

Grade: III

Subject : SST

## Chapter : 1 Our Universe

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
1	June	<p>To become aware of the universe and gain a basic idea about its origin</p> <ul style="list-style-type: none"> <li>• To understand the terms 'star', 'galaxy', 'planet' and 'satellite'</li> <li>• To understand the composition of the solar system</li> </ul>	<p><b>Introduction</b>  <b>-At the onset of this lesson, you can ask the children what they see in the night sky. Then ask them what they see in the sky during the day. The students will answer that the moon, stars, etc. can be seen at night and the sun can be seen in the daytime. Explain that the vast space and all the heavenly bodies in the sky are a part of the universe. -Explain the terms 'star' and 'galaxy'.</b>  <b>-The Solar System</b>  <b>A model of the solar system can be used to explain the position of the planets. The concept that the sun is at the centre of the solar system should be properly explained. The fact that the planets revolve around the sun should also be explained. This is also the reason why planets are known as 'wanderers'.</b>  <b>-Rotation</b> can be explained by using a top which can be made to spin. Use the globe to explain the meaning of the earth's axis. A role-play can be arranged to understand rotation and revolution.</p>	<p>Observation,  Open classroom discussion,  drawing,  colouring,  explanation,  writing,  reading.</p>	<ul style="list-style-type: none"> <li>• A globe</li> <li>• A model or diagram of the solar system</li> <li>• A balloon filled with confetti or small bits of paper</li> </ul> <p>Aspinning top.</p>	Home,online classroom.	<p>Ask the students to surf the Internet and find out why Pluto is no longer considered a planet</p>	<p>Activity given on page no. 10  Draw and colour the Earth, Sun and moon.</p>	1)Textbook page no. 7 to 10	4

## Chapter : 2 The Earth - Its Surface and Movements

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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2	June	<ul style="list-style-type: none"> <li>• To understand the factors that make life possible on earth</li> <li>• To visualize land and water covering the surface of the earth</li> <li>• To understand the two different types of movements of the earth and how they affect us</li> </ul>	<p><b>Introduction</b> For introducing the lesson, bring a globe and an orange to class. With the help of the picture of the earth in the textbook, explain the shape of the earth and stress the fact that it is not a perfect sphere but is flattened at the two ends. here, the orange will be of help. Just like an orange, the two ends of the earth are flattened and are known as the poles. The globe can be used to show the poles.</p> <p><b>The Atmosphere</b> ask the students to cover their noses and mouths for a few seconds. What happens? What do they feel and why so? The students will say that they need to open their noses to breathe in air. ask them where the air comes from. Now explain the concept of the atmosphere and its importance</p> <p><b>The Earth's Surface</b> While explaining the surface of the earth, use the globe again and ask the students to identify the predominant colour which they see. They can see that water covers a larger area than land</p> <p><b>Movements of the Earth</b> rotation and revolution can be explained with the help of the globe and the large ball. ask a student to stand in one place holding the ball. Draw an oval on the floor around him/her. ask another student to hold the globe and to walk on the oval around the first student while simultaneously spinning the globe. This will explain the concepts of rotation and revolution visually.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	Learning aids: • a globe • an orange • a large ball to represent the sun • a lamp • a torch	Home,online classroom.			Pages: 11 to 15	4
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**Chapter : 3 Continents and Oceans**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map	Art integration activity	Reff books with pg. no.	No. of lectures
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3	june	<ul style="list-style-type: none"> <li>• To develop an understanding of the various types of landforms.</li> <li>• To define and name the continents and oceans</li> <li>• To understand the difference between an island, an archipelago and a peninsula</li> </ul>	<p><b>Introduction</b> To introduce this chapter, bring a globe and a wall map of the world to class. show the globe and ask questions such as ‘Which colour can be widely seen on the globe?’, ‘What colour is used to show land areas?’, etc. Point out to students the fact that water covers most parts of the earth. Now ask the children to come up near the wall map and point out the continents: this exercise of ‘map pointing’ will be useful. You can then ask the students to mark the continents on the blank outline map of the world.</p> <p><b>Landforms</b> show the students pictures of the himalayas, vast plains, and plateau regions such as the Deccan. explain that the land is not the same across the world. It takes different shapes and forms. Briefly explain the different landforms using the diagram on Page 17.</p> <p><b>Mountains, Hills and Valleys</b> explain the difference between mountains and hills in terms of size. explain the term ‘valley’. Plateaus and Plains explain the role of the himalayan rivers in forming the plains in northern India. The work of wind and water in breaking down rocks into soil can be explained. explain how rivers leave behind sediments which give rise to coastal plains.</p> <p><b>Deserts</b> Bring the two potted plants to class. ask the students to water one pot regularly and leave the second one dry. after a week, hold a class discussion on what has happened to the two plants. students will note that the plant in the dry pot is dying, which shows that water is essential for plants to survive. This shows that deserts have scant plant life and crops cannot be grown there.</p> <p><b>Oceans</b> ask the students to look at the wall map of the world again and identify the areas which are blue. students can be asked to point out and name the water bodies on a blank map .</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• a globe</li> <li>• a wall map of the world</li> <li>• Two potted plants</li> <li>• a blank outline map of the world for each student</li> </ul>	Home,online classroom.	Find out how mountains were formed.	Draw the continents on a sheet of paper. Now cut out these shapes. Try to fit them together. What do you see? What does this mean?	Textbook page no. 16 to 20	4
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Chapter : 4 Using Directions										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

