

BUDHA DAL PUBLIC SCHOOL ,PATIALA

BOARD :CBSE

CLASS:5

SESSION 2020-2021

SUBJECT: SOCIAL STUDIES

CHAPTER 1 – KNOW YOUR PLANET

Objectives-To enable student to:

- Understand that the earth is round
- Understand the terms latitude, longitude and other important latitudes
- Appreciate why we prefer to use maps to globes
- Identify the different elements of map
- Locate places on the map and globe

Previous knowledge testing:

1. Which is our home planet?
2. What shows the exact shape of earth – a map or a globe?
3. List the advantages and disadvantages of map and globe.

Vocabulary used:

1. Sphere-an object that is completely round such as ball
2. Symbols- marks which have a particular meaning
3. Intermediate direction- the directions in between the major directions

Important spellings:

Bridges, boundary, linear scale, scheme, astronomers, minerals, spherical

Explanation with innovative methods:

Globe, world map political, compass, model of solar system, smart class modules

https://youtu.be/C4pqCk_MOM

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students. With the help of globe and world political map, continents and oceans will be explained and shown to students. The teacher will discuss the advantages and disadvantages of a map and a globe. The teacher will show to the students' different types of maps – physical and political and the key signs/ symbols/ scale used on a map.

These help the person to read a map and find the location. The students will learn the names of various explorers and astronomers who proved that the earth is round. Question answers will be discussed in the class and done in the notebooks by the students.

Participation of students:

Students will make a map from their home to school using different signs, symbols, and colour scheme.

The students will stand facing the sun in the morning in the ground and will find out other directions

Recapitulation/Assignment:

1. Mark the continents and oceans on the world map.
2. On the map of India use colours to show different landforms.
3. Draw or paste a picture of a globe and compass in the notebook.
4. Read the chapter thoroughly and do the back exercise.

Integration with other domain-

Art -Drawing and colouring of maps.

Learning outcomes:

1. Students will be able to describe the main features of maps and globes
2. Students will be able to appreciate and speak about what would happen if the earth was flat.
3. Students will be able to read a map.

Assessment:

Test will be conducted from this chapter

CHAPTER 2 - PARALLELS AND MERIDIANS

Objectives: to enable students to:

- Learn and identify axis and its two end point on a globe
- Learn and understand numbering of important parallels and meridians
- Learn how to locate places on earth with the help of parallels and meridians

Previous knowledge testing:

1. What is the shape of the earth?
2. Which lines divides the earth into two equal hemispheres?
3. [By showing the globe]What are these vertical and horizontal lines called?

Vocabulary:

1. Axis- an imaginary line passing through two extreme points on a sphere around which it spins
2. Pole- either of the ends points at the top or bottom of the earth's axis

Important spellings:

Hemisphere, prime meridian, Greenwich, northern, parallel, Capricorn

Explanation with innovative methods:

Smart class modules, globe, world map, an atlas, coloured ribbons or wool

<https://youtu.be/aUNh3hcOjC0>

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students. The teacher, with the help of globe will explain the concept of parallels and meridians- numbers, differences, uses, characteristics etc. The concept of grid and its use to locate places will be discussed. The students will be told the difference between 0 parallel and 0 meridians. The students will come to know about the Greenwich/ prime meridian and the International Date Line. The students will learn the names of important latitudes. They will learn the four hemispheres. Question/ answers will be discussed in the class and done in the notebooks.

Participation of students:

1. Student will bring musk melon/ basket ball etc to learn about the parallels and meridians.
2. Students will find out the latitudes and longitudes that pass through their city.
3. Students will use an atlas and find through which states of India Tropic of Cancer passes.
4. Students will read the chapter and do the back exercises.

Recapitulation/assignment

1. Draw the diagram to show important parallels and meridians
2. Mark the countries on the world map through which equator and prime meridian pass.
3. Draw a grid to show the parallels and meridians.
4. Between what latitudes and longitudes does India lie?

Integration with art:

Students will do drawing and colouring of diagrams

Learning outcome:

Students will be able to:

- Explain what parallels and meridians are
- Describe the main features of parallels and prime meridian

Assessment:

Test will be held from this chapter.

