



Across the Globe

A Complete Scholastic Approach to Learn Social Studies



Aligned with the **Single National Curriculum**

ACROSS **THE** GLOBE

A textbook series of Social Studies
for **Early Years** to **Grade 5**



A BRAND NEW LAUNCH!

A SCHOLASTIC APPROACH TO LEARN SOCIAL STUDIES

About the Series

Across the Globe is a series designed to support the needs of students from **Pre-Primary to grade 5**, fully aligned with **Pakistan's Single National Curriculum (SNC)**.

The topics are carefully chosen to be age-appropriate, engaging, and meaningful for children. It develops cognitive, affective, and psychomotor skills while encouraging curiosity, exploration, and critical thinking. Through this approach, *Across the Globe* nurtures problem-solving, social interaction, collaboration, and civic sense, helping students connect with their surroundings at local, national, and global levels.

A separate **Skills Book** extends learning with end-of-chapter exercises, including questions and answers, fill in the blanks, and activities such as Fun Time and Research Time, etc. These elements make learning active and enjoyable while strengthening essential skills.



What's inside the book?

Each chapter in this book is organised with these features to help you learn, think and explore. Look out for the icons as you read, so you know when there's a fact, a question, an activity or something special about Pakistan.

Excitement 
Brings surprising information that sparks curiosity.

WHAT DO YOU THINK?



Inspires reflection and independent thinking.

DID YOU KNOW?

 Shares fun and interesting facts that stick in memory.

Activity Time



Provides hands-on tasks that make learning active and fun.

Recall: Quick review questions to remember what you learnt.

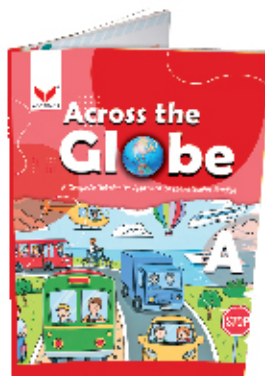
WOW PAKISTAN!

Highlights about Pakistan—people, places, culture, nature.

Let's Explore!

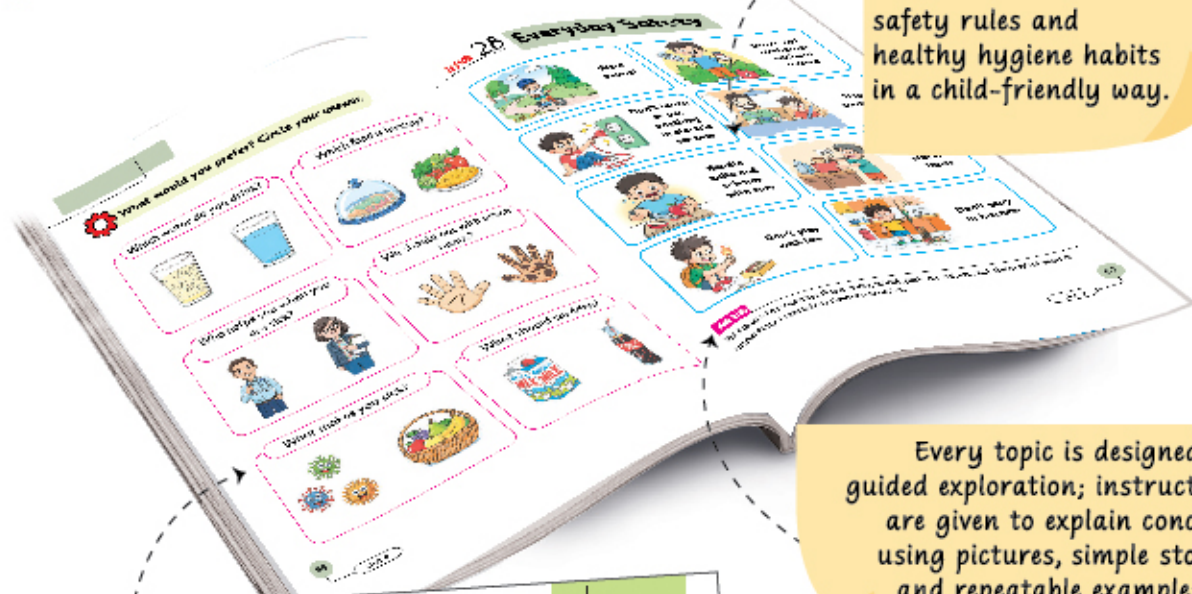


Allows children to discover and learn more about different topics.



Book A This activity-based book is developed in accordance with the Single National Curriculum and focuses on introducing foundational concepts related to self, family, safety, environment, and community. Learning is supported through structured, picture-based activities that develop early cognitive, social, and life skills. The modular design ensures gradual and age-appropriate skill development.

Everyday situations are used to teach basic safety rules and healthy hygiene habits in a child-friendly way.



Food groups and healthy habits are taught through fun categorizing and picture-based activities.



Children learn about basic technology and communication tools in an engaging way.

Every topic is designed for guided exploration; instructions are given to explain concepts using pictures, simple stories, and repeatable examples, as children are still developing reading and writing skills.

Lesson 18 I Spy Transports!



Tick (✓) the vehicles that you can see in above picture.

- | | | |
|-------------------------------------|--------------------------------------|--------------------------------|
| ☐ Airplane | ☐ Police Car | ☐ Train |
| ☐ Truck | ☐ Motorcycle | ☐ Bus |
| ☐ Helicopter | ☐ Air balloon | ☐ Ship |
| ☐ Car | ☐ Bicycle | |

Common vehicles and basic road safety rules are taught through recognition, matching and drawing activities.

Short sentences and familiar sight words help develop early reading skills without overloading young learners.

Lesson 8 Polite Words

Magic Words



Age 5-6
When do you use these polite words?

Lesson 10 Provinces of Pakistan

Here are the provinces of Pakistan.



Sindh



Punjab



Balochistan



Khyber Pakhtunkhwa

Age 5-6
How many provinces are there in Pakistan?

22

Children are gently introduced to Pakistan, its provinces and cultural elements through maps and pictures.

Core concepts of Islam are introduced carefully, focusing on beliefs and daily practices suitable for young learners.

The weather changes.



Write the name of the weather.

Age 5-6
How many seasons are there?

Encourages noticing weather changes and seasons.

Lesson 17 People and Places Around Me

People who live in my neighbourhood.



