

**Theme 1: The Story of the Past**

"Story of the Past and Evidences in History" enables children understand the impact of past events in today's context. They learn to appreciate the rich heritage and traditions based on historical facts and evidences. Interesting pedagogies can be employed to familiarize them with the work of both historians and archaeologists.

**Learning Outcomes:**

Children will be able to:

- ☑ discuss the role and significance of historical events in today's context;
- ☑ reflect orally and in writing on historical events;
- ☑ differentiate between ancient, medieval and modern periods of history;
- ☑ differentiate between archaeological and literary sources;
- ☑ discuss the importance of preservation of sources to know history;
- ☑ differentiate between the job of a historian and an archaeologist.

**The Story of the Past and Evidences in History**

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ <b>Story of the Past – History</b></p> <ul style="list-style-type: none"> <li>☛ The need to study History</li> <li>☛ Need to compartmentalise History into Ancient, Medieval and Modern periods.</li> </ul> <p>➤ <b>Evidences in History – Sources of history</b></p> <ul style="list-style-type: none"> <li>☛ Archaeological sources.</li> <li>☛ Literary sources: Books and paper records.</li> <li>☛ Need to preserve sources, job of a historian and of an archaeologist.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explaining what history is and asking children to relate their own past experiences and reflect on how it has influenced them today.</li> <li>➤ Organising a discussion on the significance of learning history.</li> <li>➤ Asking children to have interactive sessions with their grandparents to share their past experiences. Then, encouraging children to talk about their family history.</li> <li>➤ Discussing the needs and various ways of compartmentalising history by historians to facilitate the learning of the topics.</li> <li>➤ Showing videos of manuscripts and archaeological sources.</li> <li>➤ Discussing the importance of maintaining records in terms of their notebooks, the class attendance registers and school display boards.</li> <li>➤ Encouraging children to talk to their elders about carefully preserving family records and important documents.</li> <li>➤ Organising trips to local monuments, historical places or a museum.</li> <li>➤ Showing a video about how an</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pictures and documentaries of early man.</li> <li>➤ Clay Tablets and stick to write with</li> <li>➤ Videos on archaeological sites and remains of past</li> <li>➤ Old newspaper for paper-machine.</li> <li>➤ Flashcards, pictures and charts depicting buildings and monuments.</li> <li>➤ Collection of old coins.</li> <li>➤ Collection of stamps.</li> <li>➤ <i>Amar Chitra</i> Katha.</li> </ul>

## The Story of the Past and Evidences in History

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p>archaeologist gathers information through archaeological sites and remains.</p> <ul style="list-style-type: none"> <li>➤ Facilitating role play to differentiate between what a historian and an archaeologist does.</li> <li>➤ Displaying and studying of old coins.</li> <li>➤ Displaying and studying of old and new stamps.</li> </ul> <p><u>Organising and Providing opportunities for:</u></p> <ul style="list-style-type: none"> <li>• Writing on a clay tablet/ mud</li> <li>• Making handmade paper through paper machine, and preparing a manuscript</li> <li>• Matching game of pictures and names of monuments</li> <li>• Coin rubbing and taking impressions of it on the paper</li> </ul>	

**Integration:** Languages

**Life Skills:** Care and appreciation of Cultural Heritage



## Theme 2: Almanac

'Almanac' highlights the importance, significance and types of calendars. Sequencing of events and marking important dates on the time line will further enrich children with an understanding of the past.

### Learning Outcomes:

Children will be able to:

- ☑ differentiate between the Gregorian and Saka calendars;
- ☑ draw a timeline and mark AD (CE) and BC (BCE) on it;
- ☑ design a calendar on the basis of their understanding of the rules;
- ☑ sequence events and mark them on a timeline;
- ☑ identify and mark important dates on the school calendar.

<b>Almanac</b>		
<b>Key Concepts/Concerns</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Gregorian calendar.</li> <li>➤ Saka calendar.</li> <li>➤ Time-line (A.D. and B.C.).</li> <li>➤ Use of C.E. and B.C.E.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Showing a calendar and asking children to mark specific events / important days on it.</li> <li>➤ Helping children to mark the birthdays of class mates with the help of a collage / poster.</li> <li>➤ Providing a brief and basic introduction to the Gregorian and Saka calendars.</li> <li>➤ Discussing and highlighting the differences between the Gregorian and Saka calendars.</li> <li>➤ Explaining the use of the terms AD and BC and the newer terminology CE and BCE on calendars and presenting it through a timeline. Creating futuristic calendar</li> <li>➤ Drawing pictures / writing articles / poems etc.</li> <li>➤ Writing narratives.</li> </ul> <p><u>Providing opportunities for:</u></p> <ul style="list-style-type: none"> <li>☛ Enabling children to design, use their knowledge and innovation and create a futuristic calendar.</li> <li>☛ Giving them a situation to observe a day without a calendar or clock and writing their own narratives.</li> <li>☛ Designing a board game: Observing one day for causes such as Respect, Honesty, Praise, Compassion</li> <li>☛ Designing a calendar and marking days and events of their choice on them.</li> <li>☛ Drawing pictures or writing articles, poems about important national days or events in that months</li> </ul>	<ul style="list-style-type: none"> <li>➤ Calendars –present day calendars, Saka calendar, school calendar.</li> <li>➤ Charts.</li> <li>➤ Flash Cards.</li> <li>➤ Board games.</li> </ul>