4	July	<ul style="list-style-type: none"> <li>• To develop a basic idea about the directions</li> <li>• To understand the differences between sketches, maps and atlases</li> <li>• To grasp the importance of being able to read and follow directions</li> </ul>	<p><b>Introduction</b> ask two students to come to the front of the class. Blindfold one of them. ask the other student to guide him back to his seat using only spoken instructions. The rest of the class should watch in silence. This activity will demonstrate that giving and following directions require a lot of thought.</p> <p><b>Directions</b> Make a rough sketch of the school on the blackboard showing the important rooms such as the principal's office, headmaster's office, staff room, library, computer room, etc. explain that it shows the positions of the different places but is drawn without measurements—it is a sketch.</p> <p><b>Landmarks</b> explain the term 'landmark'. ask the students to mention some landmarks around the school. Then explain the importance of a landmark for sailors. explain how the sun, moon and stars help sailors to know where they are and in which direction they have to move. show the students a compass and explain how it is used.</p> <p><b>Main Directions</b> ask the students to perform the activity given on Page 23 to help them understand the main directions. You can draw a diagram on the blackboard to show the sub-directions.</p> <p><b>Maps</b> Take a wall map and an atlas to class. use these to explain the meaning of a map and an atlas.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• a wall map of India</li> <li>• an atlas</li> <li>• a sailor's compass</li> </ul>	Home,online classroom.	Make a list of landmarks near your house and school.	On a political map of India, locate a northern state, a southern state, an eastern state and a western state.	Pages: 21 to 25	4
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Chapter : 5 Weather, Seasons and Climate										
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map	Art integration activity	Reff books with pg. no.	No. of lectures

5	July	<ul style="list-style-type: none"> <li>• To understand the difference between weather, season and climate</li> <li>• To identify the five seasons and their features</li> <li>• To appreciate the effects of the seasons on our lives</li> <li>• To understand how the climate affects the way we live</li> </ul>	<p><b>Introduction</b> You can begin the lesson with a discussion on the weather of that particular day. ask the students to maintain a weather diary for the whole week and note changes in the weather. explain that the weather changes very fast.</p> <p><b>Seasons</b> explain the meaning of season and have a discussion on the different seasons in India. The students can be divided in groups based on seasons and can be asked to bring things related to their particular season— food, clothes, etc. Then a group discussion can be held.</p> <p>explain that spring is a season for new life. summer is hot and people travel to the mountainside where it is cooler. The rains bring relief from the heat and help farmers grow crops. autumn is the season when the weather becomes cold and trees shed their leaves. It is a time for festivities. The year ends with the cold season of winter. our clothes, food and activities all change with the seasons. use the learning aids to illustrate this point.</p> <p><b>Climate</b> explain that the climate of a place refers to the general weather conditions over a long period of time. You can ask students to think of what type of climate the following places will have—a desert, a town in a hilly area and a town by the sea. encourage the students to think of how the houses they live in are built to suit the climate of the place.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• a calendar</li> <li>• a cotton cloth</li> <li>• an umbrella</li> <li>• a woollen scarf</li> </ul>	Home,online classroom.	<ol style="list-style-type: none"> <li>1. Find out whether other countries of the world also have festivals to celebrate seasons.</li> <li>2. Find out how the seasons in Australia occur at different times of the year than those in India.</li> </ol>	In a group of 4-5, make a seasons chart. Pick a season get pictures of clothes , food and activities linked to it. Paste these pictures on the chart and label it. Make your group chart colourful and show it to the whole class.	Pages: 26 to 30	4
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Chapter :6		India—Physical								
Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