CHAPTER 3 – MOVEMENTS OF THE EARTH

Objectives: To enable students to:

- Identify the different movements of the earth
- Describe rotation and explain how it causes day and night
- Describe revolution and explain how it causes seasons
- Demonstrate how seasons occur using a candle and a globe

Previous knowledge testing:

- How many hours are there in a day?
- How many days are there in a year?
- What is rotation and revolution?

Vocabulary:

1. Rotate- to move or turn in a circle
2. Revolve- to go in a circle around a central point
3. Oval- shaped like an egg

Important spellings:

Rotation, revolution, leap year, axis, orbit, hemisphere, spin, imaginary, tilted, experience

Explanation with innovative methods:

Globe, map, smart class modules, torchlight, a spinning top, model of earth revolution

<https://youtu.be/wYWgvkwCf8o>

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students. The teacher will explain the concept of movements of the earth- rotation and revolution with the help of globe. The teacher with the help of torch and globe to explain the concept of day and night, time taken for one rotation. The students will be explained the second type of movement the earth i.e. revolution- time taken, meaning of orbit and effects of revolution. This will help them to understand the causes of seasons. The topic leap year will also be discussed. Question/ answer will be discussed and done in the notebook.

Participation of the students:

Students will act as the sun, moon, earth to explain rotation and revolution of the earth. Students will use table top, gymnastic ring for better understanding of the earth. The students can be taken on a trip to a planetarium to learn more about solar system

Recapitulation / assignment

1. Draw the diagrams to show the rotation and revolution of the earth.
2. Many festivals mark the beginning or the end of the season. Find out about four such seasons.
3. Which is the longest and shortest day of the year?
4. Read the chapter thoroughly and do the back exercises.

Integration with other domain-

Drama-Role play of Sun, moon, earth

Life skills the earth works on schedule guiding us to schedule our life too

Learning outcome:

Students will be able to:

- Identify the different movements of the earth
- Describe revolution and explain how it causes seasons
- Demonstrates how seasons occur using a candle and a globe.

Assessment:

Test will be conducted from this chapter.

CHAPTER 5- WEATHER AND CLIMATE

Objectives: to enable students to:

- Define weather and climate
- Identify and explain the factors that influence climate
- Identify and describe the three heat zones of the earth

Previous knowledge testing

1. How is the weather today?
2. What do you know about the climate?
3. Which is your favourite season?

Vocabulary:

1. Humidity- amount of water vapour in air
2. Altitude- height above sea level

Important spellings:

Tropical, moist, humidity, receive, atmosphere, frigid, altitude, polar, freeze

Explanation with innovative methods:

Smart class modules, atlas, thermometer, map showing the different zones, globe

<https://youtu.be/4u4T--Du5YA>

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students .The teacher will explain the difference between weather and climate and how it affects food, habits, clothes and the types of houses people live in .The teacher will tell the students that how the climate of place is affected by certain factors like altitude, latitude etc. The students will be told about the weather conditions in plains, on hill station and in the deserts. Question/answers will be discussed and done in the notebooks.

Participation of students:

1. Students will cut the weather forecast column from the newspaper (for one week) and paste them in their notebook. They will calculate the difference in the temperature of each day.
2. With the help of globe, students will locate the countries in different climatic zones

Recapitulation/assignment:

1. Students will be divided into groups and they will speak about their favourite season giving reasons for why they like it.
2. Students will bring a thermometer to class and note down the readings over a week and prepare a chart.

Integration with life skills

Students can share ideas on what to pack for a trip to another climatic zone.

They will learn to organise the things when going out of town.

Learning outcome:

1. Student will be able to define weather and climate
2. Students will be able to differentiate between weather and climate
3. Students will be able to identify and explain the factors that influence climate.

Assessment:

Test will be held from this chapter

CHAPTER 6 - THE LAND OF DENSE FOREST

Objectives: to enable students to:

- Locate the DRC on the map of the world
- Describe its climate, vegetation, wildlife and natural resources
- Discuss about its people, industries and the means of transport

Previous knowledge testing

1. What do you know about the equatorial regions?
2. Name any two countries that lie in the Torrid Zone.
3. How is the climate of Torrid Zone?

