

	April	May	June	July
<b>Chapters</b>	<p><b>-Timeline and sources of History</b></p> <p><b>-Oceans and Continents</b></p>	<p><b>-Locating Places on the Earth</b></p> <p><b>-Grassroots Democracracy- Part-1:Governance</b></p>	<p><b>-The Beginning of Indian Civilization</b></p> <p><b>-Unity in Diversity, Or 'Many in the One'</b></p>	<p><b>-The Value of Work</b></p>
<b>Learning Outcomes</b>	<p><b>Timeline and sources of History</b> At the end of the chapter, learners will be able to -evaluate the importance of studying history. -classify history into different periods. -identify the source and discuss the life of early humans.</p> <p><b>Oceans and Continents</b> At the end of the chapter, learners will be able to -Identify and locate the major continents and oceans on a map/globe. -analyze the relationship between continents, oceans, and human life. -interpret maps using symbols, directions, and legends.</p>	<p><b>Locating Places on the Earth</b> At the end of the chapter, learners will be able to -define map and discuss its components. -define latitude and longitude and discuss their importance in respect of locating places on Earth. -draw and discuss the different time zones.</p> <p><b>Grassroots Democracracy- Part-1:Governance</b> At the end of the chapter, learners will be able to -learn about different types of government, its need and importance. - -discuss the importance of people's participation in governance and accountability of the government.</p>	<p><b>The Beginning of Indian Civilization</b> At the end of the chapter, learners will be able to -define the term 'civilisation' and discuss features of the first civilisation of the Indian subcontinent. -evaluate the major achievements of India's first civilisation.</p> <p><b>Unity in Diversity, Or 'Many in the One'</b> At the end of the chapter, learners will be able to -identify the unique diversities of India. -analyse the underlying unity in all these diversities. -appreciate the meaning of unity in diversity.</p>	<p><b>The Value of Work</b> At the end of the chapter, learners will be able to -list different types of economic activities. -analyse their contribution to our everyday lives.</p>
<b>Skills</b>	<p>Critical Thinking &amp; Analysis/Research Skills/Spatial Thinking &amp; Application/ Communication Skills/ Global Awareness /Environmental Awareness</p>	<p>Critical Thinking &amp; Analysis/Spatial thinking/ Communication Skills/ Global Awareness /Social responsibility</p>	<p>Critical thinking/ Creativity/Communication/Collaboration/ Cultural awareness/ Social skills</p>	<p>Critical thinking/ Communication/Empathy &amp; social awareness/ Inquiry &amp; research/ Problem-solving</p>
<b>Activities</b>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p> <p><b>Mystery Box</b> (Sources of History) <b>Discussion Circle</b> Topic: "Why should we study history?"</p> <p><b>Visit to a historical place (Field Trip)</b></p> <p><b>Map work</b>-Highlighting all the Continents and Ocean. <b>Quiz</b> on Continents and Oceans.</p>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p> <p><b>Make Your Own Map</b> Students draw a map of their classroom/school.</p> <p><b>Latitude–Longitude Human Grid</b></p> <p><b>Mock Election Activity</b> Conduct a class election (nomination, campaigning, voting).</p> <p><b>Community Survey Activity</b></p>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p> <p><b>Art Integrated Project on Unity in Diversity, Or 'Many in the One'</b></p> <p><b>Archaeologist for a Day</b> Creating a "dig site" in the playground. <b>Seal Making Activity</b></p>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p> <p><b>Role Play – "A Day Without..."</b> Assigning roles (doctor, farmer, driver, teacher, sanitation worker). Discuss: What happens if this worker is absent for a day?</p> <p><b>Interview a Worker</b> Students interview a family member or local worker.</p>

	(Integrated with Art and English)	Students interview family/community members about local governance.  (Integrated with Art, Science and English)	designing their own "Harappan seals" using clay.  <b>Cultural Showcase</b> Each group represents a state of India (dress, food, language, festivals). <b>Common Thread Activity</b> Create a "Unity Tree" chart. (Integrated with Art and English)	Questions: What do they do? Why is their work important?  (Integrated with Performing Art and English)
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Subject Enrichment</li> <li>-Note book Evaluation</li> <li>-Periodic Test</li> <li>- Multiple Assessment</li> <li>-CW/HW</li> </ul> <b>Book: Cambridge Social Sciences</b>			