**Integration:** Mathematics (Measurement)

## Theme 3: Responsibilities of a Good Citizen

'Responsibilities of a good citizen' is crucial as it aims to make children understand the importance of civic sense and their responsibilities as a citizen of India. In an urban society that also reflects a sense of alienation, children must be taught how to develop a sense of unity and belongingness in a community. Varied interesting pedagogies enable them to observe and understand how these concepts play out in the world around us.

### Learning Outcomes:

Children will be able to:

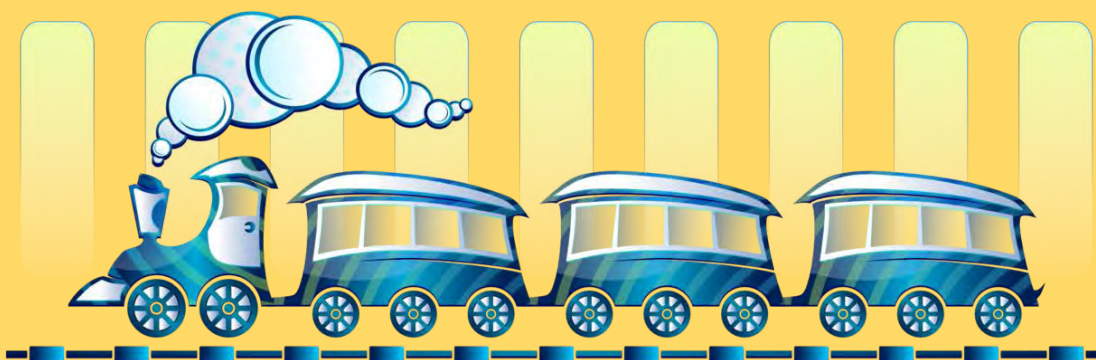
- ☑ discuss the term civic sense, and appreciate its significance;
- ☑ describe and reflect on the term citizen;
- ☑ demonstrate respect towards public and private property;
- ☑ suggest measures for proper upkeep of public property;
- ☑ initiate responsibilities for solving issues in school and in neighbourhood.

Responsibilities of a Good Citizen		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Introduction to Civics                             <ul style="list-style-type: none"> <li>☛ Definition of: Civics, Civic sense, Citizen.</li> <li>☛ Importance of being a good neighbour and a good citizen.</li> </ul> </li> <li>▷ Responsibilities of a good citizen:                             <ul style="list-style-type: none"> <li>☛ Participation in elections.</li> <li>☛ Caring for public and private place for example – schools, hospitals, Public transport, historical monuments, places of worship, parks, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Encouraging the sharing of experiences by children on studying together and helping one another.</li> <li>▷ Facilitating classroom discussions on the meaning and maintaining of civic sense.</li> <li>▷ Motivating children to adopt good civic habits in their daily lives.</li> <li>▷ Analysing the need for caring for public property through classroom participation.</li> <li>▷ Motivating children to create community awareness on cleanliness/road safety/value for work/ care for public property.</li> <li>▷ Conducting group discussions in the classroom on the qualities of and expectations from a class representative or a prefect to make children understand their responsibility.</li> <li>▷ Conducting class elections to choose a class monitor or a prefect.</li> <li>▷ Report writing on the class elections.</li> <li>▷ Encouraging children to research and gather information on the recent elections in their state, through newspapers and digital media.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Community awareness programs.</li> <li>▷ Print (newspapers, books...) and digital media.</li> <li>▷ Flash cards.</li> <li>▷ Coloured sheets for activities.</li> <li>▷ Slogan writing.</li> <li>▷ Role play.</li> </ul>

## Responsibilities of a Good Citizen

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p><u>Providing opportunities for Activity</u></p> <ul style="list-style-type: none"> <li>• Dividing the class into groups and giving them situations related to civic sense and good citizenship and having a discussion on what is civic sense and good citizenship.</li> <li>• Facilitating the preparation and presentation through street play/ slogan writing / skit / puppet show, etc.</li> <li>• Slogan making and designing a logo with mission and campaigning for the class election</li> </ul>	

**Life Skills:** *Developing good citizenship skills*



## Theme 4: The Earth – Its Movements & Forms

'The Earth- Its Movement and Forms' enables children to understand the concept of movements of the earth. It aims to generate awareness about the four realms of the earth i.e. lithosphere, hydrosphere, atmosphere and biosphere. It will also enable them to identify and mark the major land forms of the Earth on an outline map of the world. Scale and cardinal directions will be introduced which will enhance their mapping skill.