Vocabulary:

1. Canopy- a mass of leaves and branches that spread over an area to form a roof
2. Forestry – the practice of planting trees and taking care of them
3. Infrastructure- the basic facilities that people need, for example schools markets and hospitals.

Important spellings:

Official, equatorial, inhabitants, consumer, manufactured, cassava, infrastructure, endangered

Explanation with innovative methods:

Smart class modules, globe, a political and physical map of Africa showing the location of the DRC

Take a look at this video on YouTube:

<https://youtu.be/8i6qHdmYi3E>

Procedure:

Reading of the chapter will be done by the students .The teacher will explain the climate of equatorial region and also the vegetation, wildlife and natural resources of the DRC. The teacher will tell the students about the Congo River and about the water transportation of the DRC. The students will be told about the kinds of trees that grow in the DRC and about the rainforests. The rich mineral resources will be also discussed in the class. Question/answers will be discussed and done in the notebooks.

Participation of students:

1. Students will form groups. Each group will be asked to work on different categories e.g. wildlife, vegetation, natural resources ,currency etc.
2. Students can make a presentation about each of these categories using chart and pictures

Recapitulation/assignment:

- Students will bring political map of Africa and mark the DRC, the capital Kinshasa, river Congo and three neighbouring countries

Integration with life skills

Students will form groups and give a presentation in the class.

Learning outcome:

1. Student will be able to locate the DRC on a map of the world.
2. Students will be able to describe its climate and relief

3. Students will be able to describe its vegetation, wildlife and natural resources

Assessment

Test will be held from this chapter

CHAPTER 7 - THE LAND OF SNOW

Objectives: to enable students to:

- Locate Greenland on a map of the world.
- Appreciate why it is called the land of snow and ice
- Describe its climate and relief

Previous knowledge testing

1. Have you ever played on snow?
2. Name the state in India that receives heavy snowfall.
3. Name the country located in polar region.

Vocabulary:

1. Ice age- the time (many years before) when thick ice sheets covered large areas of land
2. Harpoon- a weapon like spear with a rope attached to it, used for hunting whales

Important spellings:

Iceberg, kayak, glacier, umiak, island, parkas, mukluks, igloos

Explanation with innovative methods:

Smart class modules, maps of world and Greenland , map showing heat zones

<https://youtu.be/6KWWxqUqg-E>

Take a look at this video on YouTube:

<https://youtu.be/9HYYYw9B9Cc>

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students. The teacher, with the help of map and globe will explain the location of Greenland and they will understand why it is called the land of midnight sun. The students will compare the easy life of people in northern plains a tough life of people in Greenland. They will also come to know the flora and fauna of Greenland, the primitive and modern means of transport. The students get a glimpse of culture of people of Greenland. Question/answers will be discussed and done in the notebooks.

Participation of students:

Students will make an igloo with cotton. They will use a torch and globe to explain why Greenland is called the land of the midnight sun.

Recapitulation/assignment

1. Make a collage of Greenland- animals, plants, sledges, dress of the inuits, igloos and currency etc
2. Mark the island nearest to Greenland, nuuk, arctic ocean on the world map
3. Read the chapter and do the back exercise.

Integration with other domain-

Life skills-Ask the students to give their ideas and opinions on global warming and how it can be reduced.

Learning outcome:

Students will be able to:

- Get the knowledge of Greenland
- Describe its climate
- Discuss about its people, industries and the means of transport used there

Assessment:

Test will be held from this chapter

CHAPTER 10 - ENVIRONMENTAL POLLUTION

Objectives: to enable students to:

- Explain the meaning of environment
- Recognise the damage done by humans to the environment
- Identify and define the different forms pollution

Previous knowledge testing

1. What do you know about the pollution?
2. Which factors are responsible for harming environment?
3. How many types of pollution are there?

Vocabulary:

1. Pollutants- substances that make air, water or land impure
2. Oil tanker- large ships that carry oil

Important spellings:

Environment, poisonous, chimneys, biodegradable, compost pit, dispose, diseases

Explanation with innovative methods:

Smart class modules, pictures

<https://youtu.be/sW7fxGG9cEM>

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students'. The teacher, with the help of smart class, will explain the students what is environment and pollution. The teacher will also explain the students that how the human beings are polluting the environment in different ways. Students will be told about the harmful effects of pollution on the health of human beings. Teacher will tell the students about the global warming and how we can stop that. The ways to reduce pollution will be discussed. Question/answers will be discussed and done in the notebooks.

