

*SOCIAL
STUDIES*

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

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"> ➤ Facilitating role play to differentiate between what a historian and an archaeologist does. ➤ Displaying and studying of old coins. ➤ Displaying and studying of old and new stamps. <p><i>Organising and Providing opportunities for:</i></p> <ul style="list-style-type: none"> ☛ Writing on a clay tablet/ mud ☛ Making handmade paper through paper machine, and preparing a manuscript ☛ Matching game of pictures and names of monuments ☛ Coin rubbing and taking impressions of it on the paper 	

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.

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

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.

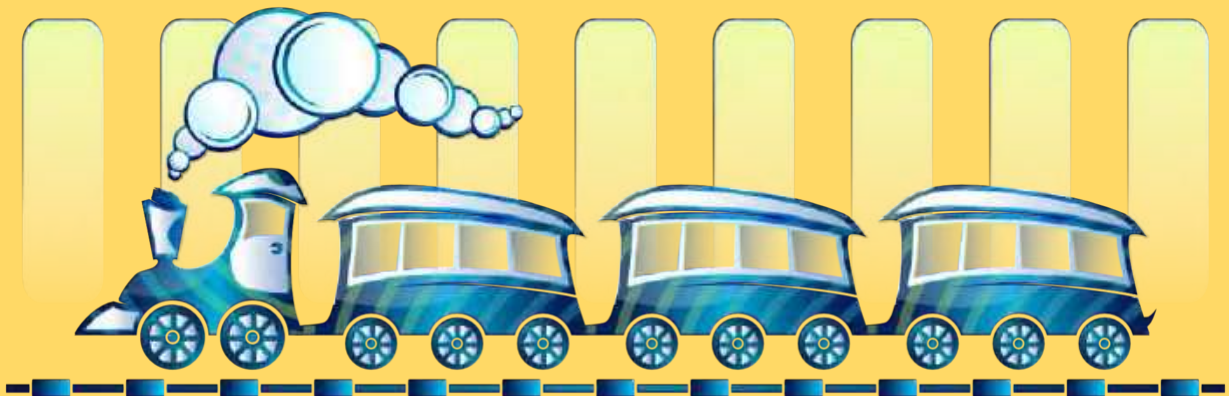
Responsibilities of a Good Citizen

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

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"> • 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. • Facilitating the preparation and presentation through street play/ slogan writing / skit / puppet show, etc. • Slogan making and designing a logo with mission and campaigning for the class election 	

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

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.

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

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

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

Pollution – Its Impact on the Environment

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

Integration: Science (Air), Languages

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

