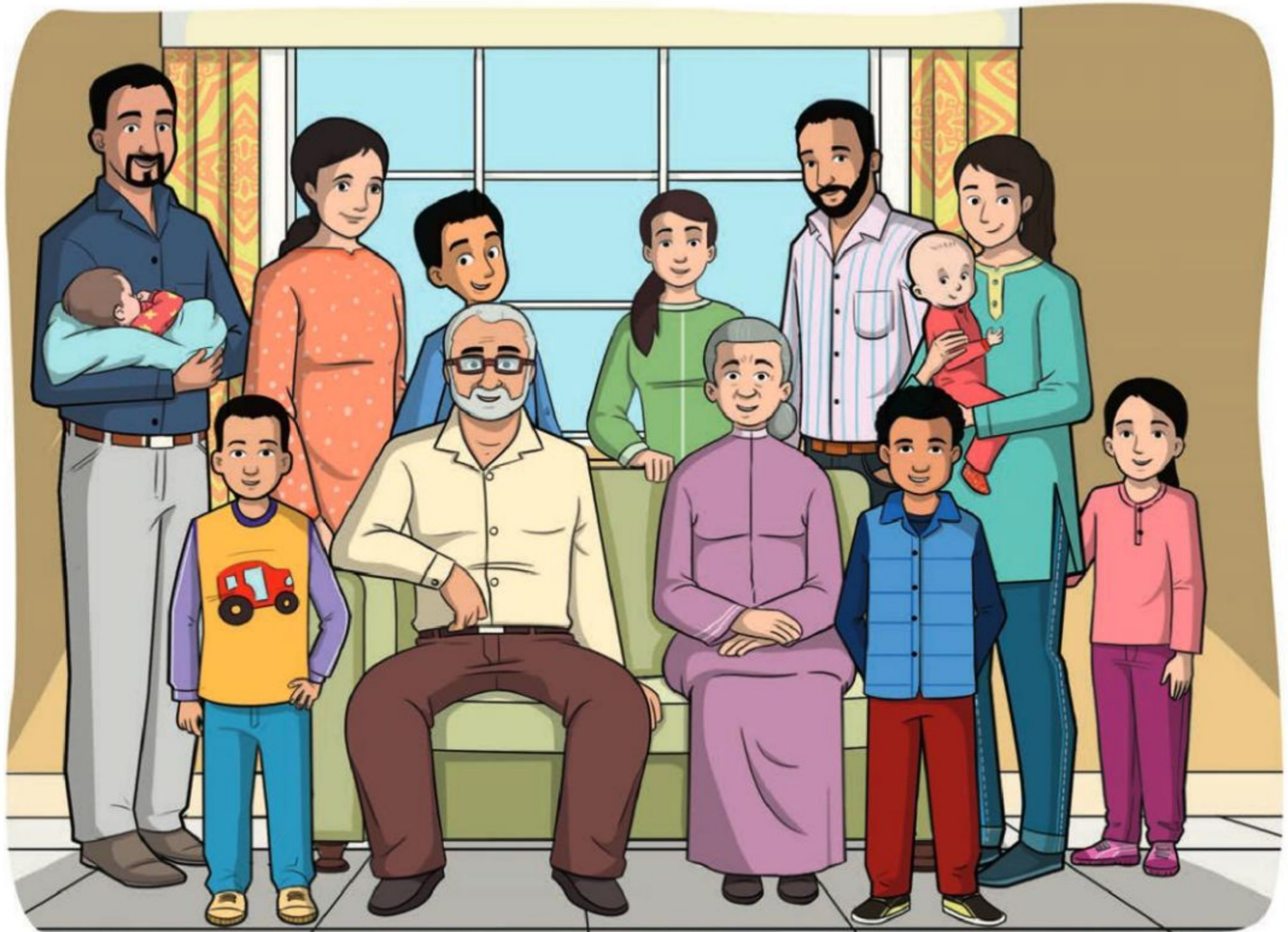
In these lessons you will learn:

- what makes a family
- what it is like to be part of a family.

Families

Some children live in a **family** with only their parents and their brothers and sisters.

Other children live in a family with other family members such as grandparents, uncles, aunts and cousins.





Who are the people you live with?

What our family gives us

Our family is where we belong.

In our family we feel safe and loved.

In a family we learn how to live together.



Activities

- 1 Copy and complete these sentences choosing the correct word from the box.

My mother's father is my _____

My aunt is my father's _____

My uncle's son is my _____

sister

cousin

grandfather

- 2 Write a few words about how you feel when you are with your family.

1.2 My home

In these lessons you will learn:

- that there are similarities and differences between homes
- that a home is where a family lives
- about different things that happen in a home.

Different homes

Homes can look very different from the outside.



What makes a home?

A home is a place that feels special. It is where a family live together. It should be a place where people feel safe and loved.

What happens in a home?

Families do different things at different times.

They eat and drink.



They sleep.



They spend time together.



In our home we learn to live with other people.

We learn to care for others.

We learn to share.

We learn to show respect.

Activities

- 1 Draw your home and label the places that feel special.
- 2 Tell a friend what happens in your home on a typical day.

1.3 My school

In these lessons you will learn:

- how different people belong to a school
- about different things that happen in school.

Different people belong to a school



▲ A school is not just a set of buildings. It is also the people who use them.

All these people belong to the school. Pupils belong to the school too.

A school uniform is a sign of belonging to a school.

What happens in school?



We learn new skills and find out about ourselves and our world.

We learn how to be good friends.

We learn how to play safely.

The school gives us the chance to learn. In return we agree to work hard and to respect other people.

Activities

- 1 Draw a picture of yourself in school uniform.
- 2 Draw and label your school uniform.
 - Does your school have any other signs or symbols?
- 3 Write about two things that you do in school.

1.4 My friends

In these lessons you will learn:

- what a friend is
- why friendships are important
- that we have different friendship groups
- how we should treat everybody in a friendly way.

It is good to have friends

? What makes someone a friend?

We like to spend time with our friends.



? What do you do with your friends?

We can share our feelings with our close friends. They can help us and support us.

? How do you help your friends?





How do your friends help you?

Different friendship groups

We have friends at school.

We may have friends in other places, like a club or sports team.



Being friendly with everyone

Not everyone is our friend, but we can behave in a friendly way towards everybody.



Activities

- 1 Draw a picture of yourself with a friend. Describe your friend to the class.
- 2 Write a list of things you can do to behave in a friendly way.

1.5 Everyone is different

In these lessons you will learn:

- to understand that each person is special
- to understand that people are all different
- to understand that people should be treated equally.

People look different



We all look different. We have different physical features, like our eyes and hair.

People are different



Did you know?

Everyone has lines on their fingers. These leave a special mark called a fingerprint. All fingerprints are different.

◀ People can be quiet, loud, calm or lively.

People have their own **personality**. This is all the qualities that make them who they are.

People have different talents



▲ People are good at different things.

We all enjoy doing different things.

A mixture of people makes life interesting.

Everybody is special just because of who they are.

Activities

1 Work with a partner. Make a 'fact file' for yourself and present it to your class. It should include:

- a picture of you (you can use a photo or a drawing)
- your birth date
- age
- height
- hair colour
- eye colour
- three likes
- one dislike

2 Draw a picture of yourself and two friends. Write about a friend and describe his/her personality.

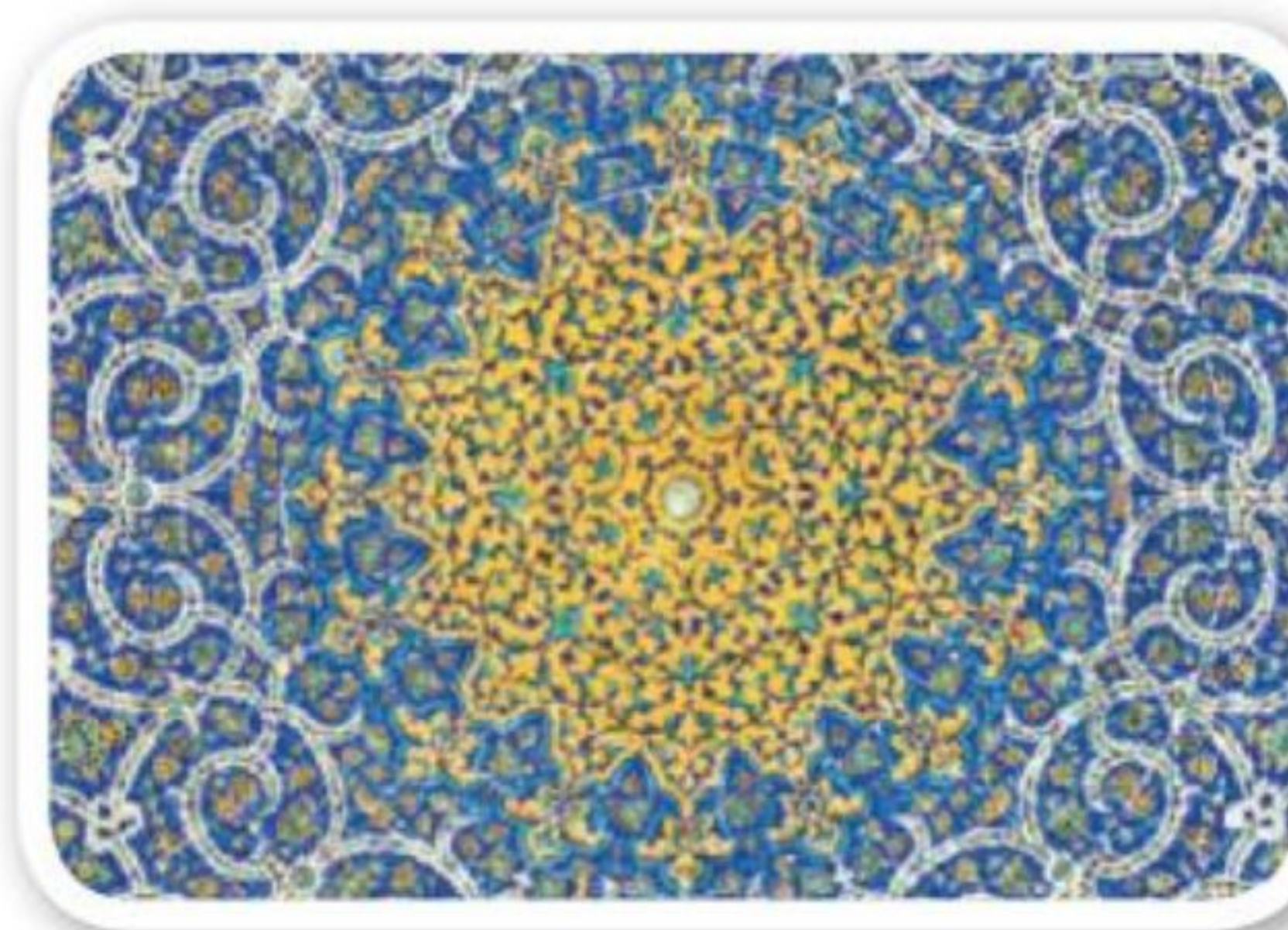
1.6 What is our culture?

In these lessons you will learn:

- what we mean by the word 'culture'
- how people in different places live and express themselves
- how food and clothes are a part of a country's culture.

What is 'culture'?

Culture is made up from many things, like art, music, dancing, food and clothes.



◀ Aboriginal art from Australia, and Islamic art: both use patterns, but they look very different.

There is a strong tradition of music and dance in Arab cultures.

Food from different cultures

Different foods are eaten in countries around the world.