### Learning Outcomes:

Children will be able to:

- ☑ identify axis, rotation and revolution of the earth;
- ☑ explain causes of day and night and seasons;
- ☑ differentiate the four domains of the earth;
- ☑ identify major landforms and water bodies;
- ☑ locate oceans and continents on the map;
- ☑ differentiate between physical and political maps;
- ☑ use signs and symbols on the map;
- ☑ identify the purpose of using different colour schemes on the map;
- ☑ use scale and directions in mapping.

The Earth – Its Movements & Forms		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Motions of the Earth:                             <ul style="list-style-type: none"> <li>☛ Concept of Axis</li> <li>☛ Rotation – Day and night</li> <li>☛ Revolution - Seasons</li> </ul> </li> <li>▷ The Four Domains of the Earth:                             <ul style="list-style-type: none"> <li>☛ Lithosphere</li> <li>☛ Hydrosphere</li> <li>☛ Atmosphere</li> <li>☛ Biosphere</li> </ul> </li> <li>▷ Major Land Forms:                             <ul style="list-style-type: none"> <li>☛ Mountains, Plateaus and Plains, deserts</li> <li>☛ Continents and oceans</li> <li>☛ Water bodies: oceans, seas, lakes and rivers</li> </ul> </li> <li>▷ Types and elements of Maps:                             <ul style="list-style-type: none"> <li>☛ Types of maps (physical, political)</li> <li>☛ Scale</li> <li>☛ Sign and symbols; Use of colours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Using a globe and torch to explain the rotation of the earth, day and night.</li> <li>▷ Showing a video or diagrams to explain revolution.</li> <li>▷ Discussing the four domains of earth using globe/model or PPTs with children.</li> <li>▷ Explaining the difference between physical and political maps.</li> <li>▷ Providing children maps to undertake mapping of landforms and water bodies.</li> <li>▷ Marking and identifying continents and oceans on an outline map of the world.</li> <li>▷ Discussing the utility and use of the scale on the map.</li> <li>▷ Showing the use of different colours on a physical map of the world and explaining the purpose of their use.</li> <li>▷ Taking children to an open area in the morning and helping them understand the directions facing the rising sun.</li> <li>▷ Conducting class quizzes and providing worksheets to children to complete.</li> </ul> <p><b><u>Providing opportunities for:</u></b></p> <ul style="list-style-type: none"> <li>☛ Making of models or charts to be made to depict the four domains</li> <li>☛ Writing poems and organising activities on right and left and east, west, north and south directions.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Globe</li> <li>▷ Torch</li> <li>▷ Videos/PPTs</li> <li>▷ Maps</li> <li>▷ Poems</li> <li>▷ Hands -on activities</li> <li>▷ Class quizzes</li> </ul>

**Integration:** Science (Air, Light), Arts Education



## Theme 5: Our State

'Our State' familiarizes children with the geographical features and climate of the state in which they live. It helps them identify the agricultural practices and major crops of the state. Children may be able relate to their own area with other parts of the state.

### Learning outcomes:

Children will be able to:

- ☑ locate the state they live in on the map of India;
- ☑ locate the capital, important cities, landforms and rivers on the state map;
- ☑ learn about the climate (seasons), vegetation and agricultural crops;
- ☑ appreciate the cultural heritage of the state they live in.

<b>Our State</b>		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Location of States on the map of India.</li> <li>▷ Neighbouring States/water bodies.</li> <li>▷ State and its capital.</li> <li>▷ Important cities.</li> <li>▷ Land forms and rivers.</li> <li>▷ Climate</li> <li>▷ Vegetation</li> <li>▷ Agriculture- Types of crops.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Mapping the different states on the Map of India.</li> <li>▷ Facilitating class discussions, showing videos or organising class trips to learn about the state capital.</li> <li>▷ Identifying and naming the major landforms and rivers.</li> <li>▷ Conducting quizzes on important features of the State.</li> <li>▷ Showing videos and PPTs on the seasons, vegetation and crops-to be followed by a class discussion.</li> <li>▷ Children discussing with elders and peer group on the important state festivals and in particular related to crops.</li> <li>▷ Marking important rivers, mountains, hills, cities and the capital of the state on an outline map of the state by children individually.</li> <li>▷ Assigning project work too small groups on the state (Writing a few simple lines about the state and attaching pictures).</li> </ul> <p><b><u>Organising Activities</u></b></p> <ul style="list-style-type: none"> <li>▷ Local vegetables and samples of crops can be brought by the school or bought by children. Children can design name cards for them.</li> <li>▷ Children can bring picture posts cards about the state and display these on the class bulletin board.</li> <li>▷ Children can learn a traditional folk song or a folk dance and perform it in class. They can compose and set music to a song describing the state</li> </ul>	<ul style="list-style-type: none"> <li>▷ Map of India and the state (Physical and Political)</li> <li>▷ Relevant videos and PPTs.</li> <li>▷ Samples of crops and vegetables grown in the state.</li> <li>▷ Videos /Audios on Folk songs and dances of the state.</li> <li>▷ Information Brochures, cards and posters.</li> </ul>

**Integration:** Languages, Science (Human Body-Food we eat, Adaptations in Animals/Plants)

**Life Skills:** Appreciate the Cultural Heritage

## Theme 6: India – Unity in Diversity

India - Unity in Diversity familiarizes children with the diverse geographical features of the Indian subcontinent. They will be able to relate the geographical and socio-cultural features of the place in which they live with those of other parts of the country. Children would also understand and appreciate the similarities and differences in the lives of people living in different parts of the country.

