

No of teaching days- 20

Topic -L-1 what is history ?

No of days required to complete the topic- 17

L- 1- what is history?

### Learning Outcomes

#### 1. knowledge objective -

Students will be able to tell the importance of learning history define timeline, ways of learning about family history.

#### 2. Understanding objective-

Students will be able understand the need to study History.

#### 3. Application objective-

Students will be able to list different sources of history around them.

#### 4. Skill objective-

Students will be able to make a timeline of their family.

#### Previous knowledge testing-

Students will be asked:-

1) Tell me any event that you remember of your previous class?

2) In which year did you start going to school?

3) What are the different types of sources from which you come to know about your past?

Teaching Aids :-

Chalk duster ,board ,chart, books ,photographs, videos.

Pedagogical strategies:-

The teacher will explain the concept of history , define a timeline. The students will be told about the different sources of history along with examples. The teacher will an enumerate the reasons why different people study history. The various ways of learning about family history will be discussed .The students will analyze the work of an archaeologist and a historian. New words like past , journalist past, excavate architect will be explained to the students.

Hands on activity:-

Experimental learning:-

Students will ask their older family members to show a few old belongings. They will draw pictures or paste photographs of these things.

Art integration:-

Students will paste pictures of different sources of history.

Inter disciplinary linkages and infusion of life skills:-

Students will be able to make family time line .This will help them know their family history and develop bonding with all family members.

Recapitulation:-

Oral revisions and practice of spellings will be done.

Resources including ICT:-

Text books , workbooks,

<http://neon.mems.cmu.edu/cramb/processing/history.html>

Assessment items:-

To check the conceptual clarity various assessments will be done. Revision assignments and practice worksheets will be given.

Subjective and objective type questions/answers will be done.

Feedback and remedial teaching:-

Students will be advised to read the chapter carefully and thoroughly they will be encouraged to relate the topic with their daily life.

Inclusive practices and full participation without discrimination:-

- Group activity
- Reading books
- Watching videos
- Hands on learning

Number of teaching days - 25

Topic- L-2 Monuments and museums

L-3 Maps

Number of days required to complete the topic-23

L-2-Monuments and museums

### Learning outcomes

1. Knowledge objective- Students will come to know the meaning of monument and Museum along with examples.
2. Understanding objective- Students will be able to differentiate between monument and museum and their needs.
3. Application objective- Students will know what things damage monuments and museums and how to preserve them.
4. Skill objective- Students will be able to create their own mini museum and identify different monuments and museums of India

Previous knowledge testing :-

Students will be shown pictures of some old buildings and asked to name them . They will be asked if they have visited any of these buildings and identify if it is a monument or Museum.

Teaching aids:-

Chalk ,duster, board ,charts of famous monuments, videos.

Pedagogical strategies:-

The students will read the chapter after the teacher as there are many new words .The teacher will explain the meaning and difference between monument and museum .Examples related to the topic will be given from own city and various places visited by the children. The teacher will discuss what are the various things kept in the museum. The historical importance of monuments and museums will be discussed. The teacher will explain the need of monuments and museums and how to preserve these and protect from various factors that cause damage.

Hands on activity:-

Experimental learning –

Students will write their experience about monument and Museum that they have visited.

Art integration:-

Students will paste pictures of famous monuments of India

Interdisciplinary linkages and infusion of life skills :-Students will be able to make a list of things that are kept in a museum. This will help them know the rich heritage of that place.

Recapitulation:-

This will be done in the class. Oral and written revisions of all subject topics will be done .

Resources including ICT-

Text books and work books

<http://www.incredibleindia.org/travel-discover-india/discover-india>

Assessment items:-

For the better conceptual clarity and understanding various assessments will be conducted . Revisions assignments and practice worksheets will be given.

Subjective and objective type questions/ answers will be done.

Feedback and remedial teaching:-

After the completion of the chapter ,question hour will be there. Students having doubts can ask any questions .Quiz will be conducted for slow learners .They will be encouraged to read the chapter again.

## Inclusive practices and full participation without discrimination

- Group activity - Students will discuss how they can keep the monuments and museums clean when they visit those places.
- Watching videos on the topics and then students can write a slogan related to the monument.
- Hands on learning- This chapter will tell them the importance of cleanliness around them.