Middle Eastern



Mexican

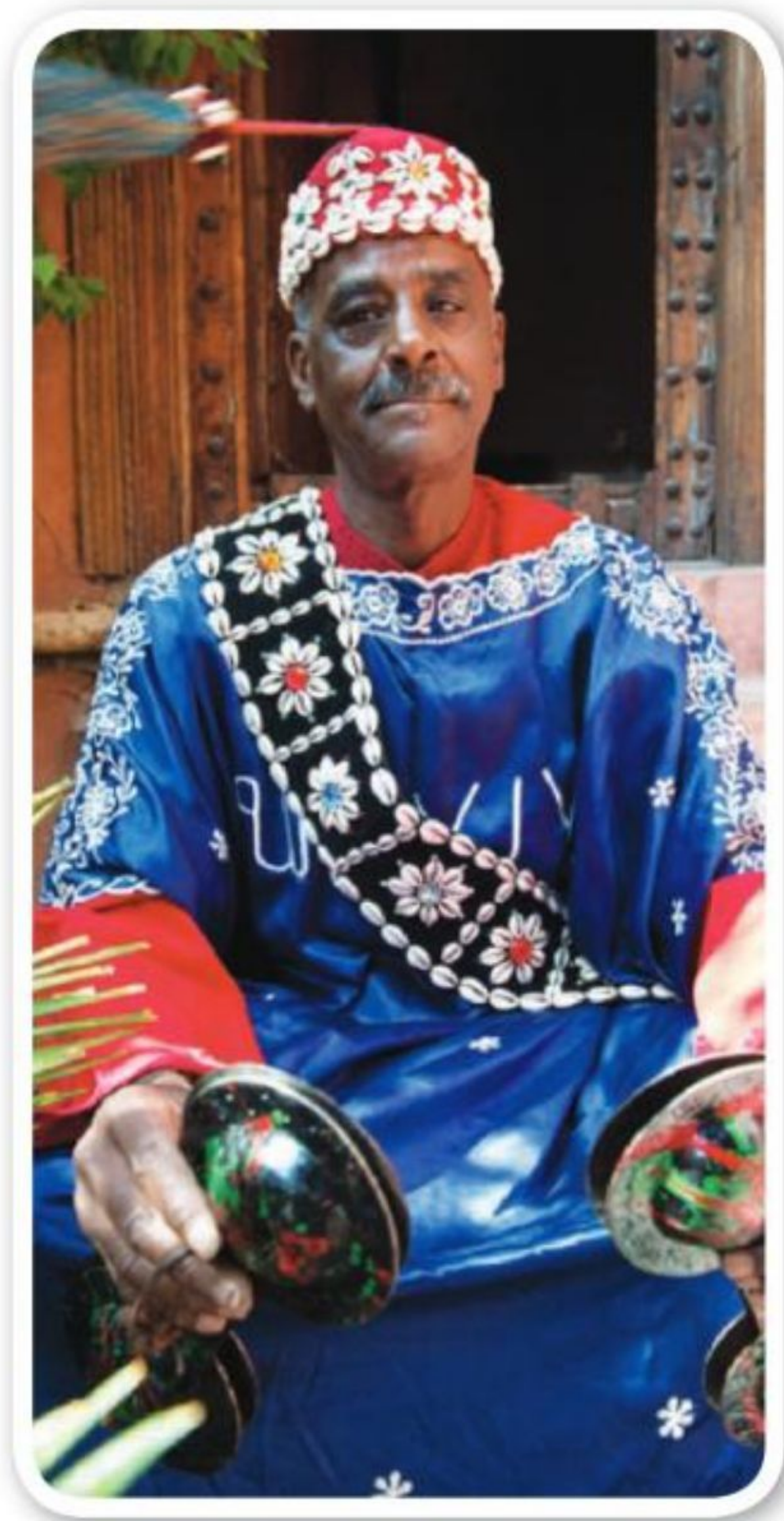


Asian

▲ Which foods do you like to eat?

Clothes from different cultures

What is the same, and what is different, about the clothes these people are wearing?



How might the weather and the culture in different places change the way people choose to dress?

Activities

- 1 Draw your favourite meal.
- 2 Talk with a friend about the clothes you like to wear.
- 3 Draw yourself in your favourite clothes. Label the clothes.

1.7 What is important to us?

In these lessons you will learn:

- what values are
- that values are part of culture
- about some values that are important to us
- how some people set a good example to others.

Values

If we say we value something, we mean that it is important to us.

Ideas that are important to us, like being fair, honest, and showing respect, are called **values**.

Values in culture

Values become part of our culture because most people agree with them.

Your school will encourage honesty and hard work as part of its culture.



What ideas or values are important in your culture?

Role models

Role models set a good example.



▲ What values are these people showing?

Activities

1 Look at the pictures and write the values that are important in each of these places:



2 Write some words about a role model in your school or in your country.

1.8 What do we celebrate?

In these lessons you will learn:

- about celebrations as a part of culture
- about family celebrations in your country
- about national celebrations in your country.

Celebrations as part of culture

We celebrate when we feel happy, proud and excited about something. We sometimes celebrate to remember important events.

Around the world, people celebrate things in different ways.

Family celebrations

Families often celebrate special occasions, like the birth of a baby.



▲ Many cultures use fireworks as part of a celebration.



Did you know?

Balloons are often used for party celebrations. They were invented in 1824.

◀ In Islam, as in many cultures, special events take place when a baby is born.



▲ Many families celebrate weddings.



Which occasions are celebrated in your family?

National celebrations

Many countries have a National Day when there are special celebrations. People remember the time when their country first started, or when it became independent.



How do people celebrate National Day in your country?

Activities

- 1 Tell a partner what happens when your family celebrates a special occasion.
- 2 Write some words on National Day celebrations.

Unit 1 Review questions

- 1** The people we live with who are related to us are our:
 - a** friends
 - b** family
 - c** neighbours
 - d** community
- 2** A sign that children belong to a certain school is that:
 - a** they live in the same street
 - b** they enjoy the same subjects
 - c** they play the same sports
 - d** they wear the same school uniform
- 3** Art, music, dancing, food and clothes are all a part of a country's:
 - a** culture
 - b** geography
 - c** weather
 - d** climate
- 4** Ideas that are important to us, such as honesty, are called our:
 - a** hopes
 - b** values
 - c** dreams
 - d** wants
- 5** People often have a special time to enjoy special occasions and events. These are called:
 - a** holidays
 - b** reminders
 - c** calendars
 - d** celebrations
- 6** Write the names of three special people in your life, and two things that make them special.
- 7** Draw a picture to show what you are doing at each of these times of day:
7.00am, 8.00am, 10.00am, 12 noon, 3.30pm, 5.00pm, 7.00pm, 10.00pm
- 8** Write three ways in which you can show you are a good friend.



2 History and heritage

In this unit you will learn:

- how things change over time
- that new objects change how we live.
- how we should take care of the things we have

past future
invention
present change

? How was life in the past different from today?

2.1 Time and change

In these lessons you will learn:

- what we mean by the past
- that people change over time
- that people lived in different times
- that lives were different in the past.

Present, past and future

We say that things happening now are in the present. You are reading this page in the present.

The time before now is the past.

The time to come is the future.

How we change over time

The past stretches back to the day you were born and even before you were born!



Did you know?

On your 6th birthday you will have lived for 2,190 days.



How have you changed since you were a baby?

Changes over time

Many things change as time passes. There are new ways to build and new ways to travel.



▲ These photographs are from different times. How can we tell which is the oldest and which is the newest?

Activities

- 1 Tell the class the things you've learnt to do this year.
- 2 Discuss two things that have changed since your parents were children.

2.2 Objects change over time

In these lessons you will learn:

- that the objects we use every day change over time
- that new objects are always being made
- how the objects we have change the way we live
- that we should take care of the things we have.

How objects change over time

New things are always being found or made. We use these to improve items or to make new ones. These are called **new inventions**.



- ▲ These items are all used for cleaning a house. How are they different?

The things we have can change the way we live



▲ What difference do you think television has made to people's lives?



▲ People had to get around before cars were invented. How do you think they did this?

Looking after our belongings

We should take care of the things we have because then they will last longer.



How do you take care of the things at home and in school?

Activities

- 1 Describe one item in your classroom to a partner.
- 2 Draw an object from your home or school. Write a few words on how you take care of it.

Unit 2 Review questions

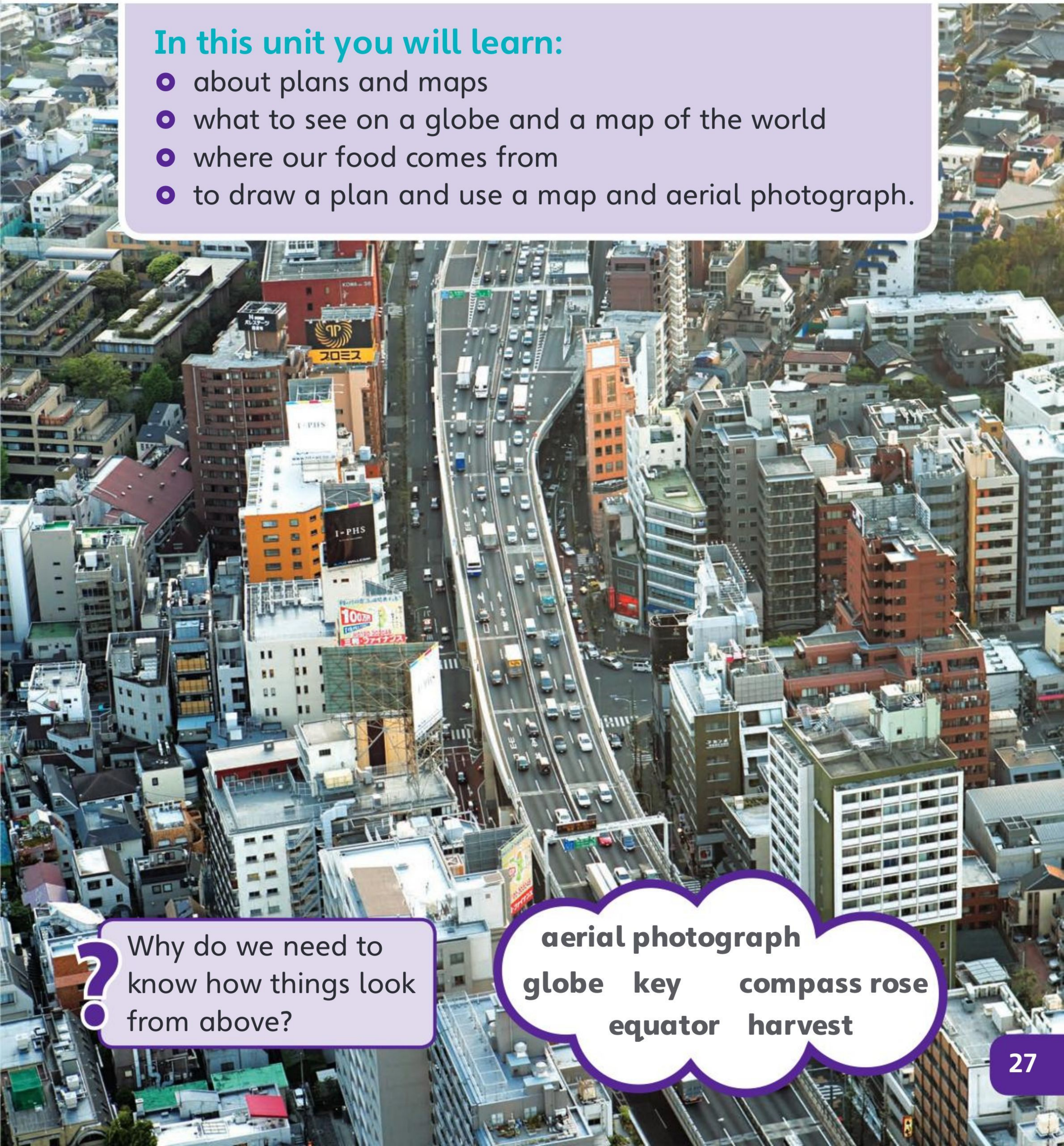
- 1** The time before now is called:
 - a** the present
 - b** the past
 - c** the future
 - d** yesterday
- 2** Over time people usually:
 - a** look the same
 - b** think the same
 - c** change in lots of ways
 - d** dress the same
- 3** As a way to travel, a jet airplane is:
 - a** very old
 - b** quite old
 - c** quite modern
- 4** Choose two ways of travelling that people may have used a very long time ago.
 - a** Walking
 - b** Driving a car
 - c** Flying in an aeroplane
 - d** Riding an animal
- 5** When a completely new thing is made this is called:
 - a** an idea
 - b** an invention
 - c** a clue
- 6** Write three ways in which you have changed since you were a baby.
- 7** Write three ways in which your family has changed over time.
- 8** Draw a picture of three things from your home that you think are quite modern.
- 9** Draw a picture of a type of transport that you think is quite old.
- 10** Write about one thing that you think will be in people's home in the future.



3 People and places

In this unit you will learn:

- about plans and maps
- what to see on a globe and a map of the world
- where our food comes from
- to draw a plan and use a map and aerial photograph.