### Learning Outcomes:

Children will be able to:

- ☑ identify the major physical divisions of India;
- ☑ locate major mountains, hills, rivers, plateaus on the map of India;
- ☑ identify similarities and differences in the lives of people in India;
- ☑ appreciate unity despite diversities in their country.

India – Unity in Diversity		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ <b>India – Physical Divisions</b> <ul style="list-style-type: none"> <li>☛ The Himalayas</li> <li>☛ Northern Plains</li> <li>☛ Peninsular plateau</li> </ul> </li> <li>▷ <b>Major Rivers of India</b> <ul style="list-style-type: none"> <li>☛ Perennial and non-perennial (Krishna, Kaveri, Mahanadi, Narmada, Indus, Ganges, Yamuna, Brahmaputra)</li> </ul> </li> <li>▷ <b>People</b> <ul style="list-style-type: none"> <li>☛ Population</li> <li>☛ Language</li> <li>☛ Festivals</li> <li>☛ Food Habits</li> </ul> </li> <li>▷ <b>Unity in Diversity</b></li> </ul>	<ul style="list-style-type: none"> <li>▷ Locating and marking major mountains, hills, rivers and plateaus on the map of India.</li> <li>▷ Encouraging the sharing of experiences of children on their visits to mountains, plains, water bodies, deserts etc.</li> <li>▷ Discussion on the life of people living in mountains, deserts, plains etc.</li> <li>▷ Discussion on effects of physical features of a place on density of population.</li> <li>▷ Organising group work/projects on:                             <ul style="list-style-type: none"> <li>☛ Preparing a chart on different festivals and food habits of people living at different places in India.</li> <li>☛ Searching and enlisting different languages spoken at different places in India.</li> </ul> </li> <li>▷ Discussing with children the factors that unite us despite diversities.</li> <li>▷ Organising games, quizzes and puzzles on different rivers, languages, festivals and food habits of people.</li> <li>▷ Preparing a menu card of important food items of the different states in India.</li> <li>▷ Encouraging children to develop collages, poems etc. on the festivals of India.</li> <li>▷ Celebrating different festivals in the school.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Map, Wall map and Globe)</li> <li>▷ Games and puzzles</li> <li>▷ Pictures and Videos of Different Festivals in India.</li> <li>▷ Collection of Menus /Food items from different parts in India and food habits.</li> <li>▷ Pictures of People from different states - their dress, and accessories etc.</li> <li>▷ List of Important Mountains, Rivers, Languages spoken etc.</li> </ul>

**Integration:** Languages, Arts Education

**Life skills-** respect, empathy, sensitivity, compassion



## Theme 7: Pollution – Its Impact on the Environment

This theme aims at generating awareness and an understanding amongst children about the effect and impact of pollution on the environment. It will also emphasize the importance of potable water and its scarcity in different parts of the world and children will be made aware and sensitized to take initiatives to save water in their home and neighbourhood.

### Learning Outcomes:

Children will be able to:

- ☑ discuss various causes of pollution in the surrounding/environment;
- ☑ enlist kinds of pollution (their causes and effects).
- ☑ identify the causes of pollution.
- ☑ enumerate the effects of pollution.
- ☑ sensitize the children about the importance of preventing pollution.
- ☑ suggest ways to reduce various kind of pollution.
- ☑ demonstrate sensitivity towards right methods of waste disposal.

### Pollution – Its Impact on the Environment

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Pollution – meaning</li> <li>▷ Causes, effects and prevention of pollution.</li> <li>▷ Waste disposal (Conserving the environment, Reduce, Recycle and Reuse)</li> <li>▷ Case studies of air, water and noise pollution.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Organising group discussions on children’s own experiences on pollution.</li> <li>▷ Showing videos about pollution followed by children sharing their views on the videos.</li> <li>▷ Providing information on causes and effects of pollution.</li> <li>▷ Encouraging children to discuss and analyse the information provided about causes of pollution and suggest methods to prevent pollution.</li> <li>▷ Creating situations to discuss various methods for disposal of waste necessary for conservation of environment (Reduce, Recycle and Reuse)</li> <li>▷ Assigning project work ( groups/individually)to children on causes of pollution and action required on their part and that of others to improve the environment.</li> <li>▷ Creating situations for children to creatively express their ideas about pollution and its effect by writing slogans, poems, stories and/or drawings/paintings etc.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Classroom discussions.</li> <li>▷ Narratives – experiences of teachers and children.</li> <li>▷ Videos/PPTs</li> <li>▷ Charts</li> <li>▷ Project work</li> <li>▷ Dustbins – for biodegradable and degradable waste</li> <li>▷ Case studies</li> </ul>