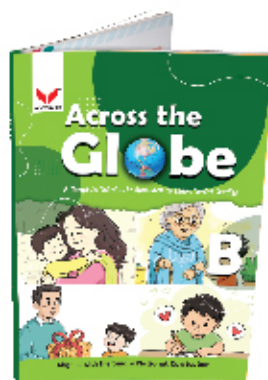
Age 5-6
How many people live in your neighbourhood?

Introduces neighbourhood places, people and simple surroundings.



Match the place of worship to the correct symbol.

Write the symbols that belong to your religion.



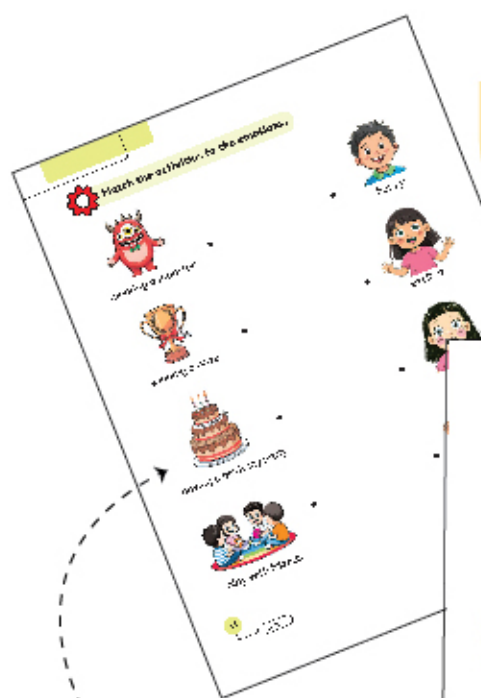
Book B Aligned with the Single National Curriculum, this book extends the same thematic areas through increased conceptual depth and guided thinking. Learners engage in activities that promote reasoning, decision-making, and independence. The structured progression supports the development of key competencies required for a smooth transition to primary education.

Every concept is introduced through clear visuals to support early understanding and visual recognition.

Children explore living things, their needs and the importance of caring for nature.

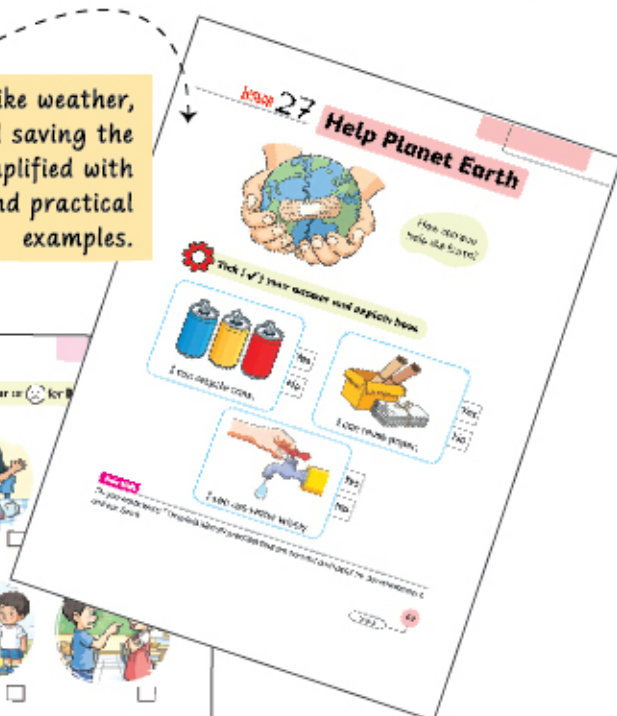
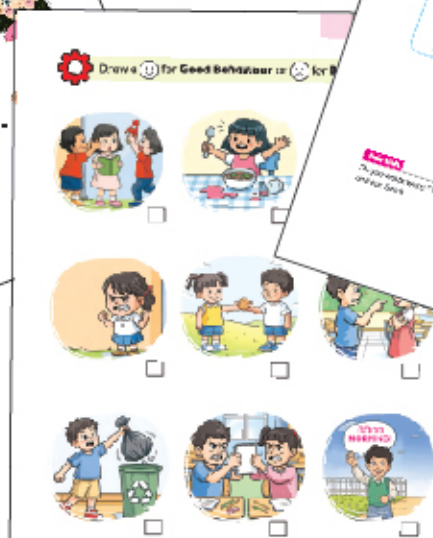
Classroom, home, and social rules are explained through scenarios that encourage positive behavior and discipline.

Activities help children identify family members, friends, roles, and relationships, building social and emotional awareness.

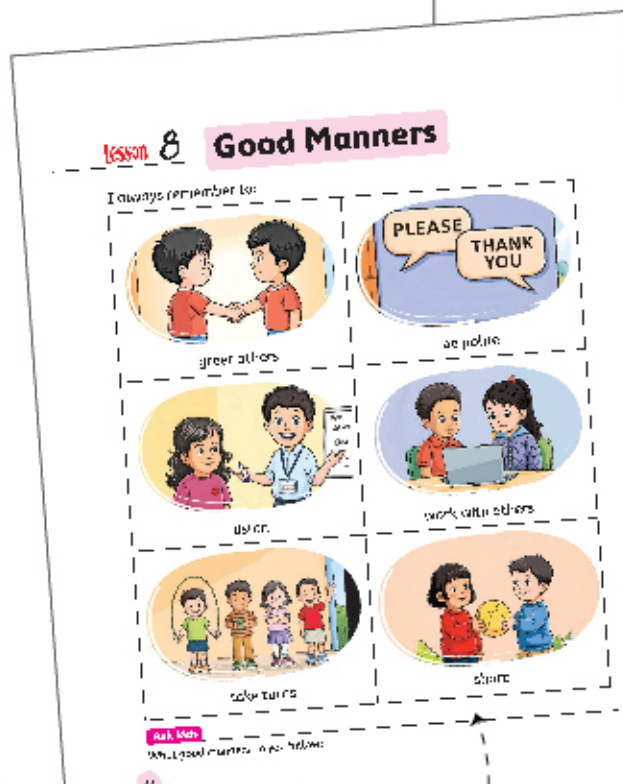


Helps children recognise their likes, emotions and simple routines.