Why do we need to know how things look from above?

aerial photograph
globe key compass rose
equator harvest

3.1 Looking down on the world

In these lessons you will learn:

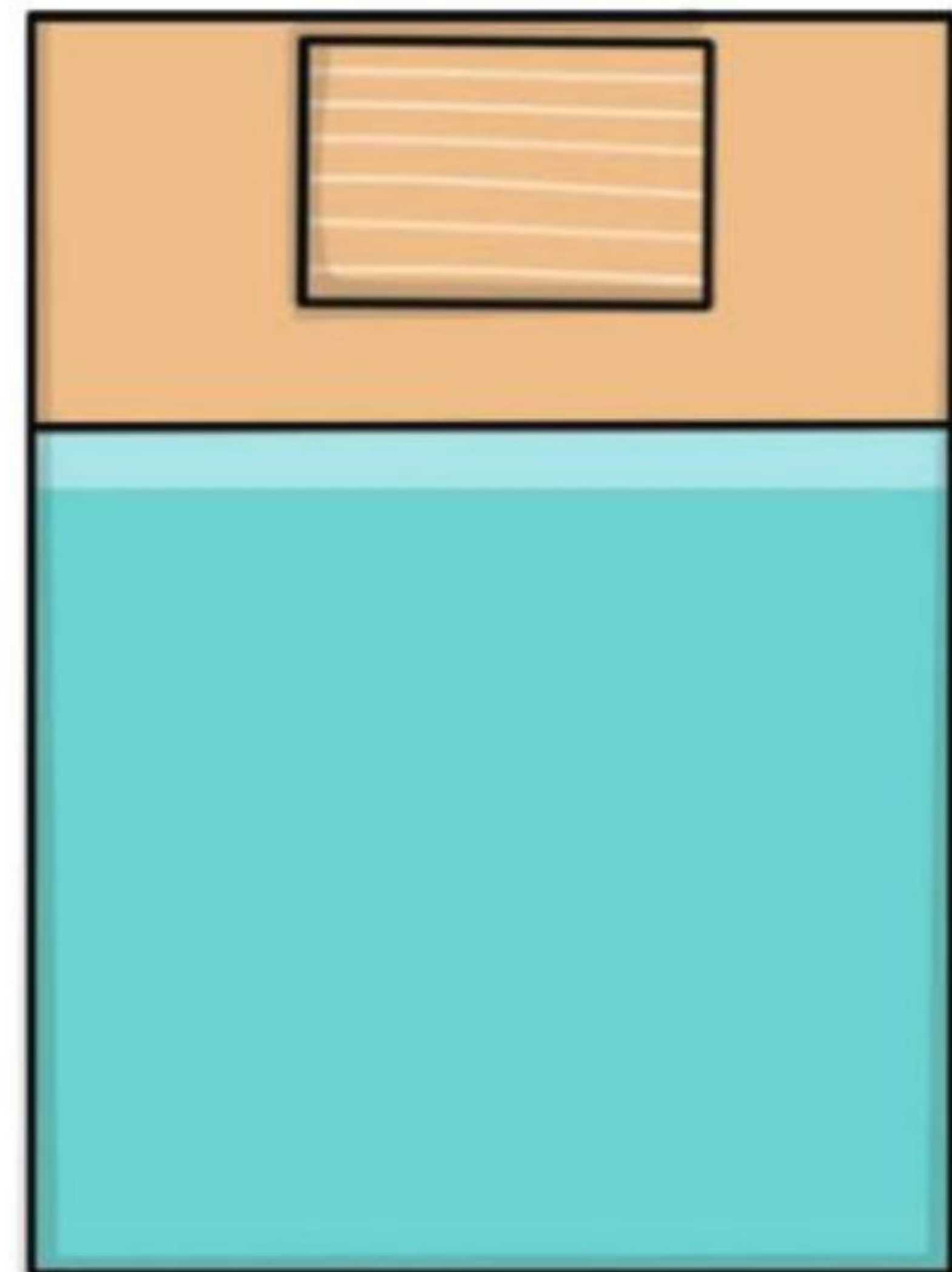
- that real things can be shown on a plan or a map.

Looking from above

A picture of a bed looks like this.

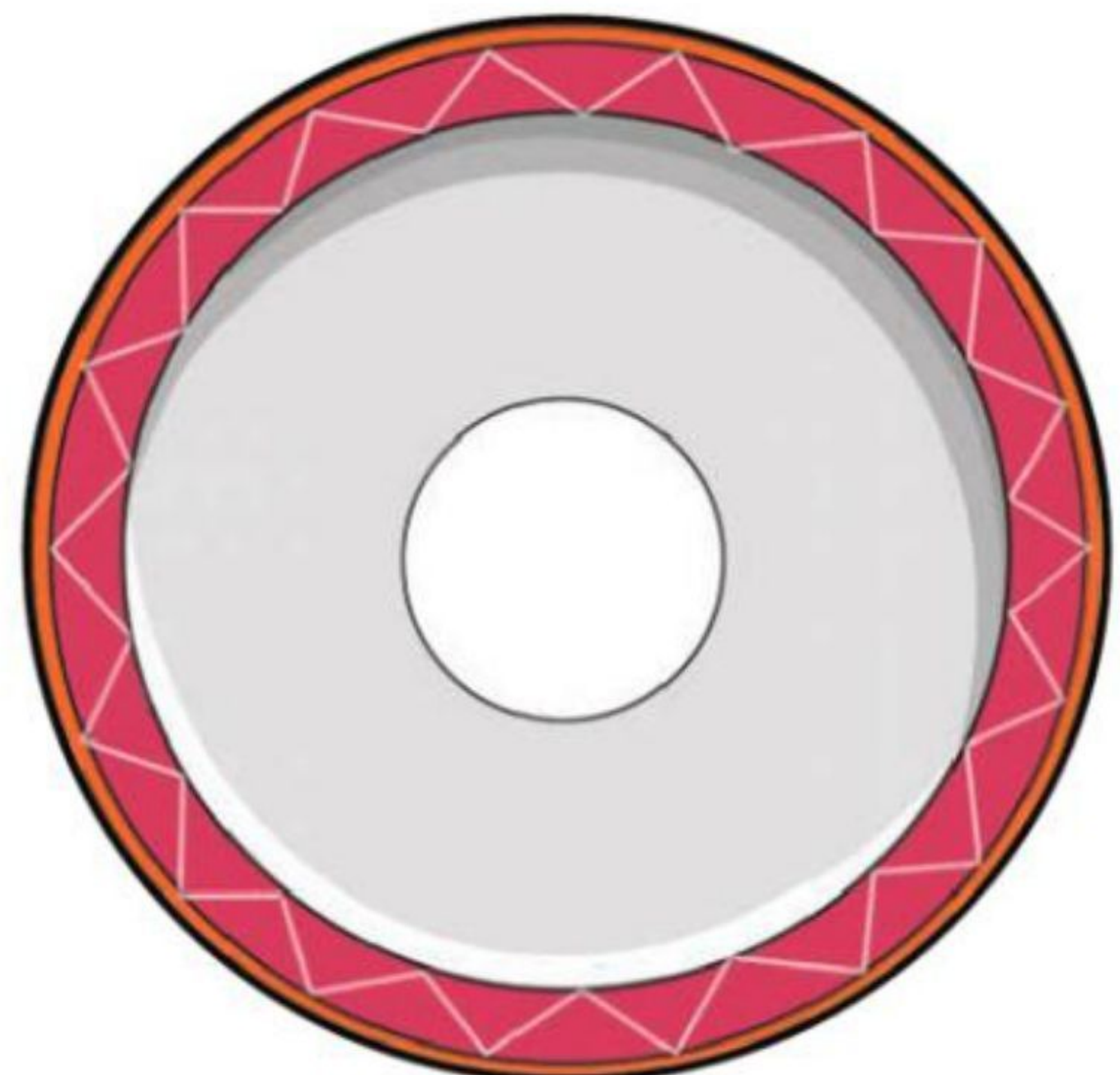


If we looked straight down on the bed it would look very different, like this.

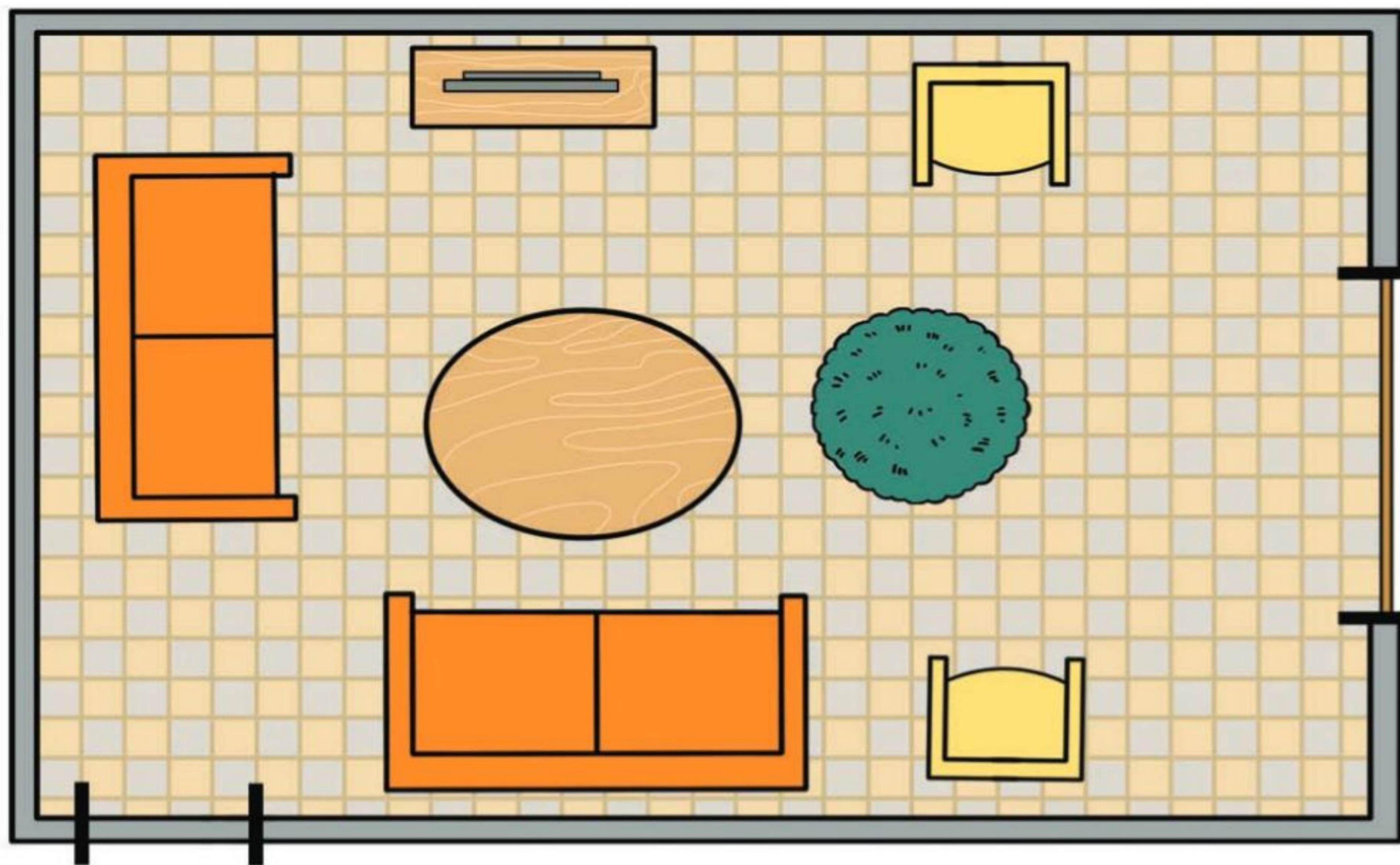


A drawing from above is called a plan view.

Here is a plate shown as a picture and as a plan view.



A simple plan



This is a simple plan of a room. The **key** shows what the shapes on the plan stand for.



What is shown on the plan?

Activities

- 1 Draw a picture and a plan view of five things in your classroom. Label the plan.
- 2 With help from your teacher, make a plan of your classroom. Include a key to your plan.

3.2 Looking down

In these lessons you will learn:

- that real things can be shown on a plan or a map
- about photographs taken from aircraft
- about similarities and differences between these photographs and maps.

Views from different heights

The higher up we go, the larger the area we can see all at the same time.



- ▲ This photograph of Dubai in the United Arab Emirates, taken from an aeroplane, is called an **aerial photograph** .