6	July	<ul style="list-style-type: none"> <li>• To develop an understanding of the six physical or geographical regions of India.</li> <li>• To recognize the regions along with their features.</li> </ul>	<p><b>Introduction</b> ask the students to identify the various colours in the wall map. Now explain the significance of each colour. When you have finished, introduce and explain the main physical features of India and stress the variety in these features. The students can be asked to bring a blank map of India and colour the six regions.</p> <p><b>The Northern Mountains</b> some children from the class may have visited hill stations in the mountains. ask them to bring a few photographs which their parents may have clicked there and show them to the others. The students can also be taken to the computer room and shown pictures of the himalayas on the Internet. This will give them an idea about the mountains—how they look, what features they have, etc. explain the features such as a peak, foothills, the Terai, etc. explain how many rivers originate from the mountains.</p> <p><b>The Northern Plains</b> Why is India called an agricultural country? When this question is asked in class, you will get a variety of answers. These answers can be used as clues to start a discussion on the northern plains. You can show pictures of farms in the northern plains and crops like rice, wheat, etc.</p> <p><b>The Great Indian Desert</b> Pictures of the Thar Desert can be shown to the students. This will give them an idea of the land—largely barren. explain the reason behind this. The scarcity of water does not allow much cultivation and therefore the population is low.</p> <p><b>The Southern Plateau</b> ask the students to recall the meaning of the term ‘peninsula’. explain that southern India forms a peninsula and most of this peninsula is covered by a plateau. explain why the rivers in the plateau mostly flow from west to east.</p> <p><b>The Coastal Plains</b> The word ‘coastal’ means of or near a coast. The influence of the sea on the weather of the coastal plains can be explained while discussing this feature.</p> <p><b>The Island Regions</b> Both the groups of islands of India should be located with the help of a map. The beauty of these islands can be shown through pictures.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• a wall map of India showing its physical divisions</li> <li>• Pictures of the different regions of India</li> <li>• a blank outline map of India</li> </ul>	Home,online classroom.	On an outline map of India , draw and colour the different natural regions of India.	<ol style="list-style-type: none"> <li>1. Find out about living conditions in deserts. How do people adapt to these conditions?</li> <li>2. The Andaman and Nicobar islands are famous for the different tribes that live there. Find out more about them.</li> </ol>	Pages: 31 to 36	4
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**Chapter:7 India—Political**

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7	Aug	<ul style="list-style-type: none"> <li>• To understand the location of India in the world</li> <li>• To identify the neighbouring countries of India</li> <li>• To know about the political divisions, i.e., the states and union territories of India</li> </ul>	<p><b>Introduction</b>  a map of south asia is needed for introducing the chapter. ask the children to come up and locate India on the map. also ask them to point out the three water bodies found on the three sides of the Indian peninsula. They can mark these on a blank map of asia or the world. explain the meaning of the term 'natural boundary' by using the example of the himalayas.</p> <p><b>India and Its Neighbours</b>  The map of asia or the world is required while teaching this portion too. help the children identify and locate the neighbours of India and also explain the direction in which they are situated. The meaning of the term 'subcontinent' should be made clear too.</p> <p><b>Political Divisions</b>  The difference between the central government and the state government should be explained. students can also identify the states on a blank political map of India by referring to the map in the textbook help the students name and list the newly formed states, the largest state and union territory, and the smallest state and union territory. They can also name the important figures in the central government and the government of your state.  Link up the previous lesson on the physical features of India by asking the students to identify the states where these features are found. explain the idea of unity in diversity and how it is a unique thing about India.</p>	<p>Observation,  Open classroom discussion,  drawing,  colouring,  explanation,  writing,  reading.</p>	<ul style="list-style-type: none"> <li>• a wall map of asia</li> <li>• a political map of India</li> <li>• a blank world map</li> <li>• a blank map of india</li> </ul>	<p>Home,online classroom.</p>	<p>Find out the name of the Chief Minister and the Governor of your State.</p>	<p>Find out the basis on which the states are divided.</p>	<p>Pages: 37 to 41</p>	<p>4</p>
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**Chapter:8 Sources of History and Timelines**