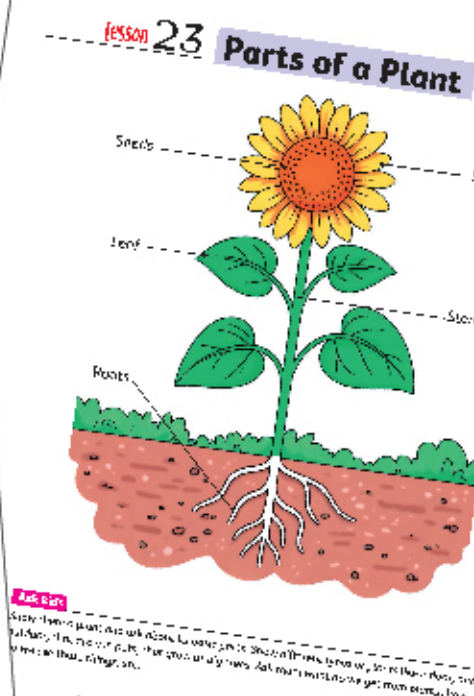
Concepts like weather, seasons, and saving the Earth are simplified with visuals and practical examples.



Simple tasks and visuals teach responsibility, sharing, taking care of belongings and helping others.

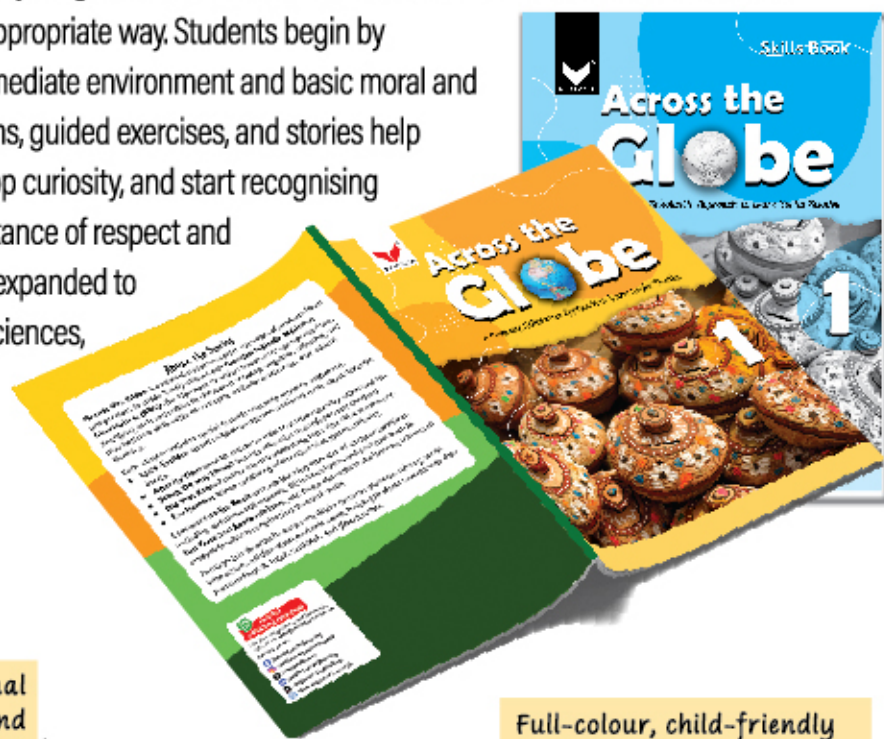


Reinforces everyday courtesy expressions through practice.



Guides children to observe plants, animals and their features.

Book 1 This book introduces young learners to foundational social, environmental, and scientific concepts in an engaging and age-appropriate way. Students begin by understanding themselves, their immediate environment and basic moral and ethical behaviours. Simple illustrations, guided exercises, and stories help children explore everyday life, develop curiosity, and start recognising rules, responsibilities, and the importance of respect and cleanliness. Concepts are gradually expanded to include basic natural and physical sciences, civic awareness, and patriotism, laying a strong foundation for lifelong learning.



Fully aligned with national curriculum standards and modern pedagogical approaches for social studies learning.

Full-colour, child-friendly visuals that simplify complex ideas and sustain learner interest.



Lesson 5 Clean Body

- Answer the following as Yes or No.
 - Do you wash your hands regularly?
 - Do you take a bath regularly?
 - Do you brush your teeth regularly?
- Answer the following questions.
 - How do you wash your hands properly?
 - When do you bathe?
 - When do you brush your teeth?
 - When do you take a bath?
- Mark ✓ for (Yes) or ✗ for (No) in every blank.
 - My hands are not always clean.
 - I don't take a bath regularly.
 - I don't brush my teeth regularly.
 - I don't take a bath regularly.

PLAN

1. Add more vocabulary words.
2. Draw a picture.
3. Write a sentence about the picture.

Creative

Write a card for your family and write a message about the picture.

Think, Discuss

As you wash or bathe, how do you feel?

How do you feel when your body is clean?

How do you feel when your body is dirty?

How do you feel when your body is clean?

How do you feel when your body is clean?

Lesson 14 Safety on the Roads

1. Match the pictures.



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Reinforces learning, improves recall, and develops critical thinking skills through engaging activities.

Encourages observation, analysis, decision-making, communication, and creativity through integrated tasks.

Clear structure, simple language, and consistent design support both guided and independent learning.

Pictures of neighborhood places, families, and community helpers.

Includes 'Student Learning Outcomes' with each chapter to clearly show what skills and knowledge students are expected to gain.

Neighbours can be people from different parts of the country. They can be from different countries too.



Good neighbours have good qualities. They keep their neighbourhood clean and green. They respect and help each other. They do not throw garbage in front of other's home.

Eating Manners



When we practise good manners we get respect. Now, how will you practice eating manners?

Lesson 21 Our Planet Earth

STUDENT LEARNING OUTCOMES

- All the students will be able to:
- Identify Earth as a planet.
 - Recognize and identify the shape of the Earth.
 - Recognize that the Earth is covered with land and water.

A planet is a large body that revolves around the Sun all the time.

Activity Time

Colour the correct answer.

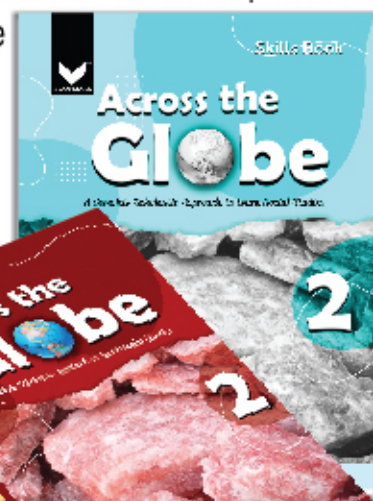
Can you feel the Earth moving around the Sun? ☐ Yes ☐ No

The Earth is a planet. It is our home because we all live on it. It is made up of land and water. There is more water than land on our Earth. The Earth is round in shape just like the Sun and the Moon. But, the Earth is flat at top and bottom like an orange.