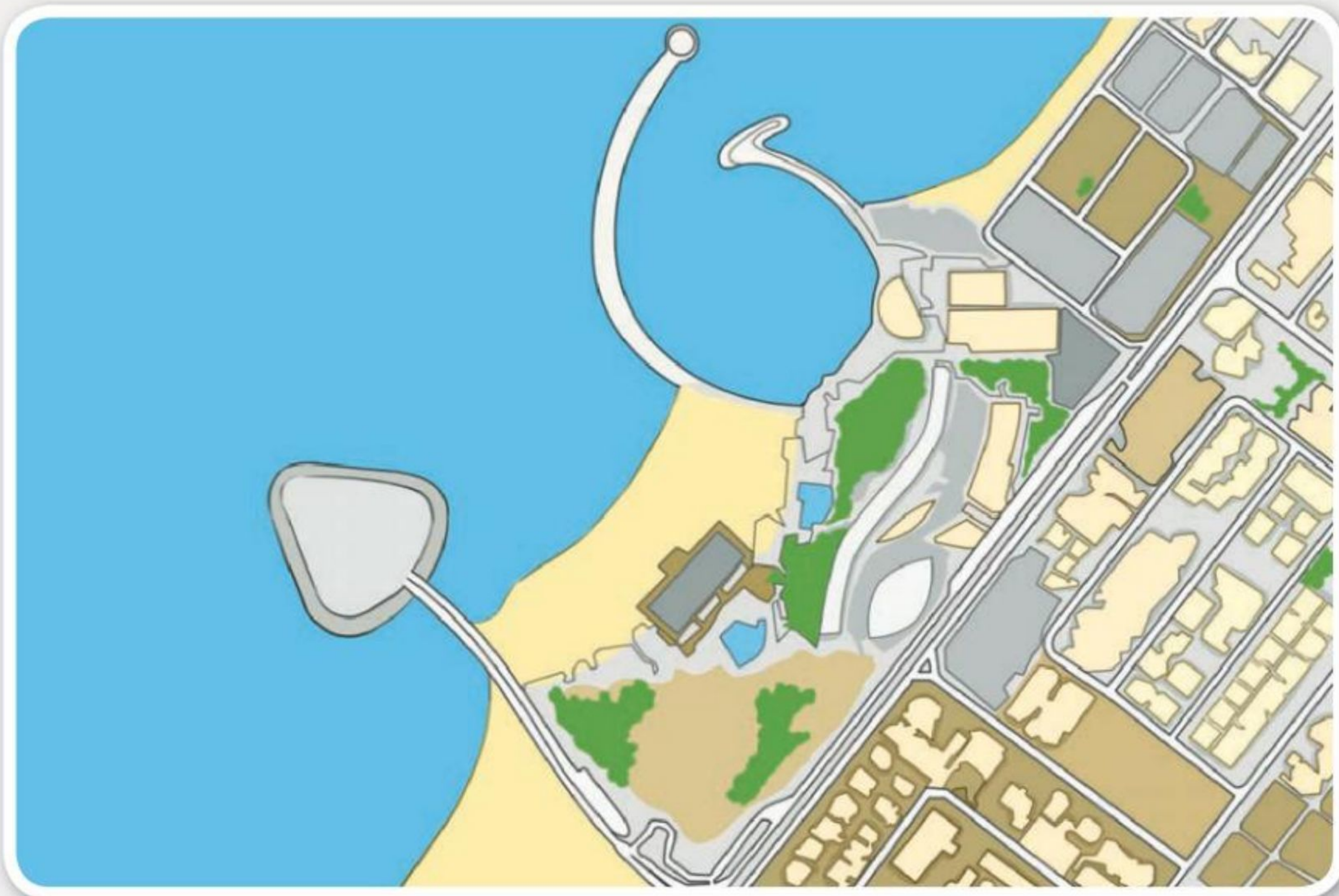
A map or a plan is sometimes easier to read than a photograph. A map has shapes, colours and symbols that show different things that are there in real life.

Did you know?

Today we can take pictures of the Earth from space.

Activities

- 1 Work with a partner and discuss what you can see in the aerial photograph on page 30.



- 2 This map shows part of the area in the photograph opposite.
 - What are shown by the straight white lines on the map?
 - How are areas of trees and grass shown?
 - What can you see in the photo that you cannot see on the map?

3.3 A map of the world

In these lessons you will learn:

- about a world map
- about a globe
- where different countries are on a world map
- where different countries are on a globe.



A globe



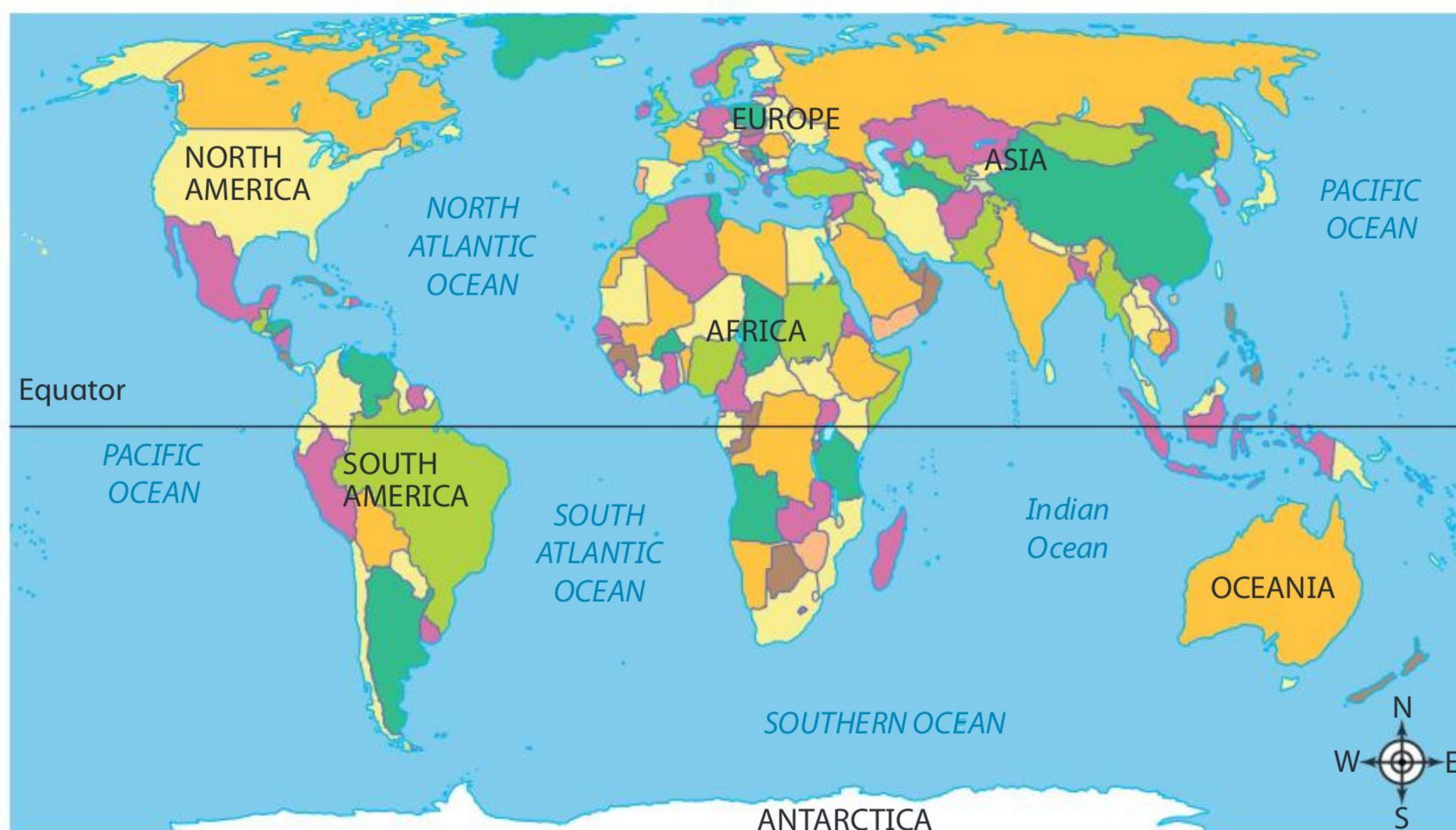
▲ We live on a wonderful planet called Earth. Sometimes we call it 'The world'.

◀ A globe showing the Atlantic Ocean.

A world map

To help us to understand the world we use maps and globes. A map of the world shows all the countries of the world on a flat surface.

This map below also has a **compass rose**.



▲ When countries are shown in different colours, we can see them more clearly.



Can you find some of the countries you know on a world map?

The equator

The equator is an imaginary line that is shown running across the centre of the map. Can you find it on the map?

Activity

Find the country you are in now, on a world map. Write the names of two countries to the east of that country and the names of two countries to the north.

3.4 Food we grow

In these lessons you will learn:

- about where food comes from
- that a country has natural food that people can use.

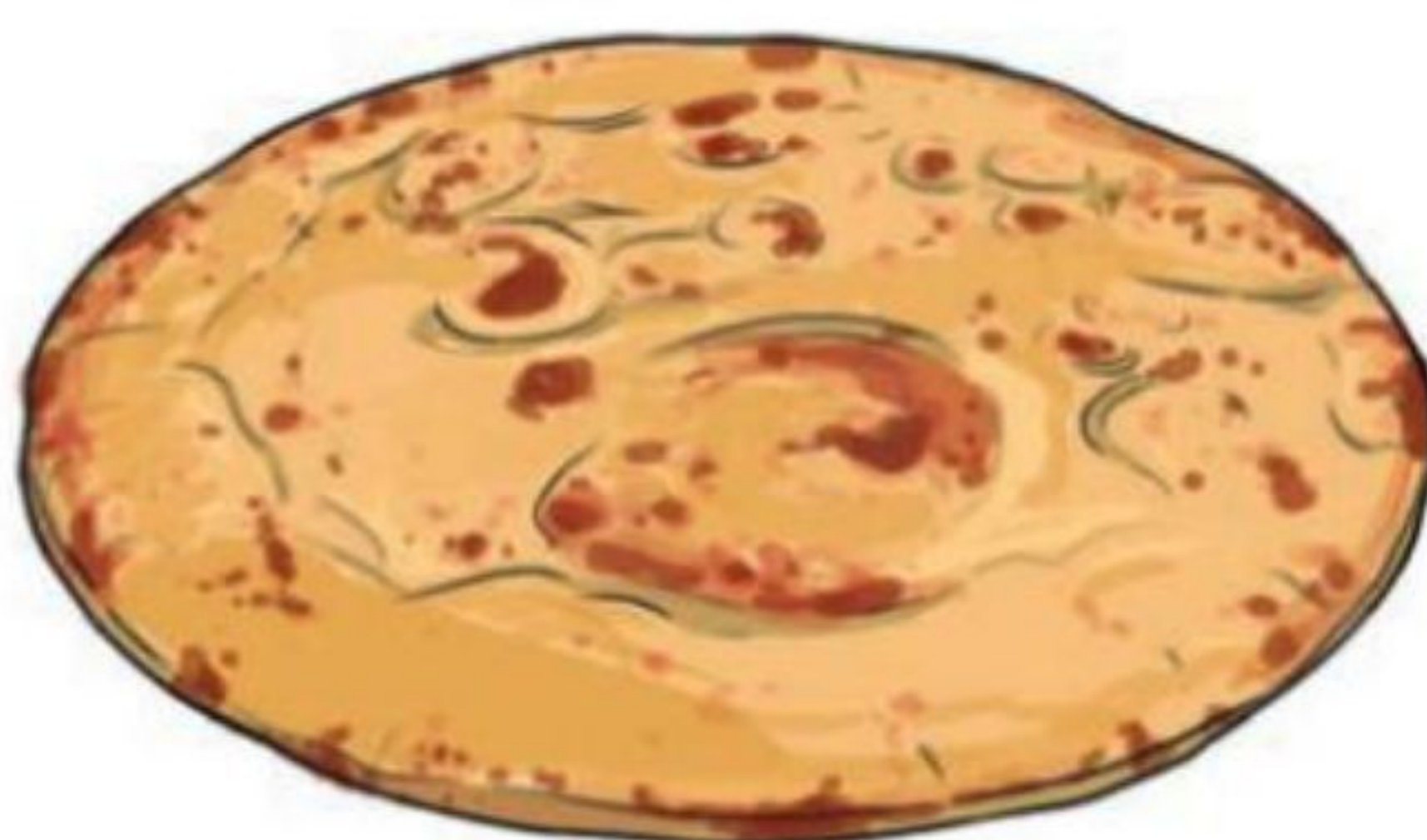
Where does food come from?

Some of our foods are plants.



▲ These are some food plants. Which part of each plant do we eat?

Some foods are made from plants.

