

SOCIAL STUDIES

Class - 5



Introduction

Millat Foundation for Educational Research and Development (MFERD) is an organization conceived with the vision of providing a common platform for the networking, coordination, collaboration and co-operation among Muslim educational institutions, thereby complementing the efforts of individuals and organizations in achieving excellence in education within the boundaries of Islamic Shariah. MFERD aims to address the various challenges faced by these institutions and find solutions through research and development.

One of its major program is to design a value based curriculum for school to nurture and culture our future generations with excellence.

Curriculum is the sum total of all learning experience a child undergoes including academics, activities, learning environment, assessment and interaction with teachers, students, parents all together from the moment a child walks in the school until he/she steps out.

After years of research in child psychology, education from Islamic perspective, and review of various curricula, a value based curriculum has been designed in accordance with National Curriculum Framework and International standards to focus on all round development of the children so that they identify their identity, realize the need and become leaders of tomorrow.

This curriculum is comprised of:

- **Objectives** - as per Islam psychology, education and stakeholders
- **Syllabus** - as per age group and government standards
- **Methodology** - child centric and appropriate to the subject and objectives
- **Resources** - including teacher training, teaching aids manuals and more
- **Assessment** - formative, summative, self, co-scholastic, behavioral and long term
- **Activities** - curricular, co-curricular and extra curricular with guidelines for events
- **Scheduling** - calendar, day-year plans, workload, period split and competitions
- **Observation** - feedback and research

Central Academic Development department has been setup to plan, train and monitor the implementation of this curriculum in various schools at all the levels.

Preface

Social studies is the study of people in relation to each other and to the world in which they live. It comprises the disciplines of history, geography, civics and economics. As a study of human beings in their physical, social and cultural environment, social studies examines the past and present and looks towards the future.

It helps students acquire the skills, attitude, knowledge and values that will enable them to become engaged, active, informed and responsible citizens and contributing members of their communities, locally, nationally and globally. It encourages to develop their sense of self and community, enthusing them to affirm their place as citizens in an inclusive and democratic society.

Life and stories of the Prophets of Allah as mentioned in the Quran and Hadees are the best medium to introduce Islamic history to young Muslims. We believe in developing a historical perspective where historical materials are not merely used as a chain of events, dates and names, rather they become basic fountain of learning through which students are able to relate their own life experiences in the perspective of social studies.

Students should be acquainted with the relationship between obedience to Allah's command and Allah's rewards and the consequent punishment of not doing so. Gaining insight into these processes will enable the learners to be receptive to the teaching of the Quran and Sunnah and identifies his identity.

Knowledge and comprehension of geographical concepts of locations, time, space, distance and direction have also been accorded in lucid manner.

It is to ingrain in the minds of young that Allah has created the heaven and the earth and he has made land and water bodies with the specific light thrown on our country India and its states with a great variety of foods eaten and the clothes worn therein.

We hope that the book would prove to be a rich source for learners to enrich their knowledge of the world in Islamic perspective and social studies.

Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

- (i) connecting knowledge to life outside the school;
- (ii) ensuring that learning shifts away from rote methods;
- (iii) enriching the curriculum so that it goes beyond textbooks;
- (iv) making examinations more flexible and integrating them with classroom life; and
- (v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Framework document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

- (i) What educational purposes should the schools seek to achieve?
- (ii) What educational experiences can be provided that are likely to achieve these purposes?
- (iii) How can these educational experiences be meaningfully organized?
- (iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.

Contents

Geography

I. Explore Our World

- | | |
|---|----|
| 1. Rotation and Revolution of the Earth | 1 |
| 2. Physical Features of the World | 6 |
| 3. Climatic Zones of the World | 16 |

II. Explore the Regions

- | | |
|--|----|
| 4. The Forest of Equatorial Region | 21 |
| 5. Arabian Peninsula - The Land of Hot Sands | 27 |
| 6. The Temperate Grass Lands | 33 |
| 7. Frigid Zone - The Land of Ice and Snow | 38 |

III. Explore Our Environment

- | | |
|---|----|
| 8. Realms of the Earth | 43 |
| 9. Pollution and Protecting the Environment | 47 |
| 10. Natural Disasters | 57 |

1

Rotation and Revolution of the Earth

I know about day, night and seasons.

Let's learn more about rotation, revolution, equinoxes and solstices.



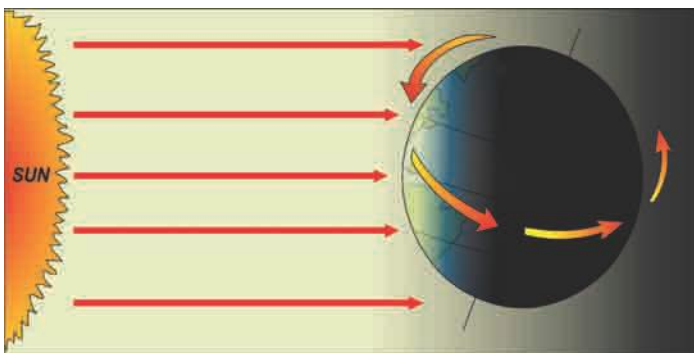
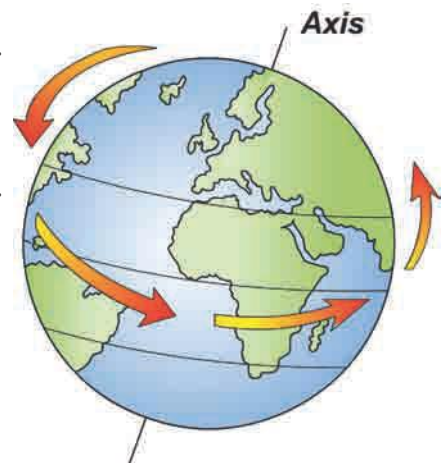
Activity / Make the students partners in this activity and then 1. let them rotate, 2. ask them to revolve around the partner 3. now rotate and revolve around the partner. Make sure it is anti-clockwise.