## Pollution – Its Impact on the Environment

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> <li>➤ Collecting news /information on the theme and analysing/discussing them.</li> <li>➤ Motivating and organising a case study on air, water and noise pollution.</li> </ul> <p><i>Providing opportunities for activities:</i></p> <ul style="list-style-type: none"> <li>• Making of a group chart on the causes, effects and prevention of pollution</li> <li>• Case study-water pollution in neighbourhood</li> </ul>	

**Integration:** Science (Air), Languages

**Life Skills:** Concern for the environment, care and concern for the resources



## Theme 1: Evolution of Mankind

The theme "Evolution of Mankind" enables children to become aware and appreciate how man has evolved through the ages. It enables them to understand how constant evolution has made significant changes in the lifestyle of mankind. The pedagogies equip them with skills to make a comparative study of the different ages.

### Learning Outcomes:

Children will be able to:

- ☑ identify the stages of the evolution of mankind;
- ☑ list the sources of evidence of man's evolution;
- ☑ identify, compare and contrast the features of the four stone ages;
- ☑ identify and reflect on the stages of evolution in modes and system of transport and communication;
- ☑ discuss and appreciate the developmental process of human life on earth.

Evolution of Mankind		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▶ <b>Evolution of mankind:</b> <ul style="list-style-type: none"> <li>☛ Brief introduction of story of Human evolution on earth</li> <li>☛ Sources/evidences (fossils, bones, utensils, cave paintings, tools, etc.)</li> </ul> </li> <li>▶ <b>The four stone ages:</b> <ul style="list-style-type: none"> <li>☛ Paleolithic</li> <li>☛ Mesolithic</li> <li>☛ Neolithic</li> <li>☛ Chalcolithic</li> </ul> </li> <li>▶ <b>Iron age</b></li> <li>▶ <b>Evolution of Transport and Communication:</b> <ul style="list-style-type: none"> <li>☛ Invention of the wheel and beginning of transport.</li> <li>☛ Reaching distant places.</li> <li>☛ Trade and voyages.</li> <li>☛ Modern means of transport.</li> <li>☛ Need for writing.</li> <li>☛ Use of pigeons</li> <li>☛ Invention of telephone and telegraph</li> <li>☛ Printing press,</li> <li>☛ Computers</li> <li>☛ Satellites</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Discussing and mind mapping to explain the sources of evidence to trace human evolution.</li> <li>▶ Providing information about the four stone ages and the iron age through videos and PPTs followed by discussions.</li> <li>▶ Collecting information using digital media on the evolution of mankind and on early archaeological sites in India.</li> <li>▶ Arranging a visit to a museum and to an archaeological site followed by a class discussion.</li> <li>▶ Comparing and contrasting means of transport through the ages</li> <li>▶ Discussing and analysing how the evolution of transport and physical features of a place helped trade and commerce to flourish.</li> <li>▶ Showing videos and/or displaying books about famous voyages.</li> <li>▶ Discussing the evolution of communication and depicting this through a timeline (from pigeons to satellites).</li> <li>▶ Making a Power Point Presentation on the four Stone age and Iron age.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Collecting information from digital media.</li> <li>▶ Videos and PPTs.</li> <li>▶ Pictures and documentaries on early man.</li> <li>▶ Clay Tablets and sticks to write with.</li> <li>▶ Videos on archaeological sites.</li> <li>▶ Old newspapers for making homemade paper.</li> <li>▶ Flashcards, pictures and charts showing buildings and monuments.</li> <li>▶ <i>Amar Chitra</i> Katha.</li> <li>▶ Videos and books on famous voyages.</li> <li>▶ Guest lecture</li> </ul>

Evolution of Mankind		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> <li>➤ Organising Activity:               <ul style="list-style-type: none"> <li>• Making a chart by groups of children to depict the sources of evidence to trace evolution of mankind.</li> </ul> </li> <li>➤ Role play:               <ul style="list-style-type: none"> <li>• <i>On the life of early men.</i></li> <li>• <i>On Gulliver's Travel</i></li> </ul> </li> <li>➤ Guest Lectures:               <ul style="list-style-type: none"> <li>• <i>Inviting a historian and discuss – How do we trace history through archaeological sources?</i></li> </ul> </li> <li>➤ Debate and discussion on the life before the invention of printing press.</li> </ul>	

**Integration:** Arts Education, Science, Languages

**Life Skills:** Sharing, working in groups, leadership.



## Theme 2: The Constitution of India – Basic features

'The Constitution of India- Basic Features' familiarizes children with the Indian Constitution and the form of governance in the country. It aims in helping to develop in them a sense of responsibility and realize the importance exercising rights and duties as a citizen. It will also enable children understand the importance and the process of holding elections in a country.