## Lesson -3- Maps

### Learning outcomes-

#### 1. Knowledge objective:-

Students will be able to know what a map is and what we can see on a map.

#### 2. Understanding objective:-

Students will be able to understand how a map is used.

#### 3. Application objective:-

Students will know how a map is made.

#### 4. Skill objective:-

Students will be able to make a map using key and according to the scale.

### Previous knowledge testing:-

Students will be asked these questions

- 1) what do we call a picture that shows us where a place is?
- 2) What are Google Maps?
- 3) What do the symbols on a map explain?

### Teaching aids:-

Mobile phone, board, chalk ,duster wall map, videos, photographs.

### Pedagogical strategies

The teacher will explain the meaning and concept of map by drawing a plan of a classroom on the board.

The teacher draw signs and symbols used on a



map, to explain the term key or legend .The other features of map like directions, landmarks, scale etc. will be explained zoom in and zoom out difference will be explained by using Google Maps on phone .The students will be familiar with the word route, neighbourhood etc.

Hands on activity -

Experimental learning students will make a map of their house with the key.

Art integration

Students will draw and colour the symbols used on map or road side .They will also make a compass with the a cardboard cut out and mark directions on it.

Interdisciplinary linkages and infusion of life skills –

Students will be able tell and draw their route from home to school using different landmarks .This will develop confidence to go alone .

Recapitulation:-

Oral and written revisions of the chapter will be done .  
Students will learn spellings of new words.

Resources using ICT-

Text books, workbooks

<http://kids.nationalgeographic.com/kids/places/find/>

Assessment items:-

For better conceptual clarity and understanding, variety of assessments will be conducted .Revision assignments and practice worksheets will be given . Students will be told to find some places on the map .

Feedback and remedial teaching-

Students will be told to read the chapter thoroughly . They will try to solve the exercises in workbook and write answers in their own words.

Inclusive practices and full participation

- Hand on activity
- Group activity – A child will stand facing the sun and others turn wise will tell the directions.

Number of teaching days- 18

Topic –L- 4- Early human beings

L- 5- Ancient civilizations

Number of days required to complete the topic -16

L- 4- Early human beings

Learning outcomes:-

1. Knowledge objective:-

Students will be able to tell how the early human looked and where did they live and what did they eat .

2. Understanding objective:-

Students will be able to understand the changes in the looks and habits of humans with time.

3. Application objective:-

The students will come to know how agriculture and tools changed the lives of early humans .

4. Skill objective:-

The students will be able to compare the modern and ancient clothing.

Previous knowledge testing:-The students will be shown a picture labelled as early human being . students will be asked

- Which animal does it resemble?

- How did they change as we look today?

Teaching aids :  
Charts, videos

Pedagogical strategies:-

The teacher will read the chapter and explain the life of the early human beings .The teacher will start with the appearance and resemblance to the early humans to apes. The students will come to know how did the early humans survived and where did they live . Different types of stones will be shown by the teacher to explain the different shapes of stones used as tools .The teacher will explain the changes in early human beings with the use of brain .They discovered fire ,the use of wheel , farming etc . They knew that all these activities made their life more comfortable and safe .The teacher will explain the clothing of early human beings and will be compared with today's life style.

Hands on activity:-

Experimental learning-

The students will paste the pictures of things used by early humans and how those things have been changed with time and used by us nowadays.

Art integration-

Students will draw the stones tools used by early humans.

Interdisciplinary linkage and infusion of life skills:-Students will create exact a scene of hunting by early human beings. They will also show the village settlement by early humans . This develop Cooperation , team Spirit among the students.

Recapitulation:-

Oral and written revisions of the chapter will be done .The students will be explained the meaning of new words and asked to learn their spellings.

Resources using ICT:-

Textbooks, videos

<http://www.kidspast.com/world-history/0015-neanderthals-and-tools-php>

Assessment items-

Assessment will be done in various forms . objective and subjective type of questionnaire will be attempted by the students. Revision assignments practice worksheets will be given to the students.

### Feedback and remedial teaching:-

Students will be advised to read the chapter thoroughly. The students will be encouraged to write the answers in their own language. Various easy ways like quiz , Jigsaw puzzles will be conducted in the class to make the chapter interesting and for better understanding.