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8	Aug	<ul style="list-style-type: none"> <li>• To understand the role of sources in understanding history</li> <li>• To learn about chronology, sequencing and timelines</li> <li>• To understand the terms ce and bce</li> </ul>	<p><b>Introduction</b> students could be asked to write a small paragraph about their family history with the help of their family members. In this way, the idea of history is introduced and then the chapter can be taught. alternatively, pictures of sources of history can be used to begin the lesson, especially if the area around has historical monuments.</p> <p>ask one student to come to the front of the class. Draw a family tree and ask the student to fill in the names of their parents and grandparents. ask the other students to do this same exercise in their notebooks.</p> <p><b>Sources of History</b> To teach students about sources of history, you can carry some aids such as postcards, letters, coins, models of buildings, seals, etc. to class. ask the students to look at each source and think of what information it gives them.</p> <p><b>Timelines</b> For teaching timelines, charts and blackboard should be used. a timeline showing the history of the school or the history of the town or city could be created. explain the system of counting years using a calendar. Draw a distinction between the terms ce and bce. Give practice problems for students to learn counting the ce and bce years</p>	Observation, Open classroom discussion, drawing, colourig, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• old family photographs and letters</li> <li>• a calendar</li> </ul>	Home,online classroom.	Trace a coin and colour the tracing. Can you read what is written on the coin from the tracing?	Make a picture collage using pictures related to different sources of history.	Pages: 42 to 46	5
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**Chapter : 9 The Story of the Earliest People**

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9	Sept	<ul style="list-style-type: none"> <li>• To have a basic idea of how modern humans evolved from hominins</li> <li>• To learn about various stone tools early humans used.</li> <li>• To understand various aspects of the life of hunter-gatherers</li> </ul>	<p><b>Introduction</b> start the lesson by showing pictures of early humans or cave paintings. simple questions about these pictures could lead into the lesson. use the map to show africa where the earliest hominin remains have been found. Talk about the important stages in the evolution of humans— learning to walk on two feet, walking upright and using tools.</p> <p><b>Tools</b> a comparison between a few stone age tools and a few present-day tools could be done. Try to make students understand that thinking of and making stone tools was not an easy task.</p> <p><b>Life of Early People</b> Talk about why people needed shelter and why caves were useful. explain that living together in groups was one of the main reasons that hunter-gatherers could survive. Play a game of Dumb charades in class. ask children to say simple sentences using only signs. This will help them understand how early people communicated using signs. Distribute the brown sheets and crayons. ask the children to draw animals and human figures as seen in the cave paintings.</p>	Observation, Open classroom discussion, drawing, colourig, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• a wall map of the world</li> <li>• Pictures of stone tools and cave paintings</li> <li>• sheets of brown wrapping cover and crayons for each students</li> </ul>	Home,online classroom.	With information from the Internet or an atlas, make a list of a few important Stone Age sites in the world.	Collect, cut and and paste pictures of cave paintings on a chart paper.	Pages: 47 to 51	5
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**Chapter : 10 Fire, Farming and the Wheel**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
10	Sept	<ul style="list-style-type: none"> <li>• To learn about how early humans discovered fire and how fire was useful to them.</li> <li>• To understand why farming revolutionized human history</li> <li>• To know about how humans invented and used the wheel</li> </ul>	<p><b>Introduction</b> Pictures of forests and forest fires could be used to introduce the lesson. students could be asked simple questions like what fire is used for. Then the different uses of fire during the stone age can be discussed.</p> <p><b>Discovery of Fire</b> a class demonstration using two pieces of flint to show how early humans made fire could be done, without actually lighting a fire. The stones could be passed around and shown to all the students.</p> <p><b>Beginning of Farming</b> a walk to a park or the school garden can be used to introduce the concept of farming. The students could be asked a few questions on extra or leftover food after a meal and its storage and then there could be a discussion on surplus food and storage by early humans. clay models can be made of things used for storing food. students can think of all the useful things they get from domestic animals. explain that some people only raised animals as a means of livelihood</p> <p><b>Invention of the wheel</b> ask students to think of vehicles which do not have wheels. This will help them understand the importance of the wheel in travelling. You can also arrange a visit to a potter to help them understand how the wheel is used in pottery. samples of clay pots can be shown.</p>	Observation, Open classroom discussion, drawing, colourig, explanation, writing, reading.	Learning aids: <ul style="list-style-type: none"> <li>• Two sharp pieces of flint</li> <li>• a few grains of rice or wheat</li> <li>• clay pots</li> </ul>	Home,online classroom.		Make a small raft in school using ice-cream sticks	Pages: : 52 to 57	5