Participation of students:

1. Students will sing a song- beat plastic pollution
2. Students will write slogans to stop pollution
3. Students will take a pledge not to use single use plastic
4. Students will find out about pollution related diseases.

Recapitulation/assignment

1. Students will prepare compost in their backyard or wherever they can get a little open space
2. Students will make project on different types of pollution.
4. Read the chapter and do the back exercise.

Integration with art:

Students will make a model on different types of pollution

Learning outcome:

1. Students will be able to define the different forms of pollution.
2. Students will be able to describe the different ways in which pollution can be controlled
3. Student will be able to prepare compost pit.

Assessment:

Test will be held from this chapter

CHAPTER 12 - NATURAL DISASTERS

Objectives-

Students will be able to –

- *learn the meaning of natural disasters
- *understand the causes of natural disasters
- *understand the precautions we need to take during these disasters.

Previous knowledge testing-

1. Can nature cause disaster?
2. How do earthquake, cyclone, floods occur?

Vocabulary-

1. Emergency number- phone numbers that are required when in danger
2. Rainwater harvesting- collecting and storing water for later use

Important spellings-

Epicentre, focus, seismograph, vent

Explanation with innovative methods-

Smart class modules, model and experiment of rainwater harvesting, volcano

Procedure-

Reading and explanation will be done. The teacher will explain the difference between manmade and natural disasters. With the help of various drills students will be told about precautions to be taken for natural calamities. Experiment will be shown to explain the volcanic eruption.

Student's participation-

- *Students will speak on any natural disaster
- *Mock drill (earthquake) will be conducted in the school
- *Students will discuss about recent floods in Punjab and things donated by them.
- *Ways to save water.

Students will collect information on areas which are more prone to different natural disasters

Make a first aid box

Each group will make a collage on any one type of natural disaster.

Integration with other domain-

Art- collecting and pasting the pictures

G.K. - latest information about natural calamities.

Life skills - precautions to be taken during natural disasters.

Learning outcomes-

Students will be able to discuss relief measures that are taken to mitigate the effect of the disaster.

Identify different forms of natural disasters

Assessment- Test will be conducted from this chapter.

CHAPTER 17 - TRANSPORT AND COMMUNICATION

Objectives-

Students will be able to

*Learn how means of transport and communication developed over times

*Study and understand the need for transport and communication

*Understand how these have brought the world closer

Previous knowledge testing-

1. Which is the traditional means of transport?
2. How do you commute to school?
3. What invention led to a big change in the means of transport?
4. How did early humans communicate?

Vocabulary-

1. Expressways- wide roads with several lanes on which vehicles can travel fast
2. Tablet- a small computer which has a touch screen and is similar to a smart phone

3. Raft – a flat boat made up of pieces of wood tied together

Important spelling-

Trans Siberian, rafts, expressways, barges, remote, audio visual

Explanation with innovative methods- Smart class modules, India and world maps showing air routes and waterways, postal stamps, intercom, fax machine

Procedure-

Reading and explanation will be done. The teacher will tell about need for transport with examples. The teacher will tell the reason why water transport is cheaper than other means. The teacher will explain the changes in the means of communication from ancient times to the present day. Difference between personal and mass communication will be explained.

Student's participation-

1. Make a model on any one means of transport
2. Mark the Atlantic and Pacific oceans, Red and Mediterranean seas, and Suez and Panama canals on the world map
3. Book a train ticket online
4. Draw traffic symbols and write their meaning.
5. Students will write a letter to their friends or relatives

Recapitulation/Assignment-

1. Share the information about the latest technique the bullet train in India
2. Speak out – what are the main reasons of road accidents?
3. Student will dress up as traffic policeman and will show how traffic is controlled.

Integration with other domain-

Maths – students will be able to calculate the time saved by covering longer distances by faster means of transport.

Timeline of various inventions will be made

Learning outcome-

Students will be able to appreciate how vast our railway network is

Describe the modern means of communication.

Assessment-

Test will be conducted from this chapter