### Inclusive practices with full participation without discrimination-

- Group activity- One group will enact and other group arrange the events in sequence.
- Watching videos from Discovery channel or National Geographic

## L- 5- Ancient civilizations

Learning outcomes:-

### 1. Knowledge objective –

The students will come to know the meaning of civilization and ancient civilization .They will learn the names of civilizations and rivers near them .

### 2. Understanding objective-

The students with the help of map will understand how ,why and where the ancient civilizations grew

### 3. Application objective –

The students will come to know how the climate is related to the settling of human beings.

### 4. Skill objective-

The students will be able to tell the features of different civilizations and relate to the present day features of cities.

Previous knowledge testing:-

- The students will be asked to test some features of their city.
- On the world map, show some famous rivers.
- Name the cities developed near these rivers.
- What are these settlements known as?

Teaching aids

Charts ,wall maps of India and world, textbook , videos

Pedagogical strategies:-

The teacher will read the chapter and students will repeat after her .The teacher will explain the chapter using various teaching aids .The teacher will explain the meaning of new terms like priest, resource, civilization .The teacher with the help of map will ask the students two name the Civilizations and mark on the map .The teacher will explain the settling of people in groups ,growing crops ,domesticating animals , trade etc. The teacher will explain the meaning of a tradition and modernity in reference to civilization.

Hands on activity:-

Experimental learning-

The students will make clay tablets using colourful clay and a toothpick they will write something on it and observe that it remains same for a long period of time.

Art integration:-

Students will make a collage showing the life of people in ancient civilizations .

Interdisciplinary linkage and infusion of life skills:-

Students in groups of four will create their own picture alphabet .They will use letters in the alphabet to write each



other small notes such as “pass me the bottle” or “let us read a story” .This will develop team work , cooperation among children.

Recapitulation:-

The chapter will be revised through oral and return revisions. Various crossword puzzles will be given to make the students learn the spellings.

Resources using ICT-

Text books ,videos ,charts, models

<http://youtube.com/watch?v=IAQAAJOIFIO&feature=share>

Assessment items:-

The students will be assessed using different types of questionnaire i.e subjective and objective .The students will be given a world map also to mark the different civilizations and rivers near them .The students will solve the worksheets provided to them.

Feedback and remedial teaching:-

The students will be asked to read the chapter thoroughly . The students will be given extra time to ask the questions ,if any doubts they have. The students will solve the puzzles

and quiz will be conducted for easy learning of the topic.

Inclusive practices and full participation without discrimination the teacher will divide the class into 4 groups . Each group will take up different Civilization and collect the information related to it .They will present their project work on the day assigned .This will develop teamwork , cooperation ,dedication and punctuality among students.

Number of teaching days -24

Topic –L- 6 Parts of India and its government

Number of days required to complete the topic- 22

Lesson- 6- Parts of India and its government

Learning outcomes:-

1. Knowledge objective:-

The students will be able to differentiate between village, town ,city ,state and country .

2. Understanding objective:-

The students will understand the levels of government at village, town, city ,state and country .

3. Application objective:- The students will know about the functions of the government at different levels.

4. Skill objective:- The students will know the functions of people working in the government. They will know what are the duties of government employees.

Previous knowledge testing:-

The students will be asked

- If you have to post a card to your friend, what are the things you mention in the address?
- Do you live in a village, town or city?
- who looks after the hospitals ,schools of your area ?

Hands on activity-

Experimental learning :-

The students will enact as the President of India, Prime Minister of India and Chief Minister of India. They will speak about the duties/ functions of these people of these designations.

Art integration-

The students will draw the flow chart of levels of government . They will also paste pictures of facilities provided by the government to the public .

### Levels of government in India

Central Government

State Government

Local government

City

Town

Village

Municipal corporation

Municipal Council

Gram Panchayat

Interdisciplinary linkages and infusion of life skills:-

The students make a poster and write a slogan on Swachh Bharat Abhiyan . They will be encouraged to maintain the

cleanliness in house , school and other places near them . This will develop the team spirit brotherhood and love for their country among the students .They will come to know the importance of cleanliness.

Recapitulation:

The chapter will be revised through oral and written revisions. The students will read the chapter between the lines .The teacher will frame some objective type questionnaire to give a quick recap to the important events and new words in the chapter.