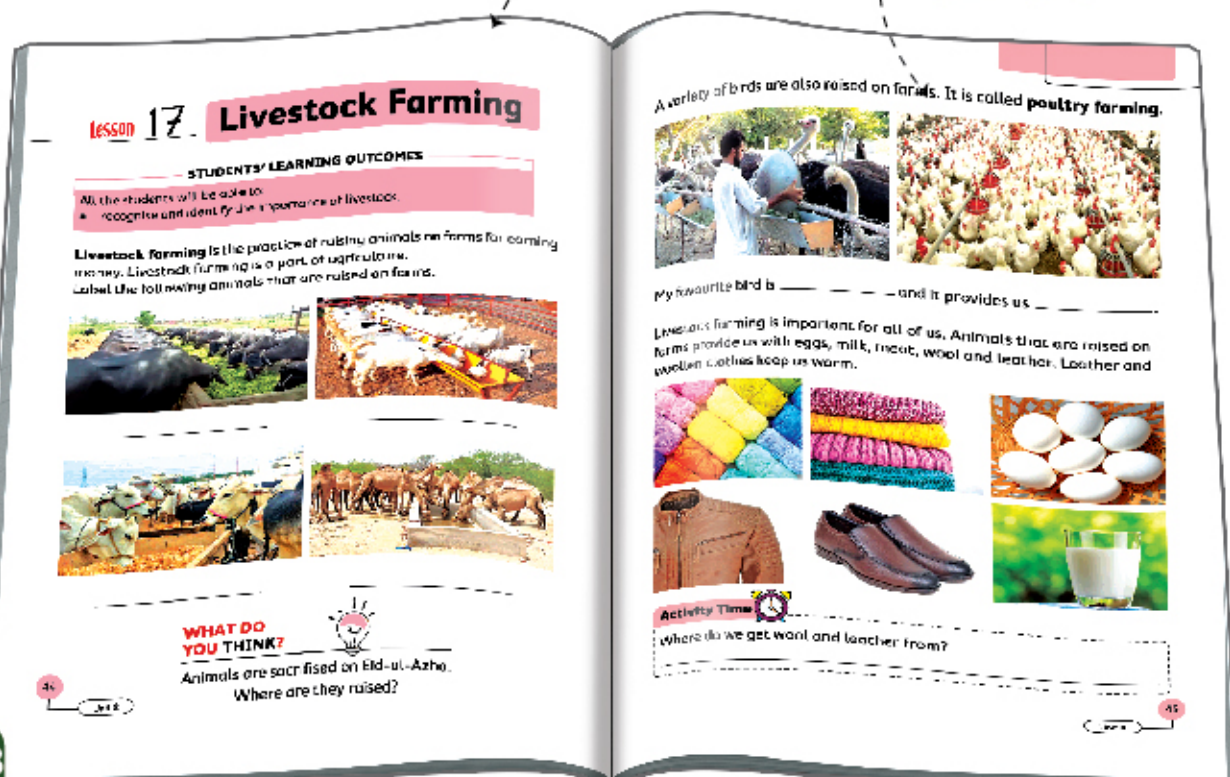
Step-by-step illustrations of cleanliness, hygiene, good manners and safety routines.

Book 2 The Grade 2 book builds on the foundational skills developed in Grade 1. Children deepen their understanding of ethics, citizenship, and environmental care while exploring the differences between village and city life, professions, and natural and human-made resources. Science concepts are developed further, including plant and animal life, resources, heat, light, and simple machines. Through stories, illustrations, and guided activities, children learn to observe, compare, and think critically about their surroundings and society.



Each level offers a balanced blend of knowledge, skills, and values that help students connect classroom learning to real-life.

The books are rich with visuals, activities, and stories that bring lessons to life.



Cultural Diversity in Pakistan and Around the World

Places

Village

City

People

Villagers

City Dwellers

Activities

Village Activities

City Activities

Lesson 4 Village Life

STORY FOR LEARNING OUTCOMES

Ali is a boy who lives in a village. He is a very happy and healthy boy. He likes to play with his friends in the fields. He also likes to help his parents in the fields. One day, his father decided to move to the city. Ali and his family moved to the city. Ali was very excited to see the city. He saw many new things. He saw many people who were different from him. He saw many buildings and cars. He saw many shops and markets. He saw many people who were working hard. Ali was very impressed by the city. He thought that the city was a very good place to live. He thought that the city was a very modern place. He thought that the city was a very beautiful place. Ali was very happy to live in the city. He was very proud of his family. He was very proud of his father. He was very proud of his mother. He was very proud of his brothers and sisters. He was very proud of his village. He was very proud of his country. He was very proud of his people. He was very proud of his life. He was very proud of his future. He was very proud of his dreams. He was very proud of his hopes. He was very proud of his faith. He was very proud of his love. He was very proud of his life. He was very proud of his future. He was very proud of his dreams. He was very proud of his hopes. He was very proud of his faith. He was very proud of his love. He was very proud of his life.

Learning Outcomes

To understand the differences between village and city life.

To identify the activities of villagers and city dwellers.

To appreciate the beauty of both village and city life.

Activities

Draw a picture of your village or city.

Write a short story about your village or city.

Make a model of your village or city.

Assessment

	Village Life	City Life
Understanding	Yes	No
Identifying	Yes	No
Appreciating	Yes	No

2. Label the pictures with the words given below.

Milkman
Farmer
Well
Tractor
Clinic

Mud House
Straw House
Clay Pots











Lesson 20 Forgiveness and Forgiving Others

- Find the meanings of following words in dictionary.
 - a. hurt
 - b. misbelieve
 - c. forgive
- Answer the following questions.
 - a. We should not make fun of others. Why?
- b. When we misbelieve with others, we should ask for forgiveness. Why?