### Learning Outcomes:

Children will be able to:

- ☑ analyse the need and importance of a Constitution;
- ☑ identify and list the fundamental rights and duties as a good citizen;
- ☑ state the features of the Indian government;
- ☑ illustrate the stages of election;
- ☑ discuss the importance of choosing the right representative;
- ☑ describe the responsibilities of a citizen in a democratic polity.

The Constitution of India – Basic Features		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ The Indian Constitution (formation, nature, need, and guiding principles).</li> <li>➤ Fundamental Rights and Duties.</li> <li>➤ Basic features of the democratic form of government.</li> <li>➤ Importance of Elections.</li> <li>➤ Responsibilities of a citizen in a democratic polity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Showing the school almanac to explain the concept of the Constitution.</li> <li>➤ Discussing and mind mapping to explain the nature, need, formation, and guiding principles of guiding constitution.</li> <li>➤ Compiling a list of children's rights and duties in school and at home. This can be followed by giving them information on Fundamental Rights and Duties.</li> <li>➤ Conducting a class debate on rights and duties to make children aware of the 'Fundamental Rights and Duties'.</li> <li>➤ Facilitating a class discussion on the hierarchical structure in school to explain the structure of the Government of India.</li> <li>➤ Acquiring knowledge through books, internet and encyclopaedias about the different types of government in the world.</li> <li>➤ <b>Organising Activities</b> <ul style="list-style-type: none"> <li>➤ Asking children to read the school Almanac and conduct a debate/quiz on the rules followed in the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Hands-on experiences.</li> <li>➤ School Almanac.</li> <li>➤ Class elections</li> <li>➤ Drawing a chart</li> <li>➤ Reference Books</li> <li>➤ Internet</li> <li>➤ Encyclopaedia</li> <li>➤ Audio visual aids.</li> </ul>

## The Constitution of India – Basic Features

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"><li>• Draw a chart or make a power point presentation to show the structure of the Government of India.</li><li>• Conducting a class election to let the children have a hands-on experience of the steps and importance of a free and fair election.</li></ul>	

**Integration:** Languages

**Life Skills:** Interpersonal skills, cooperation and leadership qualities





## Theme 3: The Earth – Its Geographical Features

This theme will help children understand the importance of latitudes and longitudes to locate any place on the globe and map. Information on location and extent of Temperature zones of the earth will enable them to relate with their own region. In addition, they will understand what is climatic change and how this phenomenon plays out and affects the earth as a whole.

### Learning Outcomes:

Children will be able to:

- discuss the terms- latitude and longitude;
- identify different places on the map with the help of latitude and longitude;
- explain the concept of the major temperature zones;
- differentiate between weather and climate;
- enlist the major temperature zones;
- identify climates and find out the reasons for climatic changes.

The Earth – Its Geographical Features		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▶ <b>Locating places on the Earth:</b> <ul style="list-style-type: none"> <li>• Latitudes (introduction, characteristics, important latitudes).</li> <li>• Longitudes (introduction, characteristics).</li> </ul> </li> <li>▶ <b>Weather and Climate:</b> <ul style="list-style-type: none"> <li>• Difference between the weather and climate.</li> <li>• Factors that affect climate of a place.</li> </ul> </li> <li>▶ <b>Solar and Lunar Eclipse</b></li> <li>▶ <b>Major temperature zones of the Earth:</b> <ul style="list-style-type: none"> <li>• Torrid</li> <li>• Temperature</li> <li>• Frigid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Using maps and the globe to understand and locate the important latitudes and longitudes.</li> <li>▶ Explaining and facilitating children to find the difference in time zones.</li> <li>▶ Studying the globe understanding and locating the three major temperature zones.</li> <li>▶ Showing videos and /or diagrams to explain the temperature zones.</li> <li>▶ Providing opportunities to children to share their personal experiences related to different weather and climates.</li> <li>▶ Asking questions and facilitating discussion related to likes and dislikes about various weather conditions.</li> <li>▶ Discussing on the factors that affect the climate of a place with examples.</li> <li>▶ Discussing with diagrams the solar and lunar eclipses.</li> <li>▶ Project work on the reasons that affect the climate of a place.</li> <li>▶ Case study on the climate of a particular place.</li> <li>▶ Collecting news clippings or TV reports on weather for a week and preparing a comprehensive report on it.</li> <li>▶ Guest lecture by a specialist on making a weather forecast.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Personal experiences of children.</li> <li>▶ News clippings on weather report.</li> <li>▶ Globe and maps, Digital globe</li> <li>▶ Web sources</li> <li>▶ Charts and posters, models, diagrams, etc.</li> <li>▶ Newspaper clippings.</li> <li>▶ Project work.</li> <li>▶ Case studies.</li> <li>▶ Guest lectures.</li> </ul>

## Theme 4: India – A Diverse Country

The theme will help children realise the strategic importance of the location of India in relation to neighbouring and other countries of the world. They will also appreciate the diversity of climate and the natural vegetation of India.