**Chapter : 11 The Egyptian Civilization**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required	
11	June	<ul style="list-style-type: none"> <li>• To understand the parameters that define a civilization</li> <li>• To identify the Bronze age civilizations</li> <li>• To have an idea of the different features of the Egyptian civilization</li> <li>• To understand the writing system of the Egyptians</li> </ul>	<p><b>Introduction</b>  start the chapter by recapitulating what the students have learned so far about early humans. Through a class discussion, enumerate the main features—tools, living in groups, hunter-gatherers, fire, the wheel, farming and the first villages.  From here, draw a connection to how large villages grew into the world's first cities. Introduce the concept of civilizations and connect it to the features listed in the textbook.</p> <p><b>The Bronze Age</b>  explain the importance of rivers in the growth of civilizations. At a time when transporting water to distant places would have been difficult, having a source of water nearby would have been crucial.  explain that people moved on from stone tools. They started using metals like copper and bronze. Let the students touch the stone and the bronze statue. Then discuss what advantages they think bronze has over stone.</p> <p><b>The Egyptian Civilization</b>  Introduce the topic by asking if the students have seen or heard of the pyramids of Egypt. Explain that these magnificent structures were built by a people who lived thousands of years ago. Use the map of Africa to help students locate the civilization. This will also help them understand the central role of the river Nile in the civilization.  explain the structure of Egyptian society with the different groups of people following different occupations. Highlight the importance given to the pharaoh, evident in the building of grand tombs and the process of mummification. Use the doll and the bandages to demonstrate how a body was mummified. Have a class discussion on the belief in life after death and the similar things that people believe in modern times.  explain that the writing system of the Egyptians was picture based and not symbol based as we have now.</p>	<p>Observation,  Open classroom discussion,  drawing,  colouring,  explanation,  writing,  reading.</p>	<ul style="list-style-type: none"> <li>• a wall map of Africa</li> <li>• a bronze statue and a small stone</li> <li>• a doll and a few clay bandages</li> <li>• Pictures of the Egyptian monuments</li> </ul>	Home,online classroom.		Make a model of a pyramid using building bricks.	Pages: : 58-63	5	
							Activity on page no. 63				

**Chapter : 12 The Indus Valley Civilization**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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12	Sept	<ul style="list-style-type: none"> <li>To locate the Indus Valley civilization and identify its major centres</li> <li>To become familiar with the remarkable cities and structures</li> <li>To understand the society and the life of the people</li> </ul>	<p><b>Introduction</b> start the lesson by asking students what they know about the history of India. They may name some famous historical figures or monuments. Tell them that one of the most important periods of Indian history is over 4,500 years old. Introduce the harappan civilization with the story of how it was discovered by archaeologists.</p> <p><b>Location</b> use the wall map to locate the civilization. highlight the rivers that are present throughout the spread of the civilization.</p> <p><b>Cities</b> You can use pictures of the harappan cities to show how well planned and well built they were. You can contrast them with pictures of modern Indian cities to show that even today we have been unable to match the excellence of these cities. Focus on the roads, the drainage system and the important structures.</p> <p><b>Life of the People</b> Describe the different groups present in harappan society. Tell the students that no evidence of a king or a royal family has been found here. reinforce the importance of farmers and traders. Trade and religion should also be explained. use the stylus to carve out letters on the moulding clay. This will show how seals were made.</p> <p>Talk about how being unable to read the script has stopped us from knowing more about the civilization, including the reasons that led to its decline.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>a wall map of the Indian subcontinent</li> <li>a small piece of moulding clay and a sharp stick to use as a stylus</li> <li>Pictures of harappan cities</li> </ul>	Home,online classroom.	Make clay seals in class	Draw the bronze statue of the dancing girl in your notebook.	Pages: 64 to 69	5
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**Chapter : 13 Our Neighbourhood**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
13	Oct	<ul style="list-style-type: none"> <li>To understand the meaning of the term 'neighbour'</li> <li>To identify and appreciate the important neighbourhood services</li> <li>To understand the importance of keeping the neighbourhood clean</li> </ul>	<p><b>Introduction</b> Use a story-telling session about neighbours and their interaction with each other as an introduction. A roleplay based on these lines could also be used. Begin with the explanation of the term 'neighbour' and then go on to the term 'neighbourhood'.</p> <p><b>What is a neighbourhood?</b> Ask students to list the services they need nearby for a comfortable life. List these on the board. Add some additional services that large neighbourhoods have. Do a short skit with some volunteers on how life would be in a neighbourhood without essential services.</p> <p><b>Helping one another</b> Recount incidents of neighbours helping each other. Ask the students if they know any such stories themselves. Talk about what it would feel like if one lived next door to uncaring people.</p> <p><b>Keeping the neighbourhood clean</b> Talk about how, in this era of fast-spreading diseases, it is not enough to keep our own houses clean. Talk about the importance of cooperation in keeping the neighbourhood clean.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>Pictures of some essential neighbourhood services</li> </ul>	Home,online classroom.	Make your neighbourhood a 'Green Zone' by watering the plants and trees regularly.	Draw or stick the picture of your best friend in your neighbourhood and write few things you both enjoy doing together.	Pages: 70-73	4