12

Unit 2

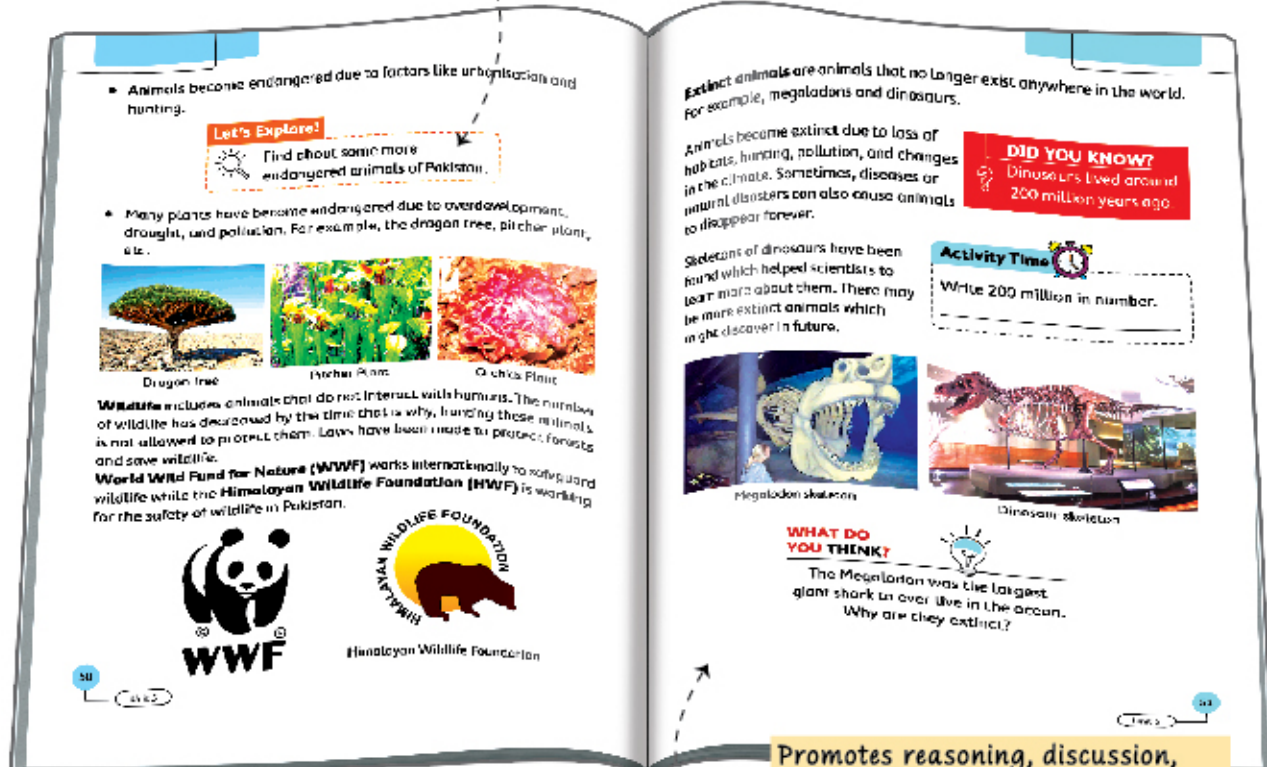
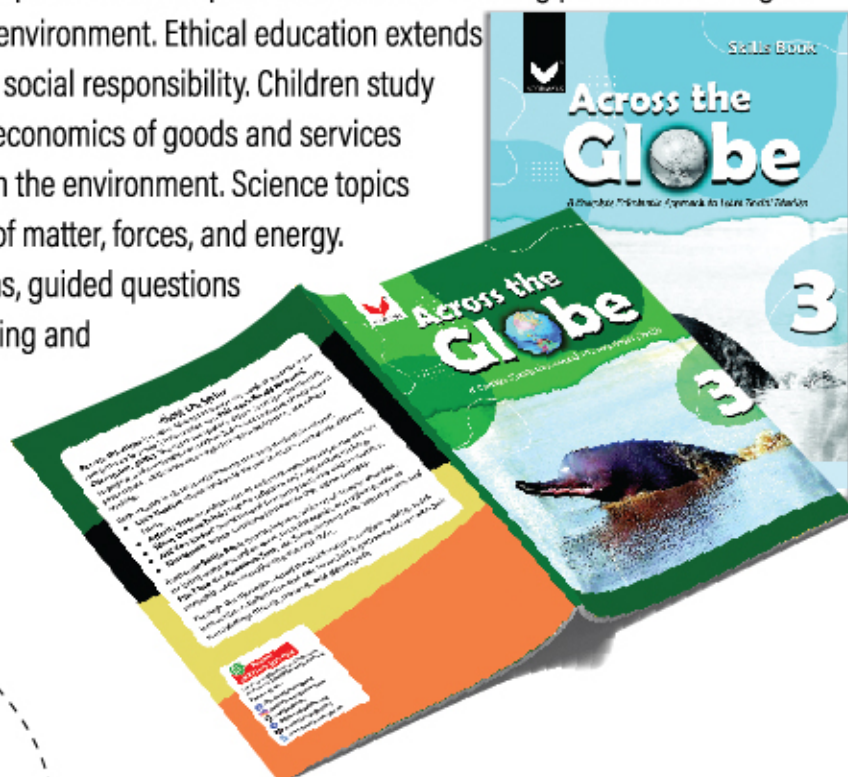
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Unit 2

Promotes kindness, honesty and responsibility through relatable scenarios.

Book 3 In Grade 3, students explore more complex ideas while connecting personal learning to community, country, and the natural environment. Ethical education extends to conflict resolution, citizenship, and social responsibility. Children study human and natural resources, basic economics of goods and services and the impact of human activities on the environment. Science topics include ecosystems, habitats, states of matter, forces, and energy. The book continues to use illustrations, guided questions and examples to support understanding and independent thinking.

Encourages awareness and responsibility for protecting endangered animals and plants.

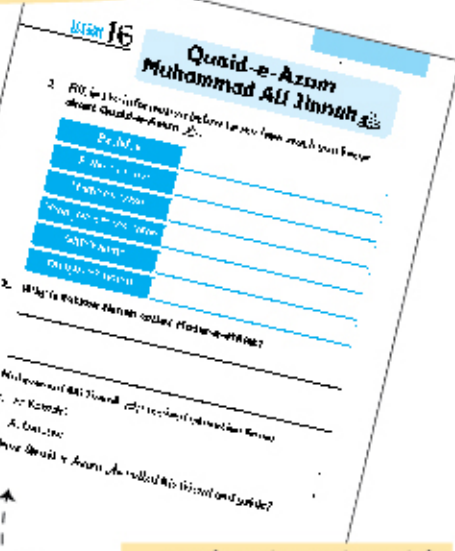
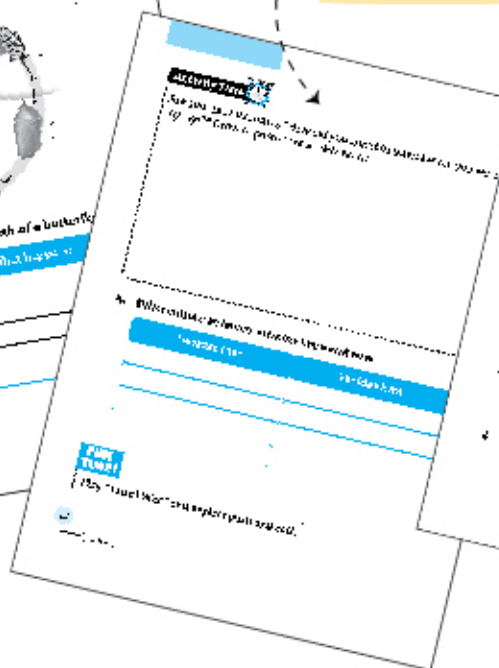