Resources including ICT:-

Text books ,videos, wall map of India, newspaper cuttings

<http://www.mocomi.com/zone/gram-panchayat/>

<http://www.mocomi.com/zone/what-is-government/>

Assessment items:-

The understanding of the topic by the students will be assessed on the basis of various assessment tools.

Worksheets, map work, quiz, crossword puzzle ,jumbled words will be given to the students .Subjective and objective type of questions will also be given to students to solve.

## Feedback and remedial teaching :-

The students will be taken to various government offices to make them understand the working of government. The students will be told to read the chapter thoroughly. The students will clear their doubts through the questions/ answers hour conducted in the class. The students will be encouraged to read and write the answers in their own words. The enactments will help in remedial teaching-learning process for the slow learners.

Inclusive practices and full participation without discrimination - The students be shown wall map of India. Each child will come and find the name of state asked by the other child. This way they will come to know the number of states and more information of each state. They will paste the map of India in their notebooks also.

Number of teaching days- 22

Topic- Lesson- 7- India's location and physical features

Lesson- 8- Languages food and clothing

Number of days required to complete the topic- 20

Lesson- 7 -India's location and physical features

Learning outcomes:-

Knowledge objective –

The students will get the knowledge of India's location in Asia and the world .They will know about the location of physical features of India.

Understanding objective-

The students will understand the location, features of various landforms in India

Application objective-

The students will know how physical features affect the lives of people ,their house, clothes and food habits.

Skill objective-

The students will be able to compare their life style with the people in some other region of India.

## Previous knowledge testing-

- Name any other region of India that you have visited.
- what is the difference in climate, plants and animals found in that region and this region?
- Why is the difference in different regions of India?
- How many different types of regions are there in India?

## Teaching aids :-

Board ,charts, textbook, workbook, photograph, wall maps of India's physical features and neighbouring countries.

## Pedagogical strategies:-

The teacher will read the chapter and students will repeat after her . With the help of wall map teacher will explain the location of India and 6 regions of India. The teacher will explain the meaning of physical features with examples. The students will know the states and cities located in each physical feature . The students will be able to relate the lifestyle of people in different regions to their own lifestyle. The teacher with the help of videos will explain the features affecting the life of people, plants and animals.



Hands on activity:-

Experimental learning-

The students will make a list of physical features of their area .They will discuss the vegetable and fruits found there ,climate of that area.

Art Integration:-

The students will draw or paste pictures of various landforms and animals found there. They will mark the neighbouring countries of India and physical features of India and colour them

Interdisciplinary linkages and infusion of life skills:-

The students will be able to locate the physical features like Andaman & Nicobar and Lakshadweep Islands. They will calculate the number of small islands that make up these Island . The students will come to know about the forts and palaces of Kings and Queens in different parts of India and their heroic deeds.

Recapitulation:-

The chapter will be recapitulated through short and long assignments and fun activities . Oral and written revisions of the chapter will be done. The students will learn new words.

Resources including ICT:-

Text books, workbooks, videos

<http://kids.nationalgeographic.co.in/kids/places/find/inda/>

Assessment items:-

The understanding of the chapter will be assessed through various worksheets consisting of objective and subjective type questions .Revision assignments and practice worksheets will be done by the students.

Feedback and Remedial teaching:-

The students will be advised to read the chapter carefully and thoroughly. They will be encouraged to relate the topic to their daily life. They will be encouraged to write the answers in their own words in workbook and answer sheets .Jig saw puzzles ,quiz will be given to the students .

Inclusive practices with full participation without discrimination watching videos on Discovery Channel , National Geographic and other channels .Students will perform group or individual activity of sharing their experience of visiting the different regions of India during family or school trips.

## Lesson- 8 - Languages food and clothing

Learning Outcomes:-

Knowledge objective-

The students will come to know about culture ,language ,clothing and food habits of different people of India.

Understanding objective-

The students will understand the meaning of diversity and how natural regions and climate effect climate.

Application objective

The students will be able to apply the theme unity in diversity that is found in India in their life also .

Skill objective-

The students will be able to know how the cultures of different states are similar and different.

Previous Knowledge Testing –

- Which is your mother tongue and what other languages you know?
- What is the most common food cooked in your house ?
- Which type of food was most available when you visited some other state?
- How many official languages are there in India?