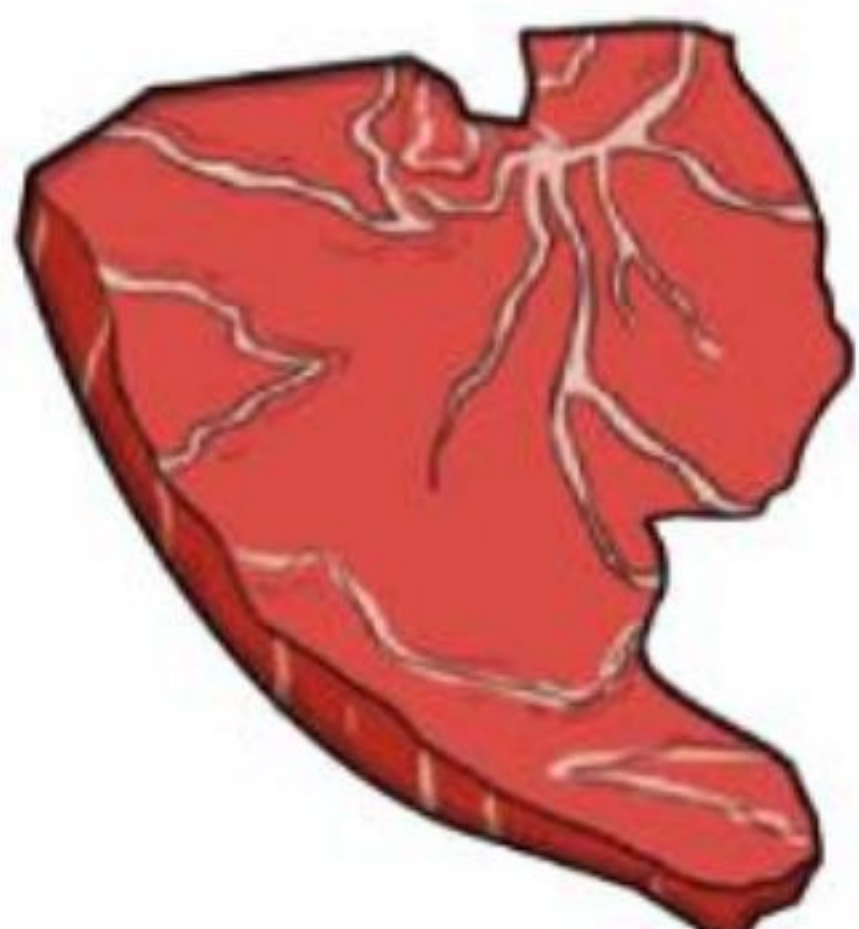
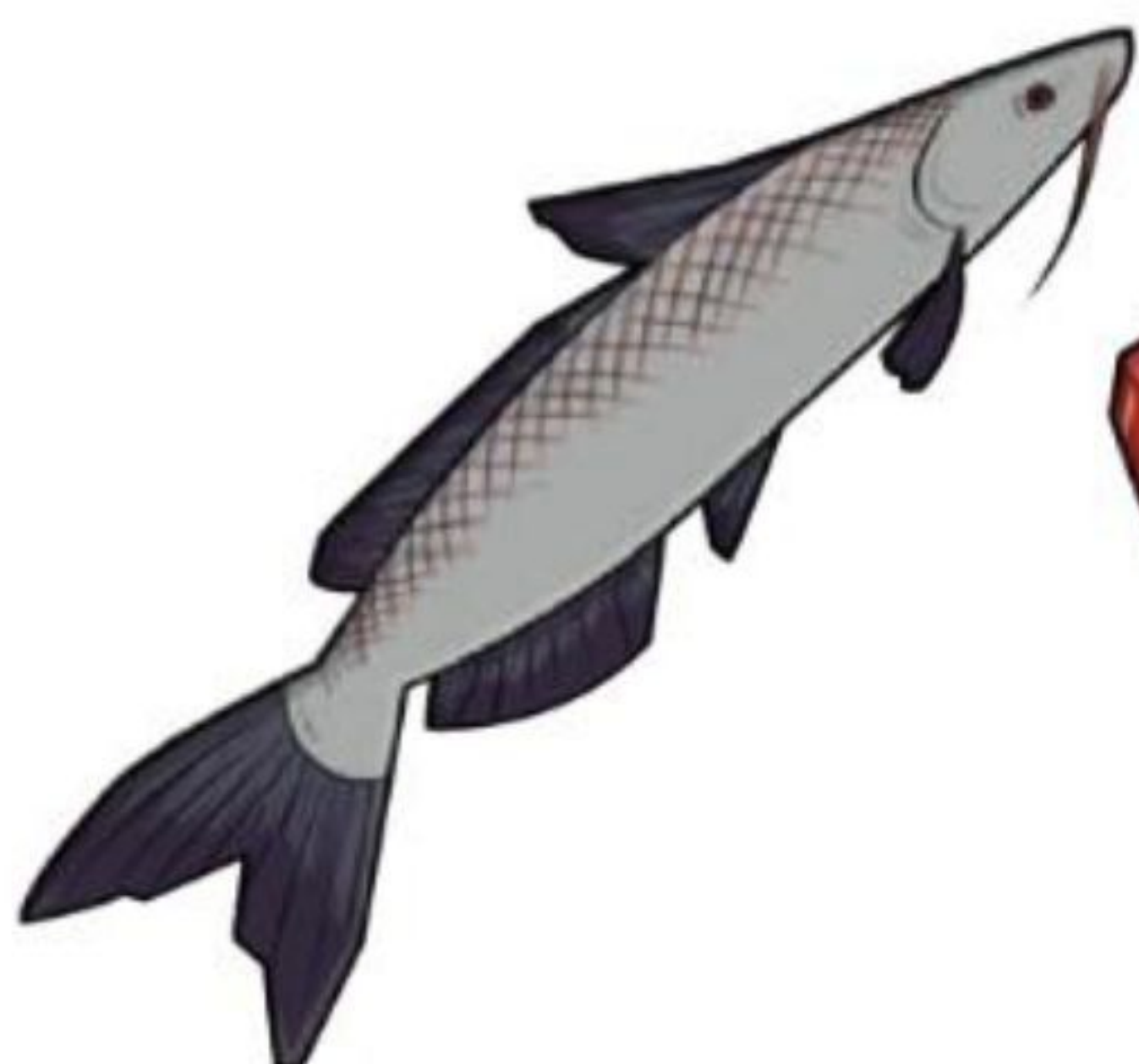


Did you know?

Forty different types of date are grown in the United Arab Emirates.

▲ Grains, like wheat and barley, are ground into flour. Bread is made from the flour.

Some food comes from animals.



◀ Which animals give us these foods?

Farmers

Farmers grow food to sell. They sow seeds in the ground and make sure they have the water they need. They look after the plants and harvest the crop.



Some farmers also raise animals. They make sure the animals have all the food and water they need.



Activities

- 1 Work with a friend to make a list of foods you like to eat.
- 2 Put your list of foods into two groups:
 - Food from plants
 - Food from animals.
- 3 Label a world map to show foods from different countries.

Unit 3 Review questions

- 1** A special drawing of objects, looking down from above, is called:
 - a** a painting
 - b** a picture
 - c** a plan view
- 2** The part of a map that explains what all the different lines, shapes and colours mean is called:
 - a** a chart
 - b** a key
 - c** a compass
- 3** An aerial photograph is one taken from:
 - a** up in the air
 - b** on the ground
 - c** underwater
- 4** A map of the world that is in the shape of a ball is called:
 - a** a globe
 - b** a compass
 - c** a plan
- 5** A person who grows crops or raises animals to provide food is called:
 - a** a fireman
 - b** a shepherd
 - c** a trader
 - d** a farmer
- 6** A plant that we eat as food is:
 - a** cheese
 - b** yoghurt
 - c** tomato
 - d** fish
- 7** Draw a picture of a cup and then draw a plan view.
- 8** Draw and label a plan view of part of your classroom.
- 9** Write about two things you might see in an aerial photograph that you could not see on a map.
- 10** Draw and label a picture of a meal you like to eat and say if any of the food comes from animals.



4 Citizenship

In this unit you will learn:

- how we should behave
- about natural and built environments
- how to care for our environment
- why we need rules
- how to make up rules
- about the things we need to live well.

? Why should we take care of the natural world?

resources

habitat

oxygen

behaviour

charity

responsibility

societies

environment

recycle

4.1 How should I behave?

In these lessons you will learn:

- what we mean by 'behaviour' and 'responsibility'
- how we should behave at home.

Behaviour

Behaviour is about the things we say and do. Our behaviour matters most when we are with other people.

Good behaviour usually makes other people happy, while bad behaviour makes them sad or unhappy.

Good behaviour usually shows that we respect and care about people.



What do you think bad behaviour shows?

Responsibility

Responsibility means that we choose how to behave.

We choose to do and say the things we should or the things we should not.

It is our responsibility to make the right choice.

Good behaviour in the home

At home we should:

- greet people when we first meet them in the day
- say thank you when people do things for us



- say sorry if we do something wrong
- always be helpful and obedient in the home.



Activities

- 1 Write about two times when you made good choices at home.
- 2 Tell a friend about responsibilities you have at home.

4.2 Good behaviour

In these lessons you will learn:

- how we should behave at school
- how we should behave in public.

Good behaviour at school

Good behaviour always shows that we respect and care for other people.



▲ How should we behave with all the children in school?



▲ How should we behave towards the adults in school?

Good behaviour in the classroom

We come to school to learn. If we are going to learn as much as we can, then we have to behave in a particular way.



**What behaviour can you see in these pictures?
How does it help children learn?**

Good behaviour in public

Our behaviour in public lets people form an opinion of us.



Activities

- 1 Write about your behaviour at school.
- 2 Work with a friend to tell the class how to behave in public.

▲ Our behaviour can reflect on our family.

4.3 What is the environment?

In these lessons you will learn:

- what makes up the natural environment
- what makes up the built environment.

Our environment

Our environment is made up from all the different things around us.

The natural environment includes all the living and non-living things that occur naturally on the Earth.

The built environment includes all the things that people have built.



Which of these pictures show part of the natural environment and which show part of the built environment?

Physical features

Physical features are parts of the natural environment such as hills, rivers, deserts and forests.



Activities

- 1 Draw and label two natural physical features and two parts of the built environment in your country.
- 2 Work in pairs to discuss three things from the natural environment and three things from the built environment you can find in your school.

4.4 The natural environment 1

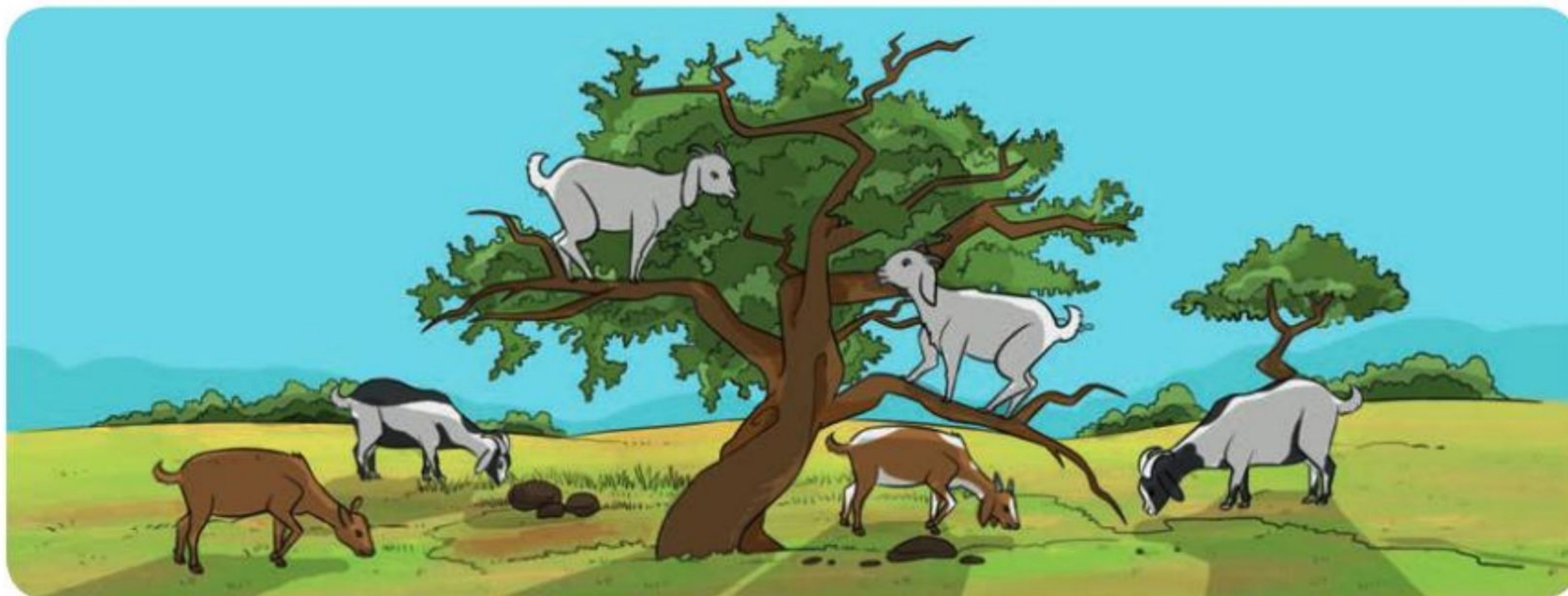
In these lessons you will learn:

- how living things depend on the natural environment
- about different natural environments.

All of life depends on the natural environment.

Food and water

Animals need food. Lots of this comes from plants.



▲ Many animals eat plants for food.