**Chapter : 14 Being Good and Being Safe**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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14	Oct	<ul style="list-style-type: none"> <li>To understand the purpose of rules and why they should be followed</li> <li>To know the rules to be followed at school</li> <li>To become familiar with the rules to be followed on the road</li> <li>To know the rules to be followed at home</li> </ul>	<p><b>Introduction</b> start the lesson with an imaginary scenario. ask the students to imagine three roads meeting at a point where there is no traffic signal. What will happen? use this to talk about the importance of following rules.</p> <p><b>Rules at School</b> read out the rules and give a reason behind each. ask the students to recount instances when they broke these rules and the consequences that followed. explain that these rules keep them safe.</p> <p><b>Rules on the Road</b> read out the rules. explain that these rules are very crucial as they can mean the difference between life and death. Make the point that breaking these rules risks not only our well-being but also that of others around us.</p> <p><b>Rules at Home</b> read out the rules. explain that these help us to share the work at home and keep it clean and safe.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	• a list of school rules	Home,online classroom.	Make a list of rules you should follow at home. Decorate it with pictures and drawings. Put it up in your room.	Make a model of the three traffic lights.	Pages: 74 to 79	5
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**Chapter : 15 Transport and Communication**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
15	Nov	<ul style="list-style-type: none"> <li>To identify the various means of transport.</li> <li>To differentiate between land, air and water transport.</li> <li>To identify the various means of communication</li> </ul>	<p><b>Introduction</b> start the class by reminding the students that the story of transport starts with the invention of the wheel, which they have studied before. It is at the heart of most means of transport. They should understand that we choose different means of transport based on our needs.</p> <p><b>Means of transport</b> help the students relate the different vehicles to the modes of transport. explain the benefits and drawbacks of each. students can be invited to share their own travel experiences and their preferred means of transport.</p> <p><b>Communicating with others</b> explain that people have been communicating with each other in different ways right from the time of the hominins. ask the students to share their own views on the importance of communication in their lives. explain the different advantages of each means of communication and the importance of mass media in society</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>a mobile phone</li> <li>a newspaper</li> </ul>	Home,online classroom.	Make a chart about means of transport that you have used.	List down the top five headlines from the day's newspaper and read it out in class.	Pages: 80 to 86	4

**Chapter : 16 My India—Food and Clothes**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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16	Nov	<ul style="list-style-type: none"> <li>• To get an idea of the different kinds of foods eaten in India.</li> <li>• To gain knowledge about the different kinds of fabrics used and different kinds of clothes worn by men and women in different parts of India</li> </ul>	<p><b>Introduction</b> You can start the lesson by asking the children on the previous day to get a dish cooked from home for their lunch. ask the children to open their lunch boxes and compare them with their neighbour's lunch. This will give them an idea that people eat different kinds of things.</p> <p><b>Food</b> use political and physical maps of India to start this section. First show the students some of the states and the union territories. Then show them the various physical features like seas, deserts, mountains, plains, rivers, etc. Then a specific discussion on the local cuisine and special dishes can follow. Talk about the fact that different areas have different ingredients that are locally grown and this reflects in the food. The food also depends upon the climate of the place.</p> <p><b>Clothes</b> Go back to the physical map of India. Draw a connection between the physical regions and the climate of the places. help the students understand that climate plays a big role in what people wear. use the text to familiarize the students with the traditional clothes worn in different parts of India as well as the clothes worn across the country. relate the role of the seasons to the choice of materials worn.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• Political and physical maps of India</li> <li>• a few rice and wheat grains</li> </ul>	Home,online classroom.	Draw a picture of a the traditional dress worn in your state.	Make a list of the traditional dishes cooked in your house and read it out in class.	Pages: 87 to 92	4
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**Chapter : 17 My India—Festivals and Dance**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
17	Dec	<ul style="list-style-type: none"> <li>• To gain knowledge about the different festivals celebrated in India.</li> <li>• To learn about various traditional and folk dance forms of India.</li> <li>• To get an idea of classical and folk music and various musical instruments.</li> </ul>	<p><b>Introduction</b> ask questions about local festivals to start the lesson. Pictures can be shared of festivals being celebrated, special dishes cooked, costumes worn, decorations, etc. explain that this is all a part of our culture.</p> <p><b>Festivals</b> read out the text about the festivals. The reasons for celebrating each of these should be discussed. special songs sung during these festivals can be used as audio aids.</p> <p><b>Dance</b> a live performance of a classical or folk dance form or music by a local artist can be arranged. The artist can give a brief talk about the dance/music form before or after the performance.</p> <p><b>Music</b> Let the students touch and feel a musical instrument themselves. Talk about the two traditions of classical music in India and how they evolved.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• Pictures of festivals being celebrated</li> <li>• any Indian musical instrument</li> </ul>	Home,online classroom.	Have a class discussion about your favourite festival and why you like it.	Find out the names of the people who are famous in the following areas:Carnatic music , Manipuri dance, chhau kathak, Shehnai odissi , tabla ,kathakali , flute.	Pages: 93-99	4