Teaching aids:-

Textbooks, workbooks, charts, videos ,models ,flow charts, mind maps.

Pedagogical strategies:-

The teacher will read the chapter and students will repeat after her .The teacher will explain the terms culture, official languages ,humidity, diversity, fermentation, staple diet .The teacher will show the map of India and ask the students to tell language, food and clothing of that state .The students will be made familiar with the names of traditional dresses and food of every state of India .The teacher will explain how climate effects the food and clothing of people of that region .The students will be told about the origin of some English words from Indian languages.

Hands on activity:-

Experimental learning-

A small fancy dress party will be organised .The students will dressing in traditional dress of any one state .They will bring food of that state.

Art integration:-

The students will choose any two states and compare them on the basis of official language, traditional ,clothes, food .They will show the comparison by pasting pictures on a chart.

Interdisciplinary linkages and infusion of life skills:-

The students under the guidance of their mother will perform the activity of fermentation, which is used to make idli , the traditional food of Tamil Nadu .This developed the habit of eating nutritious and healthy cooked food at home.

Recapitulation:-

Recap of the chapter will be done through oral and return revisions .The teacher will make the students read the chapter between the lines. The students will be given objective type worksheets to learn the main topics of the chapter quickly .The students will learn new words and spellings.

Resources including ICT :-  
videos

<http://learnenglishkids.britishcouncil.org/en/node/1025>

Assessment items:-

The understanding of the chapter will be assessed through revisions, worksheets, assignment and formative and summative tests. Subjective and Objective type tests will be conducted.

Feedback and Remedial teaching:-

The students will be able to read between the lines. They will be advised to read carefully and learn the new words.

Inclusive practices and full participation without discrimination the student will sing songs of different states and different languages. Altogether they will sing the national anthem to give a message of unity in diversity.

Number of teaching days- 21

Topic- Lesson- 9 -Communities and festivals

Number of days required to complete the topic –19

Lesson- 8- Communities and festivals

Learning outcomes:-

Knowledge Objective:-

The students will come to know about different communities of India.

Understanding Objective:-

The students will be able to understand the reason for celebrating festivals.

Application objective:-

The students will be able to apply the knowledge how communities are created.

Skill objective :-

The students will understand “My classroom community”

Previous knowledge testing:-

The students will be asked

- Which festivals are celebrated in the this month of November ?
- What is the story behind Diwali and Guru Nanak Dev Ji's birthday?

- Name any other festival that is celebrated in your neighbourhood or any other community.

Teaching Aids:-

Textbooks ,workbooks ,charts, models ,discussions,, videos, board, chalk, Duster.

Pedagogical strategies:-

The teacher will explain the meaning of community .The students will come to know the various religious and regional communities of India .The teacher will explain the meaning of festival .The different types of communities celebrating different types of festivals will be explained with examples . The three types of festivals celebrated in India and other special days will be discussed in the class.

Hands on activity :-

Experimental learning-

The students will draw or paste the picture of the favourite festival .They will explain why is it celebrated and how is it celebrated.

Art integrated:-

The students will paste pictures of the different types of festivals .They will draw the National flag also.



Interdisciplinary linkages and infusion of life skills:-

The students will learn the dates of national festivals . They will also learn in which month do other harvest and religious festivals usually fall ? Celebrating festivals with family members and in neighbourhood will develop a brotherhood and love.

Recapitulation:-

The chapter will be revised through oral and return revisions .The students will be explained the meaning of new words and asked to learn the spellings .The teacher will tell the students to read the chapter carefully .

Resources including ICT:-

Videos, text books

[http://youtube.com/watch?v=H/Hbns\\_mM&Q&feature=s\\_hare](http://youtube.com/watch?v=H/Hbns_mM&Q&feature=s_hare)

Assessment items:-

The understanding of the chapter will be assessed on the basis of subjective and objective tests conducted . Revisions and worksheets assignments will be done by the students.

Feedback and remedial teaching:-

The students will be asked to read the chapter carefully. They will learn spellings related to each topic.

Inclusive practices with participation the students will sing National Anthem. This will be a group activity .They will enact a story related to any festival and give a message of love and peace for example Green Diwali.