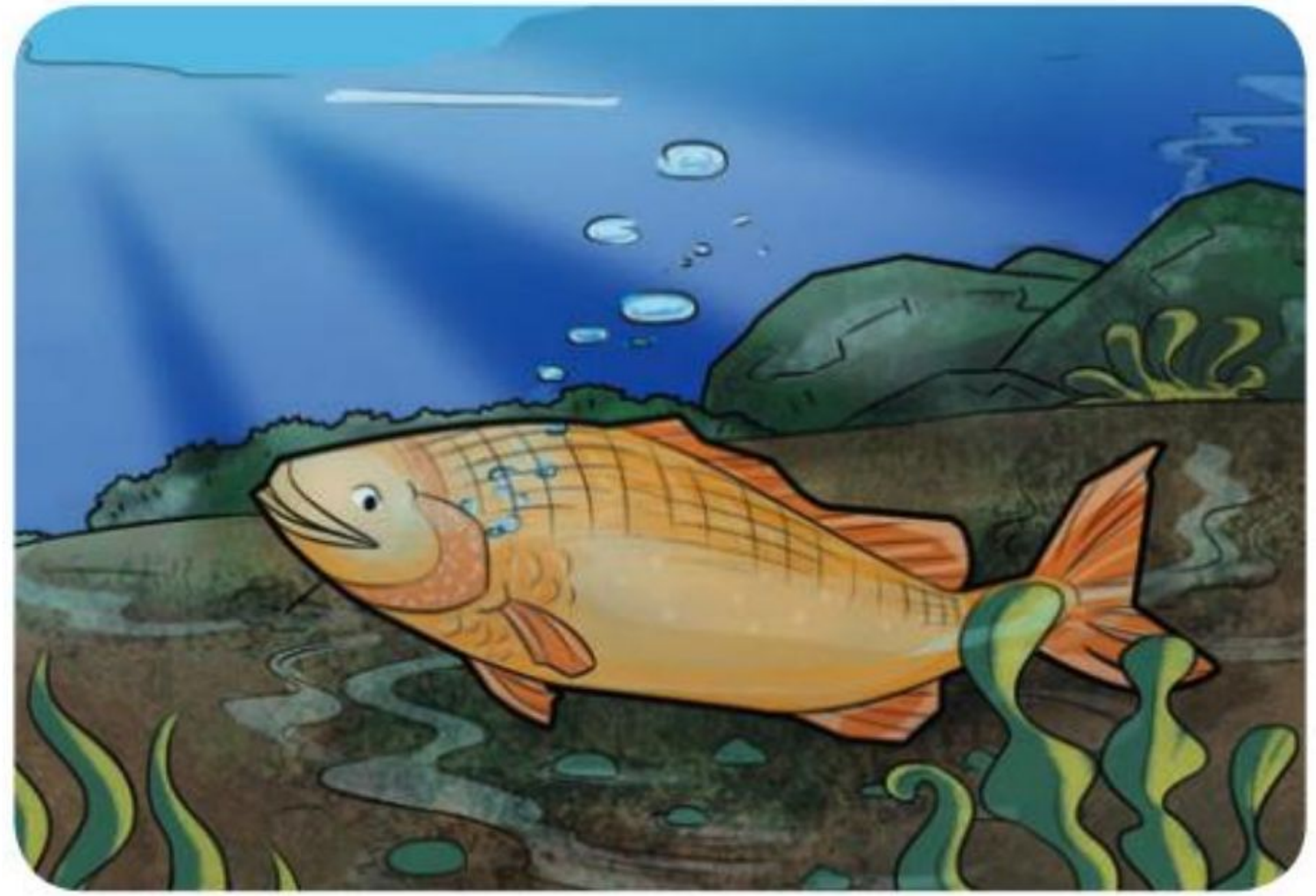
All living things need water to survive.



▲ Plants cannot live without water.

Space to live

Living things need special places to live. This is called their **habitat**.



- ▲ Fish live underwater. If the water is dirty they cannot survive.

Did you know?

Most of the Earth is covered by oceans. Oceans are the largest habitat on Earth.

- ◀ Forests are important places where many animals and plants live.

Oxygen

Almost all living things need **oxygen**. Land animals get this from the air. Fish get it from water.

Activities

- 1 Write how you have used the natural environment today.
- 2 Draw and write about the sea or the forest habitat. Include two things that live there. Explain how the sea or forest habitat might be damaged.

4.5 The natural environment 2

In these lessons you will learn:

- how people affect the natural environment
- how careful use of resources cares for the natural environment.

Human activity

People do many things that change the natural environment.

We clear ground if we need to build houses, cities, roads and schools.



▲ We clear areas of land to grow food.



▲ We build power stations to provide us with energy.

We need raw materials to make the things we need.



◀ We get materials such as stone and gravel from quarries and mines, which are large holes cut out of the earth.

How should we use our resources?



▲ Which resources can you see in this picture?

All the things we use are called **resources**. These include water and food as well as forms of energy like electricity and petrol. Objects such as tables, chairs and paper are also resources.

We must use all resources carefully and never waste them.

Did you know?

Countries of the Arabian Gulf have between 8 and 14 hours of sunshine every day.

Activities

- 1 Say three things you have been able to do today because the natural environment has been changed.
- 2 Make a list of resources you have used today and write how you can use them carefully.

4.6 Dealing with waste

In these lessons you will learn:

- what waste is
- how we should handle waste.

What is waste?

Waste is material we don't need or can't use.

Packaging, paper, food and drinks containers often become waste.

When items wear out or break they are thrown away.

If we have too much of certain things, including food, we throw away what we can't use.

Modern **societies** produce a lot of waste.

Dealing with waste

Waste is dirty and smelly and takes up a lot of space.



▲ Solid waste is sometimes put in places called landfill sites.

Re-using or **recycling** can help cut down on waste.



▲ Some materials can be recycled – this means they are used again.

Activities

Work in a group.

- 1 Find out what waste is created in your school. Tell the class.
- 2 Make a poster showing how some everyday waste can be recycled.

4.7 Why do we need rules?

In these lessons you will learn:

- why it is good to have rules
- why there are rules in the home.

Games



▲ Some games are played to make us exercise.



▲ Some games are played to make us think.



Whenever we play a game we need to know the rules.

Without rules we would not know:

- how to play the game
- actions that are allowed and ones that are not
- who wins.

Rules for living

We need to have rules in all sorts of places.



▲ Why are rules important here?

There will be rules to follow in your home.



Activities

- 1 Work with a friend. Write down the rules of a game you like to play. Discuss why the rules are important.
- 2 Write four rules from your home.

◀ What rules may have been broken here?

4.8 School rules

In these lessons you will learn:

- about rules in class
- about rules in school
- why it is important to have these rules
- why it is important to follow these rules.

Rules at home

Rules at home are usually about showing respect, looking after people's belongings and staying safe. Are the rules in class and in school about the same things?

Classroom rules



▲ Which classroom rules are being followed here?

Why we have class rules

- Class rules help keep order.
- The rules help us show respect for each other.
- The rules help to keep us safe.
- Obeying the rules help us to learn.



Why is it important that everyone obeys the classroom rules?

School rules



Activities

- 1 Write four rules from your school about looking after school property.
- 2 Design a poster for your school with rules about staying safe.
- 3 Work in pairs and discuss rules that would help make the school a better place.

4.9 What do we really need?

In these lessons you will learn:

- about what we must have in order to survive
- about things we buy that make our life more comfortable
- where the things we need come from.

What do we really need?

We all need water to drink, food to eat and clothes to wear. We also need somewhere to live.



◀ For people who live in cities, water usually comes from a tap.



◀ Where do people who do not live in the city get their water?

Every household has to have:

- a home to give shelter and somewhere to sleep
- food and water
- clothes
- furniture
- energy, such as electricity.

People also spend some money on making life more comfortable and interesting.



- ▲ What do we have in our homes to make our lives more comfortable or interesting?

Activities

- 1 Draw your home and label it to show all the things it provides.
- 2 Draw two sets of things from your home. One set should show things you need to survive. The other set should show things that make life more comfortable or interesting. Tell the class which of these things is the most important for you.

4.10 Money

In these lessons you will learn:

- how people earn money
- how we use money.

Earning money

Most people need money so that they can buy the things they need.

Many people work to earn a living. This means they get paid money for the work they do.

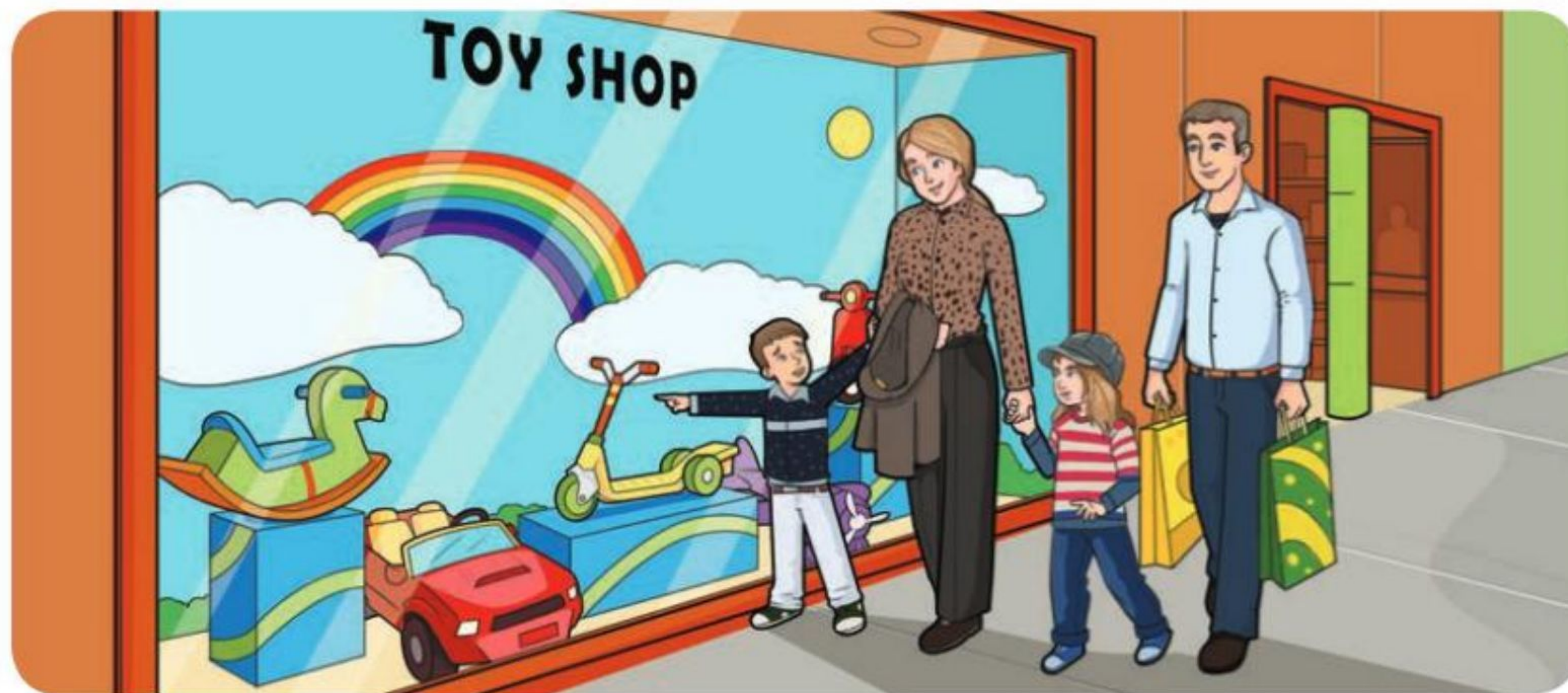


People work in many different jobs.

People buy the things they need with the money they earn from working.

Using money

In cities people usually buy the things they need from other people.



▲ Shops do not always look the same.

People spend some money in different types of shops.

People can also give money to charity.

Activities

- 1 Draw and write about three jobs in your community.
- 2 Work in pairs and discuss three ways people can use money.

Unit 4 Review questions

- 1** All the natural and man-made things around us make up:
 - a** the community
 - b** the country
 - c** the environment
 - d** the sea
- 2** Which pair below are both natural physical features?
 - a** Hills and roads
 - b** Rivers and deserts
 - c** Houses and forests
 - d** Parks and schools
- 3** The special place that a living thing lives in is called a:
 - a** habitat
 - b** house
 - c** tree
 - d** hotel
- 4** The different things we use to provide all that we need are called:
 - a** fuels
 - b** energy supplies
 - c** resources
 - d** money
- 5** When an item is recycled it means the material:
 - a** can be used again to make something else
 - b** is thrown away
 - c** is stored carefully
 - d** is put in the sea
- 6** Write about three resources you have used today. Say what the resources are and explain how you have used them.
- 7** Write two rules you know from a game or a sport, one rule from your school, and one rule from your home. Explain how the rules help.
- 8** Write a list of at least four things that you think every person needs in order to survive.
- 9** Write about some of the things people spend money on, and two things you spend money on.



5 Health and wellbeing

In this unit you will learn:

- why we need food and exercise
- how to keep healthy
- how to feel safe and be happy
- to make a poster to inform people.