Promotes reasoning, discussion, and personal expression—helping children develop critical and reflective thinking.

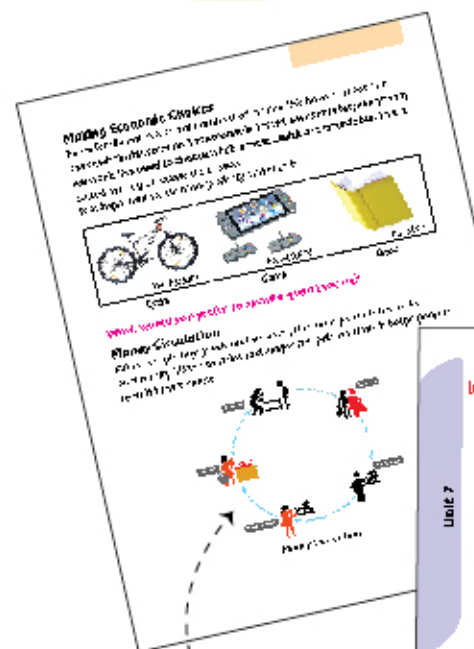


Hands-on learning through drawing, mapping, dramatization, and group work — making every lesson active and fun.

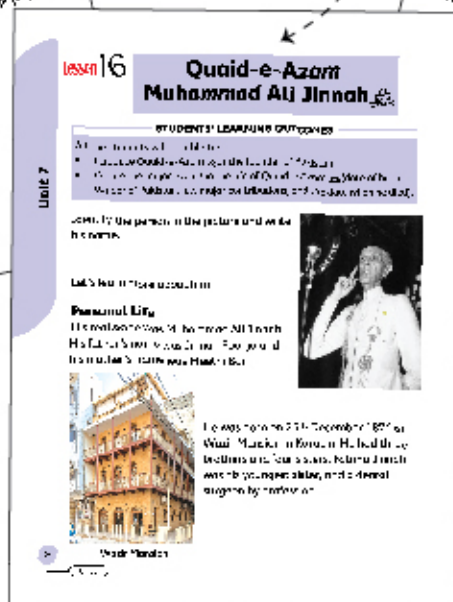
Features activities that help students observe, understand, and sequence stages in the growth and development of living things.



Each unit equips with reflection questions and short assessments to track learning progress.



Introduces national personalities through stories and visuals to help learners understand their role in creation of Pakistan.



Topics evolve from personal and family life to broader social, cultural and environmental understanding.

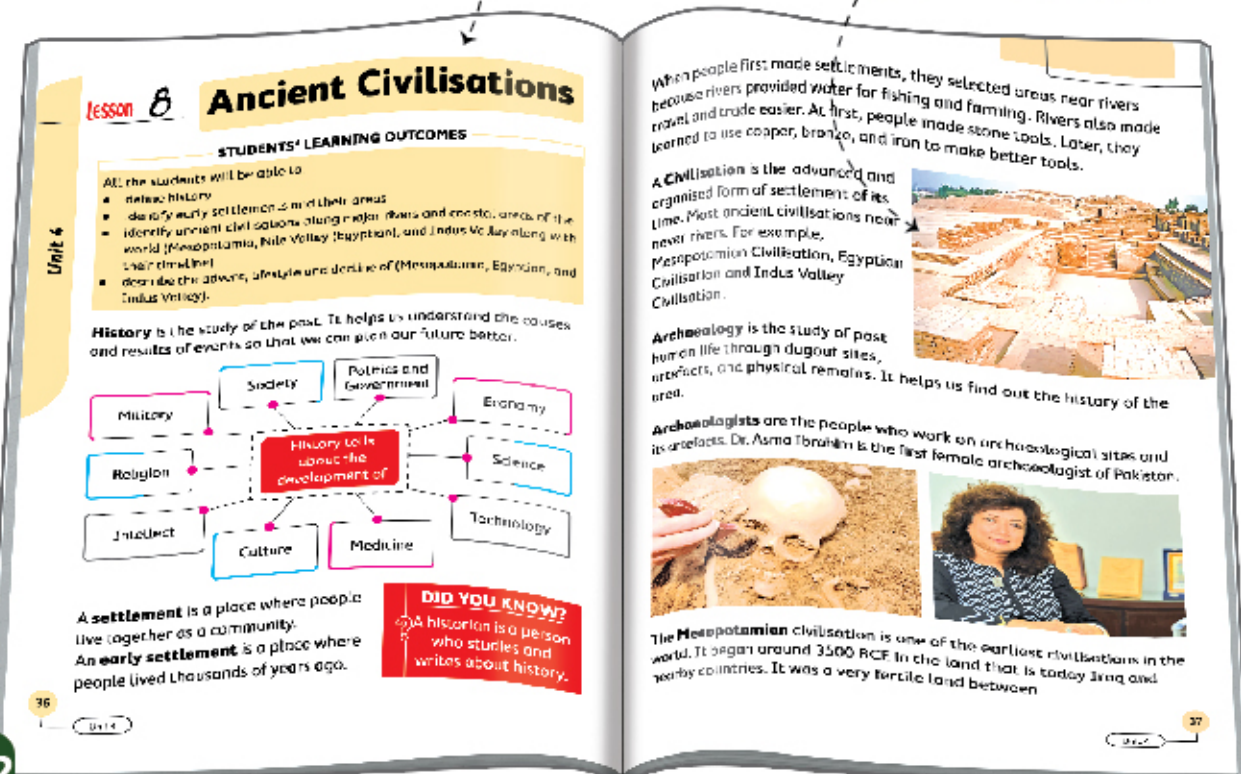
Connects lessons to students' surroundings—home, school, festivals and everyday experiences.