### Learning outcomes:

Children will be able to:

- ☑ identify and locate India on the world map;
- ☑ locate neighbouring countries of India on the map;
- ☑ compare the size of India with neighbouring countries;
- ☑ relate climate to the different regions of the country;
- ☑ identify various types of vegetation found in India;
- ☑ relate and compare vegetation and climate in different parts of India;
- ☑ describe importance of vegetation and its conservation.

<b>India – A Diverse Country</b>		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ India: Location and extent</li> <li>▷ India and its neighbouring countries.</li> <li>▷ Climate of India (Different Seasons)                             <ul style="list-style-type: none"> <li>☛ Summer season</li> <li>☛ Winter season</li> <li>☛ Rainy (Monsoon) season</li> </ul> </li> <li>▷ Natural vegetation                             <ul style="list-style-type: none"> <li>☛ Tropical evergreen</li> <li>☛ Deciduous (monsoon forest)</li> <li>☛ Thorn and Scrub</li> <li>☛ Montane forest</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Identifying and locating neighbouring countries of India on the World map.</li> <li>▷ Comparing the size and extent of India with other countries.</li> <li>▷ Discussing different types of climate in India and comparing the life of people living there.</li> <li>▷ Discussing with reasons about the varied climatic conditions in different parts of the country.</li> <li>▷ Preparing a project report by groups of children or individually on the climatic conditions of a place with reasons.</li> <li>▷ Showing Videos and/ or PPTs on different types of natural vegetation in different geographical conditions in the country.</li> <li>▷ <b>Organising activities</b> <ul style="list-style-type: none"> <li>☛ Making charts/posters on conservation of natural vegetation.</li> <li>☛ Encouraging children to collect/write poems/songs on different seasons in India.</li> <li>☛ Making charts or posters on different types of trees and plants.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Personal experiences.</li> <li>▷ Wall maps of the world, India – Political and Physical.</li> <li>▷ Models and charts on different types of vegetation.</li> <li>▷ Audio-visual materials and web sources.</li> <li>▷ Poems and songs.</li> </ul>

**Integration:** Science

**Life Skills:** Environmental conservation, empathy.

## Theme 5: The Environment – Major Concerns

'The Environment - Major Concerns' aims at enabling children to understand the components of the environment and interdependence of people living in different regions of the world. Issues related to global warming and its effects and precautions related to natural disasters will also be dealt with to create an awareness on measures that need to be taken to reduce the adverse impact on the environment.

### Learning Outcomes:

Children will be able to:

- ☑ identify the components of the environment;
- ☑ discuss critically the reasons for interdependence of people living in different parts of the world;
- ☑ explain reasons for ozone depletion;
- ☑ describe change in temperature due to global warming and its impacts;
- ☑ demonstrate rules to be followed to reduce pollution;
- ☑ discuss the precautions that need to be taken at the time of natural disasters.

The Environment – Major Concerns		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▶ Components of the Environment (biotic and abiotic).</li> <li>▶ Interdependence of and between different regions of the world.</li> <li>▶ Impact of local events on global environment, global warming,</li> <li>▶ Natural disasters:                             <ul style="list-style-type: none"> <li>☛ Earthquake,</li> <li>☛ Cyclones,</li> <li>☛ Floods,</li> <li>☛ Droughts,</li> <li>☛ Volcanic eruptions,</li> <li>☛ Landslides</li> </ul> </li> <li>▶ Effects and Precautions of natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Showing PPTs/videos and encouraging discussions on the components of environment</li> <li>▶ Discussions on how do people living in different regions depend on each other.</li> <li>▶ Providing opportunities to enlist biotic and abiotic components of the environment.</li> <li>▶ Creating situation to analyse various reasons for global warming.</li> <li>▶ Showing videos and sensitising on harmful impacts of global warming</li> <li>▶ Discussing precautions to be taken at the time of natural disasters.</li> </ul> <p><b>Organising activities</b></p> <ul style="list-style-type: none"> <li>▶ Encouraging to prepare charts and writing slogans on global warming.</li> <li>▶ Organising mock drills on natural disasters and related safety measures.</li> <li>▶ Collecting newspaper clippings on natural disasters and writing report on it.</li> <li>▶ Motivating children to take a pledge to plant trees and not burst crackers.</li> <li>▶ Conducting cleanliness drive</li> </ul> <p>▶ <b>Role Play:</b></p> <ul style="list-style-type: none"> <li>☛ Performing Street plays to educate the mass about the effects of pollution</li> </ul>	<ul style="list-style-type: none"> <li>▶ Classroom discussions</li> <li>▶ Narratives and life experiences.</li> <li>▶ Newspapers, magazines, journals, charts, posters.</li> <li>▶ Audio-visuals and web sources.</li> <li>▶ Charts and Slogans.</li> <li>▶ Mock drills.</li> <li>▶ Role Play.</li> <li>▶ Tree Plantation.</li> </ul>

**Integration:** Languages

**Life Skills-** Awareness on Environmental concerns

## Theme 6: Natural Resources

This theme focuses on making children aware about the judicious use of natural resources since they are limited and also concerns related to the utility and availability of these resources. It will help children in the optimum use of resources with alternatives. This understanding is vital in today's ever-growing need for these resources and conserving them for posterity.