? How do you stay healthy and happy?

muscle energy
microscope germs
lather flexible

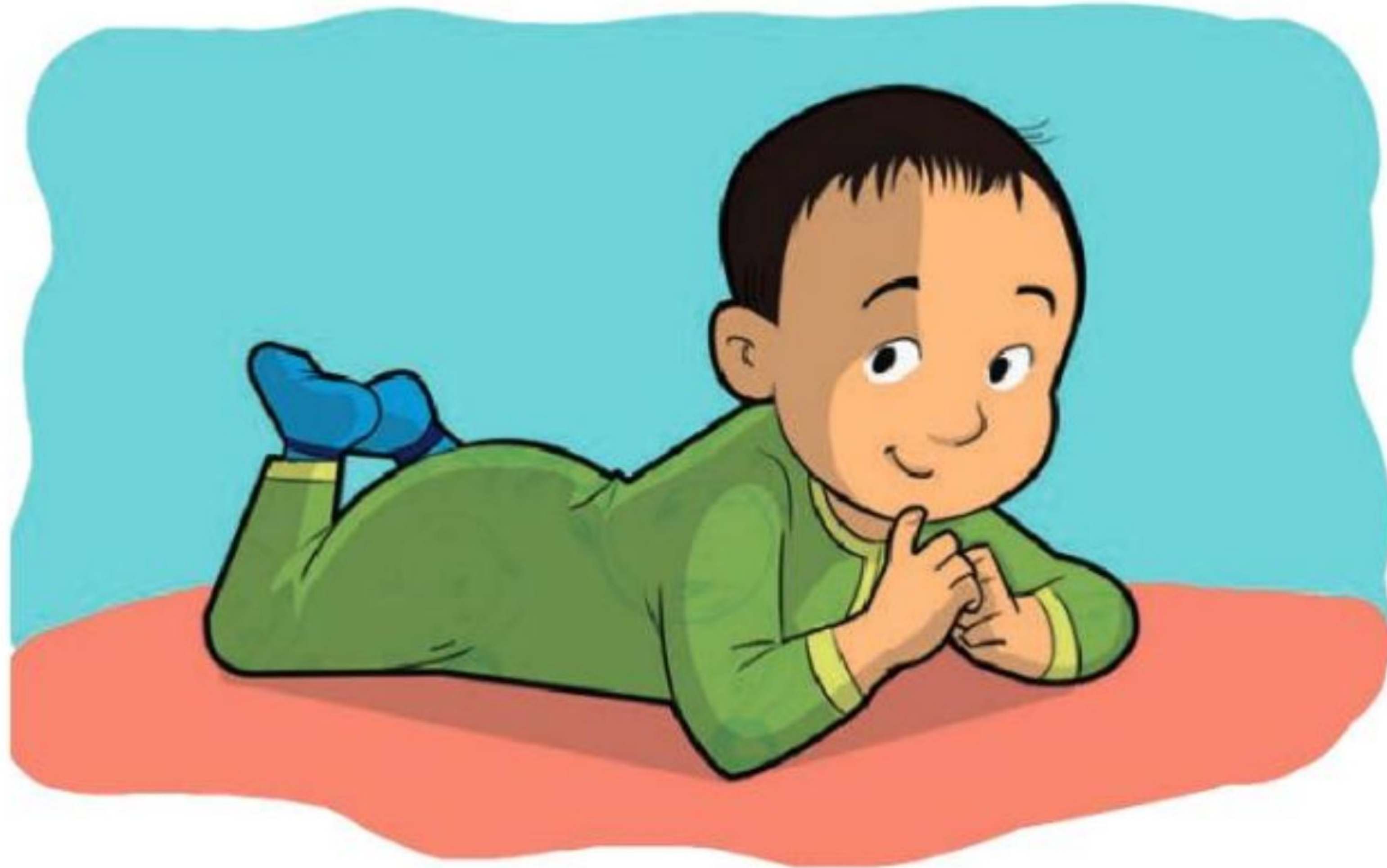
5.1 Healthy foods

In these lessons you will learn:

- about how our body uses food
- how to have a healthy diet.

Why do we need food?

Food helps us to grow.



▲ How have you changed since you were a baby?



▲ Do you enjoy running and playing?

Food gives us the energy we need to move and to be strong.



▲ Food helps us to have healthy skin, eyes, teeth and hair.

Food helps us to get better when we are ill. Eating the right food can stop us getting ill in the first place.



▲ Have you ever been ill?

What should we eat?

We should eat different foods every day.

Eating properly helps us to stay healthy, enjoy playing and learn better in school.



Did you know?

At the age of 5 or 6 your 'baby teeth' start to fall out and your adult teeth start to come through. These have to last you the rest of your life!

Activities

- 1 Draw and write what you eat every week and what food helps you to do.
- 2 Draw and label the foods you eat in a normal day.

5.2 Why is exercise important?

In these lessons you will learn:

- how we are able to exercise
- how exercise helps us to stay healthy
- how your health is your responsibility.

What is exercise?



▲ There are all types of exercise.

When we exercise we move our bodies and we breathe more quickly and deeply.

Exercise helps our heart

The heart pumps blood around the body. Exercising makes the heart beat faster and it becomes stronger.

Exercise makes us stronger

Exercising helps muscles grow and become strong.



Different exercises use different muscles.

Exercise makes us flexible

Exercising helps you bend and stretch. This helps you do things and feels good too!



Exercise helps us to keep a healthy weight

Exercising uses energy. This helps us to stop putting on too much weight.

Exercise makes us feel good

Exercising has an effect on your brain too and it makes you feel happier!

Activities

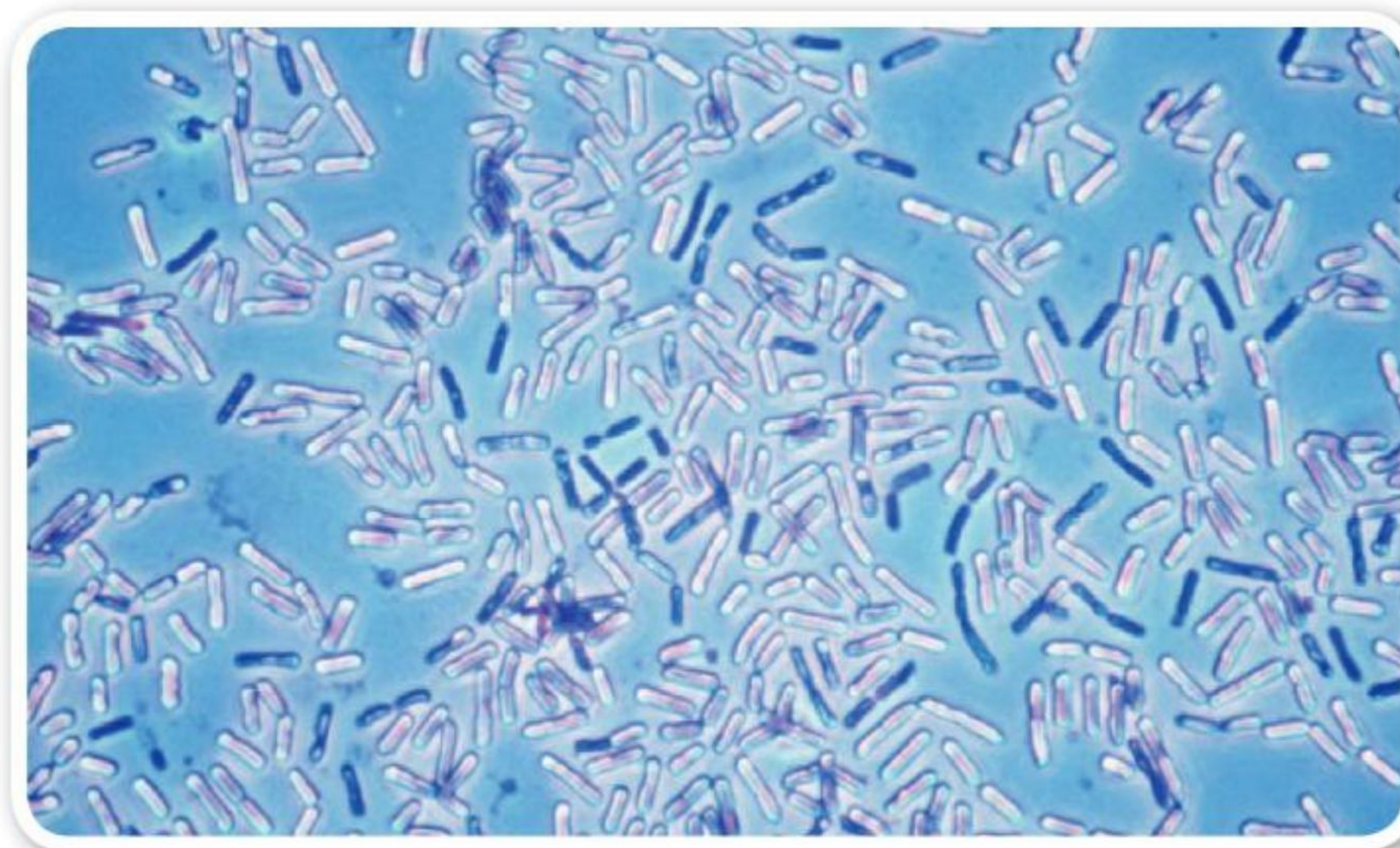
- 1 Draw and write about why exercise is good for you.
- 2 Work with a friend to make a poster of five exercises to do each week. Write why they are good for you. Present your poster to the class.

5.3 Watch out for germs!

In these lessons you will learn:

- about germs
- how germs spread
- how to wash germs away.

What are germs?



◀ Germs are tiny living things we can only see under a **microscope**.

Did you know?

Germs can travel 3 metres when someone coughs.

Germs are everywhere. They live on our bodies and mostly do us no harm.

Some germs do make us ill if they get into our bodies.

The trouble with germs

Germs spread easily.



▲ Look at these pictures and think about how germs are spread.

When should we wash our hands?

You should wash your hands:

- before eating food
- after using the bathroom
- after coughing or blowing our nose
- after playing outside
- after visiting anyone who is sick
- after touching animals
- if you can see that your hands are dirty.

Stopping the spread of germs

Washing hands



- Rub your hands together with soap to make lather.



- Rinse the lather away so that the germs cannot cause any more harm.
- Dry your hands. This makes it harder for germs to spread.

Covering up coughs and sneezes

- Cough or sneeze into a tissue rather than into the air.

Activities

- 1 Make a list of times today when you could have picked up some germs.
- 2 Make a poster telling people how to stop the spread of germs. Present your poster to the class.

5.4 Feeling safe

In these lessons you will learn:

- to understand what makes us feel safe
- why it is important to feel safe
- to say when and where you feel safe.

When do we feel safe?

We feel safe when we know we will not be hurt in any way.



▲ We should feel safe with our family.

People in our family protect us and help us to know that we are loved.

They can comfort us if we are worried.

Feeling safe in school

School should be a place where everyone feels safe.

How we can help each other to feel safe in school

- We must never behave in a way that makes people feel unsafe.
- We should never say anything unkind or say that we want to hurt someone.
- We must be friendly to everybody.



▲ There are rules in school to stop us hurting ourselves.

◀ We must always look after each other.



Activities

- 1 Write about the things that make you feel safe at home.
- 2 Work in a group to make a poster of rules for the class to help everyone feel safe.

5.5 Being happy

In these lessons you will learn:

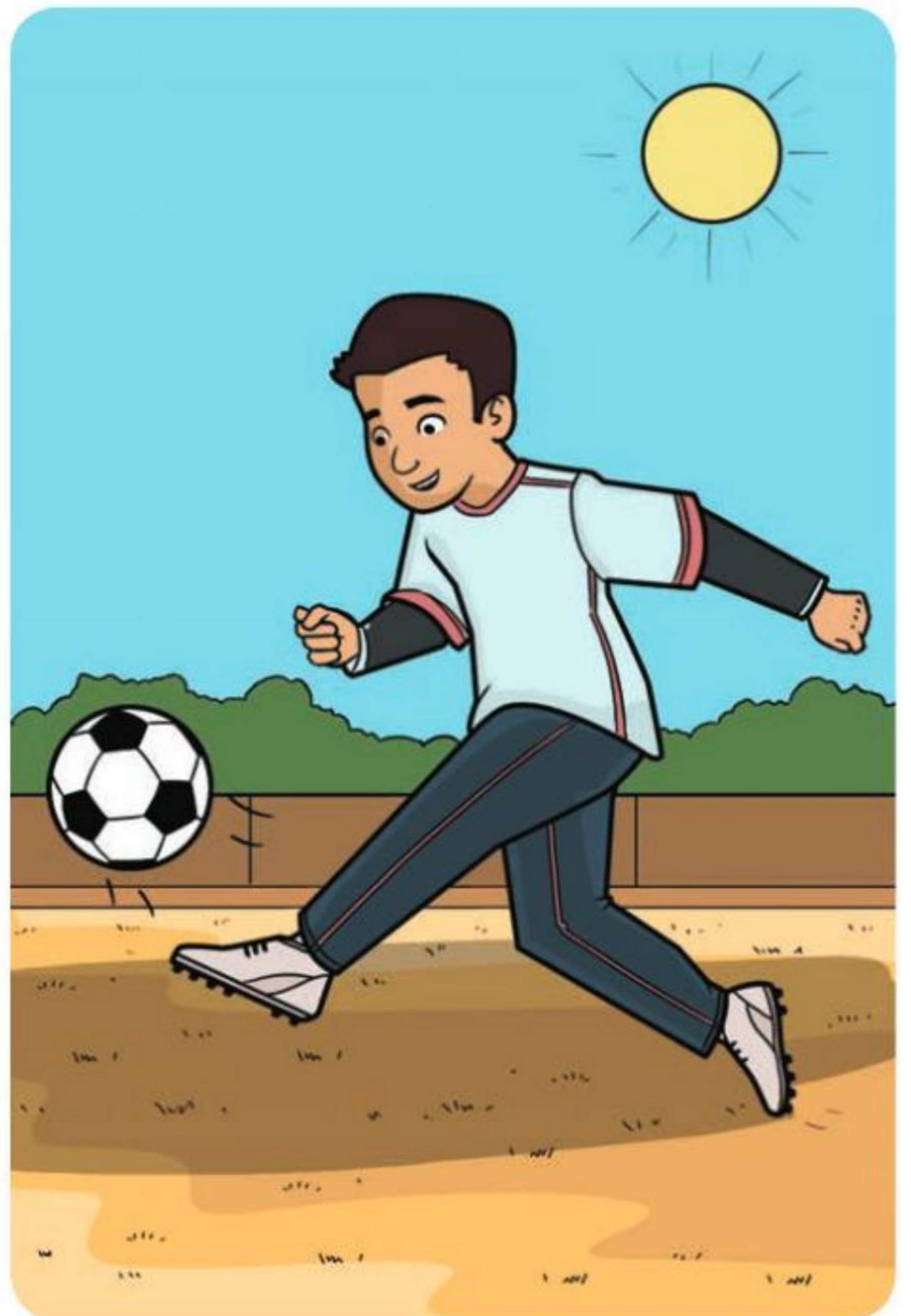
- why it is important to feel happy
- to know the things that make you happy.