**Chapter : 18 National Symbols**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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18	Dec	<ul style="list-style-type: none"> <li>To identify the national symbols of India</li> <li>To understand their significance</li> </ul>	<p><b>Introduction</b> start the lesson by drawing the attention of the students to the school emblem. explain that this is a symbol of the school and that the nation has such symbols too.</p> <p><b>National Flag</b> Let the children look at the paper flags carefully. explain the significance of the three bands and the chakra.<b>National Anthem</b> Let the students sing the national anthem in class while standing at attention. read out a translation of the anthem to help the students understand its significance.</p> <p><b>National Emblem</b> share currency notes and coins so that students can see the national emblem. explain its significance.</p> <p><b>Other Symbols</b> explain the symbolism behind the national animal, bird and flower. explain that they embody qualities that we associate with our country.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>small paper flags of India</li> <li>currency notes and coins</li> </ul>	Home,online classroom.	Collect and paste the pictures of the national symbols of India on a chart paper and label them.	Draw and colour the national flag	Pages: 100-104	4
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**Chapter : 19 Our Government**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
19	Jan	<ul style="list-style-type: none"> <li>To understand the importance of the government</li> <li>To grasp the levels of government in India</li> <li>To understand the role played by the courts</li> </ul>	<p><b>Introduction</b> Draw a parallel between the role played by parents at home and the role played by the government in society. Explain that society needs governance to function. Define the types of government and their roles.</p> <p><b>Functions of the Government</b> Use this section to explain that the government does a lot more than just make laws. Its effect is felt in every aspect of life.</p> <p><b>Levels of Government</b> Explain that the size of India makes it necessary for the government to have multiple levels. This ensures that all types of problems can be solved. Explain the levels of the government using a diagram.</p> <p><b>Our Courts</b> Explain that there is no point in having laws if breaking them has no consequences. It is to enforce those laws that the courts exist. Explain the hierarchy of the courts with the help of a diagram</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>Pictures of important state and central government officials</li> <li>A picture of the Supreme Court</li> </ul>	Home,online classroom.	Imagine that you are the Prime Minister of India. Write about five things you would do for the country.	Make a list of public roads in your town or city.	Pages: 105 to 109	4