Rotation of the Earth

Earth has two important movements. They are the rotation and the revolution.

The earth spins on its own axis, this is called rotation. It causes day and night. The earth orbits around the sun, this movement is called revolution. It causes seasons during the year.

The earth spins like a top. This spinning movement of the earth is from west to east on its own axis. This axis is inclined at an angle of $66\frac{1}{2}$ degrees to the plane of the earth's orbit which is an imaginary line passing through the centre of the earth from the North Pole to the South Pole. The earth completes one rotation in 24 hours which causes day and night. The apparent motion of the sun daily is due to the rotation of the earth.



The day and night on earth is caused by rotation. When the earth rotates, the side facing the sun will have day, whereas the side of the earth away from the sun will have night. We also see the sun rising in the east and setting in the west due to earth's rotation.

Rotation causes tides with the rise and fall of the level of the sea water. It also affects the flow of the ocean currents and winds.

Revolution of the Earth

The earth also revolves around the sun along a fixed orbit, this is called revolution. The earth takes $365 \frac{1}{4}$ days to complete one revolution around the sun. This forms the year. So we say that the earth takes one complete year to revolve around the sun. As we are aware, that a year has 365 days. The $\frac{1}{4}$ part of the day is added for four years and the fourth year is called the leap year which has 366 days wherein an extra day is added in the month of February. So, in a leap year the month of February has 29 days.

Activity Name the seasons and identify them.



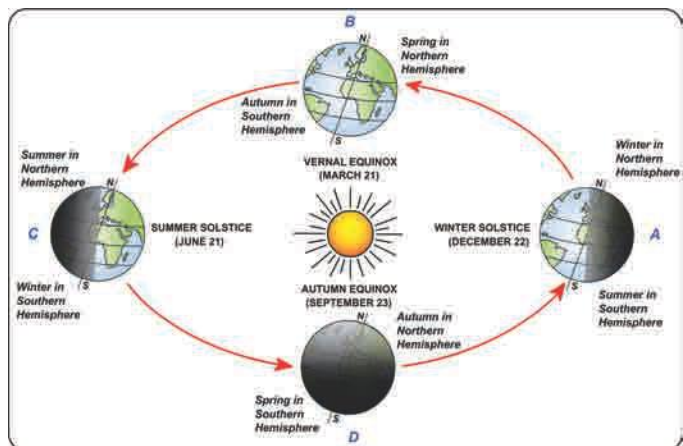
Math in Social

How can we identify a leap year? How many days are there in a leap year?

Seasons

Seasons on earth are caused by revolution. We have already read that the axis of the earth is tilted at an angle of $66 \frac{1}{2}$ degrees to the plane of the earth's orbit. During the course of revolution, one part of the earth leans towards the sun whereas the other part leans away from the sun. The part of the earth which leans towards the sun experiences summer season whereas the part of the earth which leans away from the sun experiences winter season. Summer, winter, spring and autumn are the four main seasons which the earth experiences. When the northern hemisphere experiences summer season, the southern hemisphere will have winter and vice versa.

The sun shines directly overhead the equator two times in a year. This happens one time during the equinoxes and one time on each tropic during the solstices. 'Equi' means equal and 'nox' means night; so, equinox means equal day and equal night. 'Sol' means sun and 'solstice' means the standing still of the sun.



Word Builder

solstice

two days in a year when the sun is over the Tropic of Cancer and Tropic of Capricorn

equinox

two days in a year when the sun shines directly over the equator

Points to remember

- ❖ Rotation and revolution are the two different movements of the earth.
- ❖ The movement of the earth on its axis is called rotation which causes day and night.
- ❖ The movement of the earth around the sun is known as revolution.
- ❖ The revolution of the earth leads to change of seasons.

Exercises

1. Answer the following questions.

- a. What are the two important movements of the earth?
- b. What does rotation cause? Describe.
- c. Describe the changes caused by the revolution of the earth.
- d. Explain the summer solstice with the help of a labeled diagram.
- e. What are equinoxes?

2. Name the following.

- a. The movement of the earth that causes seasonal changes _____.
- b. The line around which the earth rotates _____.
- c. The year in which February has 29 days _____.
- d. Equinox means equal _____.
- e. The 365 days constitute a _____.

3. Fill in the blanks with correct answers.

- a. Rotation is the _____ movement of the earth.
 - i. daily
 - ii. annual
- b. A leap year occurs once in every _____.
 - i. 5 years
 - ii. 4 years
- c. Summer solstice in the northern hemisphere is on _____ June.
 - i. 21
 - ii. 22

4. Match the following.

- | | |
|----------------------------|--|
| a. Rotation and revolution | i. days in a leap year |
| b. 365 1/4 | ii. summer in the northern hemisphere |
| c. 366 | iii. movements of the earth |
| d. 21 June | iv. followed by summer |
| e. Spring | v. days for a full revolution of the earth |

5. What do the following anagrams stand for? One has been done for you.

Bit OR Orbit

- | | |
|---------------------|------------------------|
| a. Quie ox _____. | b. Close sit _____. |
| c. Ratio not _____. | d. Olive run to _____. |

Now create five anagrams from the words in this lesson and challenge your partner. Time limit - 5 minutes.

Activity / Draw the diagram of rotation which causes day and night.



Think about it

Imagine what would happen if the earth was not tilted on its axis.

Gather Information

List the names of lunar months as per hijri calendar.