Book 4 The Grade 4 contents build on earlier foundational learning to introduce students to more complex social, cultural and scientific concepts. Children explore the roles and responsibilities of citizens in their local and national communities, while developing an understanding of diversity, tolerance, and peaceful conflict resolution. Cultural awareness is expanded to include the concept of a nation, different ethnicities, languages, and religions, and the importance of interfaith harmony. Students also begin to learn about the structure of state and government and democracy.



Structured according to national standards, ensuring age-appropriate progression and complete syllabus coverage.

Bright visuals and real-life photos support comprehension and sustain interest in every topic.



Fascinating facts that spark curiosity and extend learning beyond the page.

Did You Know?
A single tree of hardy maple can make 10,000 paper sheets.

Let's Explore!
When you are in a forest, you can find many different types of trees.

Activity Time!
Write how you are feeling now.

Writing was invented around 3500 years ago. After that, when people started writing, it started to change. People started to write on different things like papyrus, clay, and paper. After writing was invented, people started to use it for many things like keeping records, writing letters, and creating art.

Now, we use paper to write on. The first paper was made in China. It was made from the bark of a tree. People used to use it to write on. Later, they started to use it to make books and other things.



Did You Know?
Paper is made from trees.

A good way to keep your paper safe is to keep it in a cool, dry place. You can also use a fireproof safe to keep your important papers safe.

Here's how the 'Activity Time, Let's Explore, Excitement and Did You Know' looks inside the book.

Remember, always check the quality of the goods you are buying. It is important to know what you are buying. When you buy something, you should always check the quality of the goods. You should also check the price. You should always buy from a reliable source.



For example, when buying a car, you should check the quality of the car. You should also check the price. You should always buy from a reliable source.

Goods that are used for consumption. For example, food, clothes, and other things.



Pakistan is famous for sports goods.

We don't have many sports goods in our country. But we can buy them from other countries. We can also make our own sports goods. We can make them from local materials.



Builds habits of care for nature and provides environmental awareness through simple, practical lessons.

12. Name the rivers along which the following civilisations were located.
- Mesopotamian Civilisation _____ and _____
 - Egyptian Civilisation _____
 - Indus Valley Civilisation _____
13. What were the reasons of decline of the Egyptian Civilisation?
- _____
 - _____

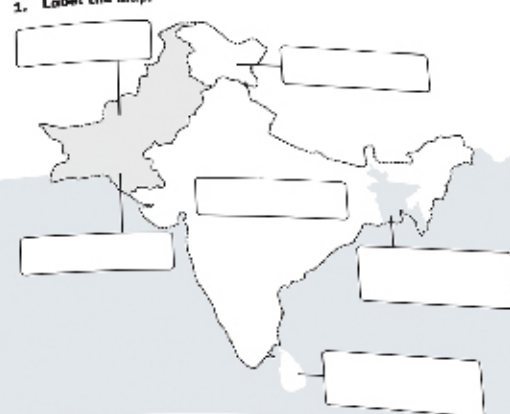
Research Time!

- What does UNESCO stand for?
U _____
N _____
E _____
S _____
C _____
O _____
- UNESCO has declared Mohenjo-Daro as a World Heritage Site. What does it mean?

Lesson 9

Contribution to the Creation of Pakistan

1. Label the map.



Partition of the Indian Subcontinent in 1947

Activities that develop inquiry and critical thinking skills through independent exploration.

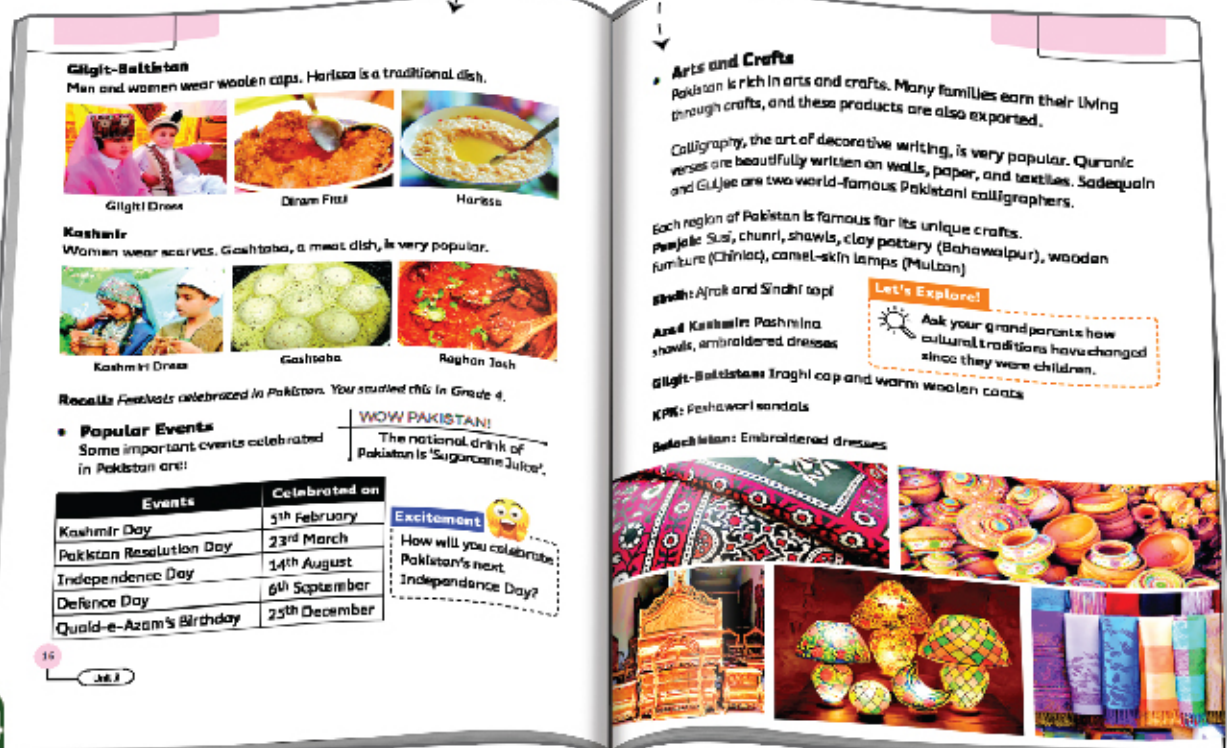
Strengthens mapping skills by labeling maps to help students understand historical events like the Partition.