	August/September	October	November	December/January
<b>Content</b>	<p><b>-Landforms and Life</b></p> <p><b>-Economic Activities Around Us</b></p>	<p><b>-Family and Community</b></p>	<p><b>-India, That Is Bharat</b></p> <p><b>-India's Cultural Roots</b></p> <p><b>-Local Government in Rural Areas</b></p>	<p><b>-Local Government in Urban Areas</b></p>
<b>Learning Outcomes</b>	<p><b>-Landforms and Life</b> At the end of the chapter, learners will be able to -identify different landforms and their significance for life on Earth. -learn about the challenges in each landform.</p> <p><b>Economic Activities Around Us</b> At the end of the chapter, learners will be able to -classify the different economic activities. -discuss how these activities are grouped into sectors. -analyse the interconnection of the main three sectors.</p>	<p><b>Family and Community</b> At the end of the chapter, learners will be able to -talk about family and its importance. -speak on the community and its role.</p>	<p><b>India, That Is Bharat</b> At the end of the chapter, learners will be able to -analyse the origin of our country's name and list its different names. -evaluate the influence of foreign factors in shaping the country's name. -justify why India is a land of diversity.</p> <p><b>India's Cultural Roots</b> At the end of the chapter, learners will be able to -know and appreciate vedas. -discuss the factors for the emergence of Buddhism, Jainism and Indian materialistic tradition. - analyse the inter-relationship between folk or tribal traditions with Hinduism.</p> <p><b>Local Government in Rural Areas</b> At the end of the chapter, learners will be able to -talk about the local self-government body and its different tiers. -examine the roles, responsibilities, and functions of local administration through case studies. -analyse the challenges faced by local self-government.</p>	<p><b>Local Government in Urban Areas</b> At the end of the chapter, learners will be able to -discuss about urban local bodies and their functions. -analyse the importance of urban local bodies in governance and democracy.</p>
<b>Skills</b>	<p>Analytical thinking/Problem-solving /Critical thinking/ real-life application/ Communication/ Collaboration</p>	<p>Creativity/ Communication/ Collaboration/ Cultural awareness/ Social &amp; emotional skills/ Presentation skills</p>	<p>Critical thinking/ Communication/ Collaboration/ Civic awareness/ Research skills/ Observation skills</p>	<p>Critical thinking/ Communication/ Collaboration/ Problem-solving/ Civic responsibility/ Research &amp; inquiry skills</p>
<b>Activities</b>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p>	<p><b>Competency Skill Based Activities/ Experiential Learning Activities:</b></p>

	<p><b>Map work</b></p> <p><b>“Life in Different Landforms” Role Play</b> Forming groups and assigning each group a landform. Students act as people living there (farmer in plains, shepherd in mountains, etc.). Present lifestyle, occupations, and challenges.</p> <p><b>Sorting Activity (Card Game)</b> Given different jobs, students sort them into the correct sectors.</p> <p><b>Case Study Discussion</b> How does a farmer connect to shopkeepers and transport?</p> <p>(Integrated with Performing Art and English)</p>	<p><b>Family Album</b></p> <p><b>Role Play</b> on community helpers.</p> <p>(Integrated with Art, Performing Art and English)</p>	<p><b>Know Your Country Quiz</b> Conducting a quiz on states, capitals, symbols, languages, and diversity.</p> <p><b>Cultural Collage</b> Students collect pictures of festivals, food, dress, and dances from different states.</p> <p><b>Visit to a Local Panchayat (Field Trip)</b></p> <p>(Integrated with Art ,Performing art and English)</p>	<p><b>Mock Municipal Corporation Meeting</b> Students role-play as Mayor, Councillors, and citizens.</p> <p><b>Neighbourhood Survey</b> Students prepare a questionnaire (cleanliness, streetlights, roads).</p> <p>(Integrated with English)</p>
<p><b>Assessments</b></p>	<p>-Subject Enrichment -Note book Evaluation -Periodic Test - Multiple Assessment -CW/HW <b>Book: Cambridge Social Sciences</b></p>			