Are you happy?

We are happy when we feel positive, confident, relaxed and content.

If we feel unhappy, then we are worried or unsettled and life is less enjoyable.

Activities we enjoy



▲ We can enjoy doing different things.

Achievements



- ▲ We can feel happy when we finish a job, do well in something or make something.

Helping other people



- ▲ Doing something to make somebody else feel happy actually helps us to feel happy too!

The most important thing

Getting on well with members of our family and with our friends is the thing that is most likely to help us feel happy.

Activities

- 1 Make a list of things that made you feel happy today.
- 2 Write three things you could do in school and at home that would make other people happy.

Unit 5 Review questions

- 1** Which of these is the most helpful in keeping us healthy?
 - a** Drinking lots of milk
 - b** Eating only green vegetables
 - c** Eating different kinds of food every day
 - d** Eating lots of eggs
- 2** Which of these is most helpful in keeping us healthy?
 - a** Sitting in a park
 - b** Taking regular exercise
 - c** Watching television
 - d** Reading a book
- 3** Which two things happen to your heart when you exercise?
 - a** It beats more slowly
 - b** It beats at the same rate
 - c** It beats more quickly
 - d** It grows stronger
- 4** Which of these do you think is true?
 - a** All germs can make us ill if they get into our bodies
 - b** Some germs can make us ill if they get into our bodies
 - c** Germs never do us any harm
- 5** The best way to stop the spread of germs is:
 - a** to play outside in the fresh air
 - b** to eat your food with a spoon
 - c** to wash your hands with soap and water
 - d** to drink through a straw
- 6** Make a list of three different foods you like to eat and explain why you like each one.
- 7** Write about exercises you could do that help your heart grow stronger, exercises that make your muscles stronger, and exercises that help you to be more flexible.
- 8** Describe three times when it is important to wash your hands.
- 9** Write about the things that help you to feel safe at home and in school.
- 10** Write about three things that make you feel happy.

Glossary

aerial photograph a photograph that is taken from the air (usually from an aeroplane), looking down on the Earth below

compass rose part of a map that shows directions – north, south, east and west

culture things about a place or group of people that are special to that place or group

family people who are related to one another. They include parents and children living in the same home, and also parents, grandparents, uncles, aunts and cousins

habitat the place where things live

independent when a country that has been ruled by another is able to rule itself

invention something new, that no-one has ever made before

key on a plan or map, the key explains the meaning of its parts – lines, shapes, colours and symbols

microscope an instrument that makes things appear larger, so it is possible to see very, very small things

oxygen a gas found in the air around us

personality all the qualities that make a person who they are

recycling using material from one item to make new products

resources things that we use

societies groups of people

values things that are important to people

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Pat Lunt 2015

The moral rights of the author have been asserted

First published in 2015

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer

British Library Cataloguing in Publication Data
Data available

9780198356813

1 3 5 7 9 10 8 6 4 2

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in China by Golden Cup

Acknowledgements

The publishers would like to thank the following for permissions to use their photographs:

Cover photo: Squaredpixels/iStock, P3: Christopher Futcher/ iStock.com, P6a: Istock.com, P6b: Fototrav/ E+/Getty Images, P6c: Istock.com, P6d: Pikoso.kz/Shutterstock, P6e: Gabriel Robledo/Dreamstime.com, P10a: Art Directors & TRIP / Alamy, P10b: Holbox/Shutterstock, P11a: Jacob Maentz/Corbis/Image Library, P11b: Pavel L Photo and Video/Shutterstock, P12a: Studio 1One/Shutterstock, P12b: Baona/ E+/Getty Images, P14a: Marco Tomasini/Shutterstock, P14b: iStock.com, P14c: kcline/iStock.com, P14d: iStock.com, P14e: iStock.com, P15a: Pankaj & Insy Shah/Gulf Images, P15b: Violetblue/Shutterstock, P15c: Bravo/ NBCUniversal/GettyImages, P16a: DAJ/Getty Images, P16b: George Steinmetz/Corbis/Image Library/Image Library, P16c: MOHAMMED MAHJOUR/AFP/Getty Images, P18a: Nattee Chalermtiragool/Shutterstock, P18b: RuslanDashinsky/iStock, P19a: Megapress / Alamy, P19b: Vietnam Landscape/Shutterstock, P21: Guichaoua / Alamy Stock Photo, P23a: Howard Sochurek / The LIFE Picture Collection/GettyImages, P23b: Maynard Owen Williams/National Geographic Society/Corbis/Image Library/Image Library, P23c: Siegfried Layda/Photographer's Choice/Getty Images, P25a: Shutterstock.com, P25b: Art Konovalov/ Shutterstock, P27: Image Source Plus / Alamy Stock Photo, P30: Frank Fell/Robert Harding World Imagery/Corbis/Image Library/Image Library, P32a: MarcelClemens/Shutterstock, P32b: Elena Elisseeva/ Shutterstock, P35: Daniel Prudek / Shutterstock, P37: Claudiovidri/Shutterstock, P40a: Didi / Alamy, P40b: Klaus Vedfelt/Taxi/Gettyimages, P41a: Thomas Koehler/Photothek/Getty Images, P41b: Compassionate Eye Foundation/Chris Ryan/Gettyimages, P41c: Celia Peterson/ ArabianEye/ Gettyimages, P43a: Izzet Keribar/Lonely Planet Images/Getty Images, P43b: De Agostini/G. Dagli Orti/De Agostini Picture Library/ Getty Images, P43c: Shutterstock.com, P43d: Izzet Keribar/Lonely Planet Images/Getty Images, P46a: Dan Porges/Photolibary/Getty Images, P46b: Wouter Kingma/Gallo Images/Getty Images, P46c: Bondgrunge/Shutterstock, P48: iStock.com, P51: Maremagnum/Photolibary/Getty Images, P54a: Smiltena/Shutterstock, P54b: Top Photo Corporation/Top Photo Group/Corbis/Image Library/ Image Library, P57a: Shutterstock.com, P57b: Atlantide Phototravel/Corbis/Image Library/Image Library, P59: Cathy Yeulet/iStock, P64: Clouds Hill Imaging Ltd./Corbis/Image Library/Image Library, P65a: iStock.com, P65b: Greenland/Shutterstock, P67: KidStock/Blend Images/Gettyimages

Illustrations by Six Red Marbles

Although we have made every effort to trace and contact all copyright holders before publication this has not been possible in all cases. If notified, the publisher will rectify any errors or omissions at the earliest opportunity.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

Oxford Primary Social Studies

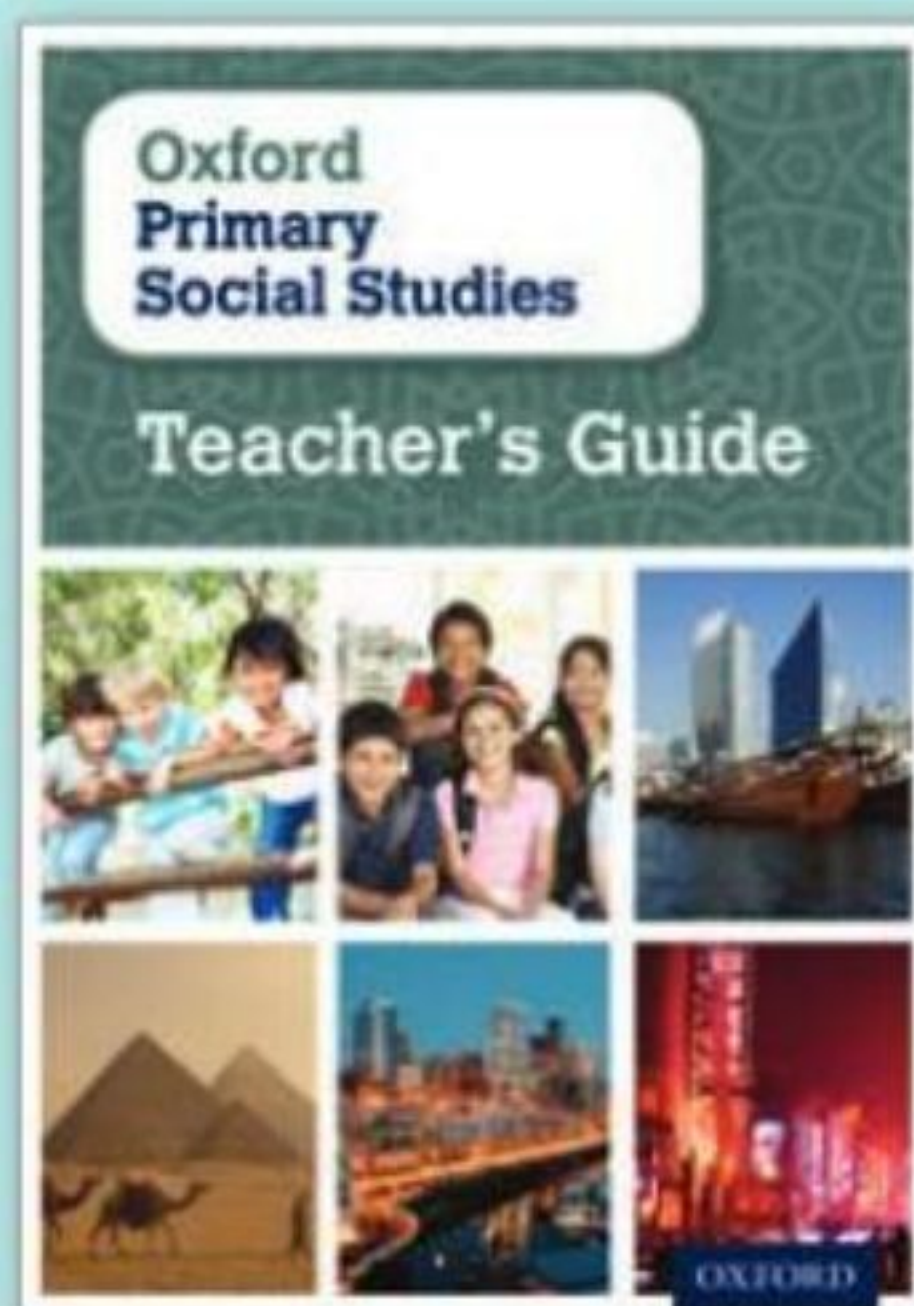


Oxford Primary Social Studies is a complete six-year primary course which provides an engaging introduction to the key areas of Social Studies. It has been developed specifically for the Middle East and pays particular attention to the cultural requirements of the region. The course offers a structured syllabus covering citizenship, history, cultural studies, geography and PSHE (Personal, Social and Health Education).

This Student Book:

- Features engaging topics which help students understand their environment both locally and in the rest of the world.
- Offers a variety of age-appropriate and practical activities which become more challenging as the students progress.
- Encourages students to check their new knowledge through the review lessons.
- Uses carefully selected language to make content accessible for EAL learners.

Also available:



9780198356875

OXFORD
UNIVERSITY PRESS

How to get in touch:

web www.oup.com/eme
email schools.enquiries.uk@oup.com
tel +44 (0)1536 452610
fax +44 (0)1865 313472

ISBN 978-0-19-835681-3



9 780198 356813