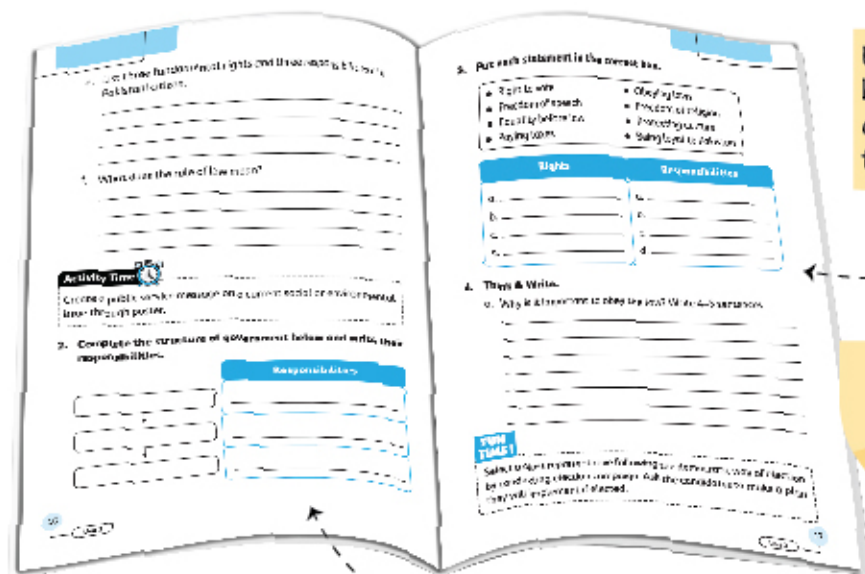
Book 5 The Grade 5 book deepens students' understanding of social, political, and economic systems while encouraging critical thinking and awareness of global and national issues. Cultural studies extend to components of culture, media and means of communication with their pros and cons. State and government lessons are covered under the Constitution of Pakistan. History introduces early human civilizations, governance systems and contributions of regional and national figures. Geography and economics cover physical and climatic regions, natural disasters, population patterns, goods and services, trade, banking, entrepreneurship, and resource management.



Explores culture, communication, nationalism, and interfaith harmony in depth.

Includes real-life images of cultural practices from across Pakistan to build stronger local understanding.



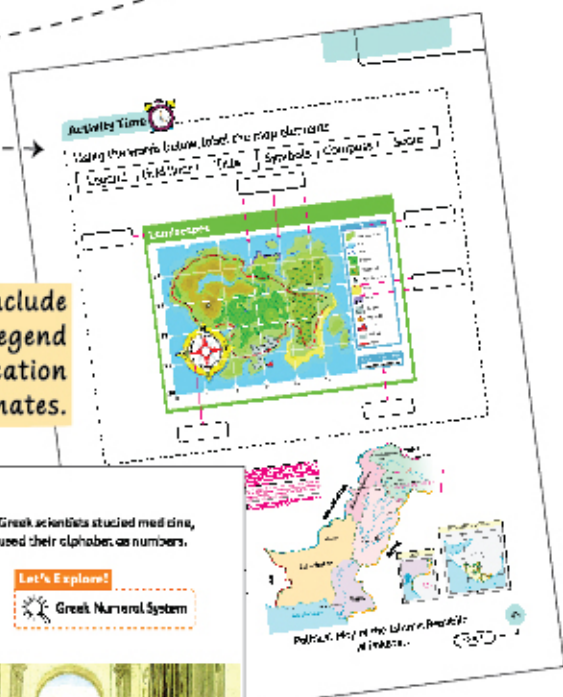


Encourages critical thinking by having students reflect and write their own answers to questions and activities.

Uses flowchart activities to assess students' understanding of government structures, democratic processes, and civic responsibilities.



Map exercises include orientation, legend use, and location coordinates.



WHAT DO YOU THINK?
How do you usually greet people?
Why do you think greetings are important?

DID YOU KNOW?
The word 'Bonjour' from the French language means 'hello'. It is one of the most common ways to show respect.

goddesses. Zeus was the king of gods. Greek scientists studied medicine, mathematics, and the stars. They also used their alphabet as numbers. For example, α (alpha) = 1, β (beta) = 2, γ (gamma) = 3, δ (delta) = 4.

Let's Explore!
Greek Numerical System



Alexander the Great and Greek Civilisation

Alexander the Great was a King from Macedonia, a land in north of Greece. He built one of the largest empires in history, from Greece to Egypt and India. As he conquered new lands, he spread Greek language, art, and learning. This spread of Greek culture is called the Hellenistic Age. After Alexander's death, his empire was divided into smaller kingdoms and eventually ended, but, Greek civilisation continued to shape many parts of the world.



Highlights how global greetings build respect and help prevent conflict.

Includes fact boxes on key personalities or landmarks from early civilizations to deepen historical understanding.

We Don't Just Give Books, We Train Teachers!

Schools that adopt our series receive **free teachers' training**, conducted by the **official consultant of the series**. These sessions are designed to help teachers:

- ✓ Understand the philosophy and objectives of the series
- ✓ Use the books, activities, and worksheets effectively
- ✓ Engage students through practical classroom strategies
- ✓ Teach with confidence and clarity from day one



Photos from workshops conducted in schools across Pakistan



How A training actually **WORKS?**

- ◆ Improve Teaching Skills
- ◆ Better Classroom Management
- ◆ Increase Student Engagement
- ◆ Effective Lesson Planning
- ◆ Provide Modern Teaching Techniques



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About the Consultant

Shahina Hussain is an experienced educationist who has worked with a wide range of education stakeholders. For decades, she has been engaged in teaching, teacher training, curriculum development, content review, educational research, textbook writing, and subject consultancy. She has also conducted workshops and presented her research at international conferences.

About the Author

Asifa Sohail is an academic administrator, researcher, and trainer with twenty-five years of experience in education. She holds a Master of Education (M.Ed.) degree from Aga Khan University and a Bachelor of Science degree from the University of Karachi. Her areas of specialization include educational leadership and management. She has worked as a strategic planner and has contributed to curriculum, syllabi, and textbook development.

Over the years, Asifa has served in leading institutions in various leadership roles, including director, manager, principal, academic coordinator, teacher, teacher trainer, and researcher. She began her career as an author in 2018 and has since collaborated with several renowned publishing companies.



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