**Chapter : 20 New Delhi**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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20	Jan	<ul style="list-style-type: none"> <li>• To understand the location of Delhi</li> <li>• To understand the climate of the city</li> <li>• To realize the importance of Delhi in India's history</li> <li>• To learn about the various places of tourist attractions in the city</li> </ul>	<p><b>Introduction</b> a political map of India should be taken to class and students should be shown the location of New Delhi and the neighbouring states. students should be asked to practise marking the location of Delhi on a blank map of India.</p> <p><b>Climate</b> explain the meaning of the term 'extreme climate' and elaborate it with regard to the climate of Delhi. explain the term 'loo'.</p> <p><b>History</b> relate this topic to the overall history of India. show pictures of various historical buildings and talk briefly about them. The class can be divided into groups and each group can be given a particular building or monument of Delhi for further research. The students can make a presentation after their research.</p> <p><b>Tourist Attractions</b> students can be taken to the computer room and shown historical sites in the city of Delhi. While they are looking at the places of interest, you can give them a brief history about the monument, thus making it interesting.</p> <p><b>People and Government</b> The term 'metropolitan' should be emphasized in the sense that it denotes the intermingling of people from various parts of India. Due to this reason, the city also celebrates all the important festivals. The significance of New Delhi as the capital of the country should be reinforced</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>• a political wall map of India</li> <li>• Pictures of various historical buildings in Delhi</li> </ul>	Home,online classroom.	Find out the names of the Prime Minister and President of India and the chief minister of Delhi. Also, find out where they stay in Delhi	Find out where the Lotus Temple is situated and why it is famous.	Pages: 110 to 114	4
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**Chapter : 21 Mumbai**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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21	Feb	<ul style="list-style-type: none"> <li>• To understand the location of Mumbai and its significance</li> <li>• To understand the history of Mumbai and the places of interest in Mumbai.</li> <li>• To know about the life of the people of Mumbai</li> </ul>	<p><b>Introduction</b> The lesson on Mumbai can be introduced by showing pictures of two major attractions of Mumbai, i.e., Bollywood and Ganesh chaturthi. This will help the children to link Mumbai with its major attractions. You should also take a map of India to class to show and explain the location of Mumbai. start a discussion as to why it is called the economic capital of the country.</p> <p><b>Climate</b> ask children whether they have visited the seaside and how the climate was there. Now ask them to link this to the climate of Mumbai since it is located on the seaside too. explain the meaning of waterlogging and why it happens. show pictures of waterlogged streets of Mumbai in the monsoon and also brief students on problems caused by it.</p> <p><b>History</b> Narrate the history of Mumbai in a story form. Tell the children how Mumbai was occupied by fishermen long ago, and about the advent of Muslims, the Portuguese and finally the British. explain how the location of Mumbai on the sea helped it to become an important port.</p> <p><b>Tourist Attractions</b> Pictures of the various places of interest in Mumbai can be shown in class or the children can be taken to the computer room so that they can see various sites on the Internet. The importance of these sites can be explained simultaneously. The class can be asked to make a collage from such pictures.</p> <p><b>People and Government</b> explain to children that Mumbai is the largest port of India. The city is large in size, which is why local trains were started so that commuting across it is easy. People from nearby towns also come to earn a livelihood. The importance of the film industry for revenue generation can be highlighted.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	a political wall map of India	Home,online classroom.	We know that Ganesh Chaturthi is the most important festival in Mumbai. Find out how it is celebrated	Find out where the Lotus Temple is situated and why it is famous.	Pages: 110 to 114	4
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**Chapter : 22** **Kolkata**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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22	Feb	<ul style="list-style-type: none"> <li>To get to know about the climate, history, places of interest and people of the city of Kolkata</li> <li>To develop an interest in knowing about the culture of the city</li> </ul>	<p><b>Introduction</b> A wall map of India is necessary to introduce the lesson. Explain to the students the location of Kolkata on the banks of the river Hugli.</p> <p><b>Climate</b> Explain that Kolkata's location near the Hugli gives it a moderate and humid climate. You can draw a comparison to the climate of Mumbai.</p> <p><b>History</b> This section can be started by showing photographs of how Kolkata looked during the British rule. The importance of the city and it being the capital of British empire in India should be told too. The fact that the city was formed by bringing together three villages can also be underlined. The role of the people from Bengal in the struggle for Independence should be explained too. Show pictures of famous freedom fighters from Bengal.</p> <p><b>Tourist Attractions</b> Pictures of the various places of interest in Kolkata can be taken to class. Highlight the influence of British architecture in them. Students can be asked to make a chart on such places and find out about them.</p> <p><b>People and Government</b> A day can be devoted to learning about the culture of Bengal. You can ask the children to put up a cultural show on the songs and dances of Bengal and also bring some famous food items from Bengal.</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	<ul style="list-style-type: none"> <li>A wall political map of India</li> <li>Pictures of the various places of interest in Kolkata</li> </ul>	Home,online classroom.	Make a collage of pictures of the most important festivals of West Bengal. There is an important delta located near Kolkata. Collect information on it.	Make a collage of pictures of the most important festivals of West Bengal.	Pages: 119 to 122	4
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**Chapter : 23 Chennai**

Sr no	Proposed date	Learning outcome	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
23	Mar	<ul style="list-style-type: none"> <li>To understand the role played by the British in shaping the history of chennai.</li> <li>To understand the culture and people of the place.</li> </ul>	<p><b>Introduction</b> show an outline of the state of Tamil Nadu and ask the students to identify it. Now ask them about the capital of this state and what it was previously called. also ask them why chennai is known as the home of thinkers and artists.</p> <p><b>History</b> explain the location of the city and how it attracted traders and merchants of many nations over the years.</p> <p><b>Climate</b>The climate of chennai is similar to that of Mumbai since it is also located near the sea. But it is hotter because it is also closer to the equator. explain the influence of the retreating monsoon which gives it rainfall in winter.</p> <p><b>Tourist Attractions</b> show pictures of the various places of interest in chennai on the Internet and give a brief outline of their history. ask the students to make a presentation on the various places.</p> <p>The states of southern India are culturally very rich. ask the students to put up a programme of various dance forms of south India</p>	Observation, Open classroom discussion, drawing, colouring, explanation, writing, reading.	a map of Tamil Nadu	Home,online classroom.	Make a collage of pictures showing the different dance forms of South India.	Collect pictures of famous temples in Tamil Nadu.	Pages: 123 to 126	4