Number of teaching days -19

Topic lesson- 10- The solar system

Number of days required to complete the topic- 17

Lesson -10- The solar system

Learning Outcomes:-

Knowledge objective-

The students will come to know the meaning of solar system.

Understanding objective:-

The students will understand how the solar system fits into the universe and why the earth is a living planet .

Application objective:-

The students will read more about space exploration and relate to daily life.

Skill objective:-

The students will be able to solve riddles to identify heavenly bodies.

Previous Knowledge Testing :-

The students will be asked-

- What do you see in sky at night ?
- Apart from Moon and stars what are the other things in space?

- What is space ?
- What is the difference between a star and a planet ?

Teaching aids:-

Textbooks, work books ,models of solar system ,chart

Pedagogical strategies:-

The teacher will read the chapter and students will repeat after her .She will explain the meaning of solar system , planetary system ,heavenly bodies. The students will be able to name the planets and will understand unique feature of each .The new words will be explained with examples – asteroids, Asteroid belt, comet ,Galaxy ,Milky Way explorers. The students will be able to tell the names of explorers.

Hands on activity:-

Experimental learning-

The students will do the enactment of walking on moon.

The students will dress up as explorers.

Art and integration:-

The students will paste picture of solar system and explorers .They will make a 3D model also of solar system.

Interdisciplinary linkages and infusion of life skill:-

The students will calculate the number of moons for each planet .They will be able to write the names of planets in sequence according to the distance from the sun .The students will write the English and Hindi names of planets.

Recapitulation:-

The chapter will be revised through oral and written revisions .The students will be encouraged to read the chapter thoroughly and learn the spellings.

Resources including ICT:-

<http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth>

Assessment items:-

Revision worksheets, assignments will be conducted. Subjective and objective tests will be conducted to assess the understanding of the chapter .Reading test will also be conducted to assess the students pronunciation of words.

Feedback and remedial teaching :-

The students will be told to read the chapters thoroughly. The students will clear their doubts during questions/answers hour conducted in the class .The

students will be encouraged to write the answers in their own words.

Inclusive practices and full participation:-

The students will work together to make models of solar system and Mangal yaan .They will be shown an inspiring movie Mission Mangal.

Number of teaching days -19

Topic- lesson- 11- Our occupations

Number of days required to complete the topic -17

Lesson- 11- Our occupations

Learning outcomes:-

Knowledge objective-

The students will come to know the meaning of occupation .

Understanding objective:-

The students will understand different kinds of occupations .

Application objective:-

The students will observe how occupations are changing.

Skill objective:-

The students will make a list of occupations that are not common anymore.

## Previous Knowledge Testing:-

The students will be asked-

- What does their father and mother do?
- Name some other type of work you see people doing around you.
- What is an occupation?
- What occupation you want to take up when you grow up?

Teaching aids:-

Textbook, charts, videos ,people around us.

Pedagogical strategies:-

The teacher along with reading of the chapter will explain the meaning of occupation .The teacher along with examples will explain the difference between people who do and people who make .The teacher will explain the importance of each person and his occupation in the society .The teacher will explain that some occupations are no more found and some have changed with time . Machines/ robots have taken the place of people and made the work easier and faster.

Hands on activity:-

Experimental learning-

Students will make a list of occupations of their family members and write what type of work they do and where



they will also write what occupation they want to take up and why?

Art integration:-

The students will paste pictures of people who do people who make.

Interdisciplinary linkages and infusion of life skills:-

Students will visit green grocer with their parents and find the price of the vegetables and fruits .The students will learn to add and subtract the money they have to pay to the green grocer.

Recapitulation:-

The chapter will be revised by making the students read the chapter thoroughly .Revision assignments and worksheets will be given to the students.

Resources including ICT:-

<http://youtube/CHKXFlqoRng>

Assessment items:-

Oral and return revisions of the chapter will be conducted .Subjective and objective type tests will be conducted . Dictation tests to check the spellings will be conducted.

Feedback and remedial teaching:-

The students will be encouraged to read the chapter carefully and thoroughly .The students will be and encouraged to write the answers in their own language.

Inclusive practices and full participation and without discrimination:-The students will work together. On creating a new kind of machine that can help home makers with their work .The students will discuss in groups for the new innovation.