### Learning Outcomes:

Children will be able to:

- ☑ discuss and understand the term resources;
- ☑ compare and differentiate between renewable and non-renewable resources;
- ☑ identify and enlist the resources;
- ☑ discuss the use of resources in life;
- ☑ suggest ways to conserve resources.

Natural Resources		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Meaning of resources.</li> <li>➤ Renewable and Non-Renewable resources.</li> <li>➤ Renewable resources – (air, water, soil, plants, animals, solar energy and wind energy) – brief description.</li> <li>➤ Non-Renewable resources – (Coal and Petroleum, Minerals) – brief description.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to children to share their experiences with peers and discuss about various aspects in the theme.</li> <li>➤ Facilitating class discussion on the term resources and providing examples.</li> <li>➤ Providing facilities to identify and enlist various resources they see around them.</li> <li>➤ Providing opportunities in groups /individually to observe and discuss the differences between renewable and non-renewable resources.</li> <li>➤ Assigning project work to children on causes and the importance /necessity to conserve our resources.</li> <li>➤ Inviting experts to talk on the theme and discuss issues with children.</li> <li>➤ Organising a role play session on life without petroleum resources.</li> <li>➤ Writing poems on the benefits of Nature (the sun, water, soil, plants etc.) in enriching our lives.</li> <li>➤ Exploring and enlisting ways to conserve different resources.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pictures, charts and models.</li> <li>➤ PPTs and Videos.</li> <li>➤ Guest Lecturers.</li> <li>➤ Coal, petroleum, different minerals etc.</li> </ul>

**Integration:** Languages

Life Skill: Conservation of natural resources

## Theme 7: Major Occupations in India

Agriculture and industry are the two major occupations in India. This theme will help children understand the work, process and hardships related to these two occupations. They will also appreciate the hard work of people involved in providing us the finished products that enrich and facilitate our lives.

### Learning Outcomes:

Children will be able to:

- ☑ differentiate between man-made and machine made products;
- ☑ enlist the large-scale industries in our country;
- ☑ differentiate between raw material and finished products;
- ☑ compare old and new methods of farming;
- ☑ discuss our dependence on industries in day-to-day life;
- ☑ appreciate the skills of persons involved in crafts.

<b>Major Occupations in India</b>		
Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ <b>Agriculture:</b> <ul style="list-style-type: none"> <li>☛ Types of crops, Food Crop, cash crop,</li> <li>☛ Development of agriculture,</li> <li>☛ Livestock rearing (map work).</li> </ul> </li> <li>▷ <b>Industries:</b> <ul style="list-style-type: none"> <li>☛ Major industries in India.</li> <li>☛ Large scale industries and small scale industries.</li> <li>☛ Other industries.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▷ Providing opportunities to children to share their personal observations on various forms of occupations.</li> <li>▷ Facilitating class discussions to provide opportunities to children to ask questions and narrate experiences on agriculture being the main occupation in India.</li> <li>▷ Discussing old and new methods of cultivation in agriculture.</li> <li>▷ Facilitating work in small groups for children to observe and compare the difference between a raw and a finished product.</li> <li>▷ Showing samples of cash crops and food crops and narrating differences between them.</li> <li>▷ Visiting to a field and interaction with the farmer.</li> <li>▷ Taking children to a field and interacting with a farmer on soil, crops methods and income through cultivation, issues and hardships faced by them</li> <li>▷ Providing opportunities to observe, identify and classify man-made and machine made things.</li> <li>▷ Discussing the role of industries in our life.</li> <li>▷ Collecting news /information on</li> </ul>	<ul style="list-style-type: none"> <li>▷ Children’s personal experiences.</li> <li>▷ Samples of different crops.</li> <li>▷ Collection of Raw and Finished products.</li> <li>▷ Local Artisans /Farmers/People involved in other occupations.</li> </ul>

## Major Occupations in India

Key Concepts/Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p>major industries in India and analysing the same.</p> <ul style="list-style-type: none"><li>➤ Taking children to local artisans or a crafts mela and organising their interaction / discussion with the crafts person.</li><li>➤ Taking children to an industry and discussing the various processes in the industry.</li><li>➤ Visiting to an industry, interaction with workers and observing various processes.</li><li>➤ Visiting to local artisans or a crafts mela.</li></ul>	

**Integration:** Languages

