

Espalier Heritage School									
Annual Planner 2023-24									
Grade IV					Subject: SST				
Sr No	Lesson Name	Methodology	Pedagogical methods	Learning outcomes	Teaching Aid	Teaching Place	Reff.books with pg.no.	No.of lectures required	Activity Suggested ---Tr Name
1	Globes and Maps	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher starts the class by saying that the shape of the earth is round. Teacher uses the example of a table to explain how for a long time the earth was believed to be flat. Step 2: Teacher shows a globe in class and says that it is a replica or a model of the earth. Teacher explains how a globe can be used to get an idea about the shape and location of different continents, countries, oceans and seas on earth. Step 3: Teacher shows a map in class and explains how it is different from a globe. Teacher then discusses the advantages and disadvantages of using both these tools. Then she shows different types of maps in class with the help of the Internet to show the different types of maps. earth is round. She uses the example of a table to explain how for a long time the earth was believed to be flat.	1. Students know about the Globe and Maps. 2. Students know about the advantages and disadvantages of using a globe and a map. 3. Students know about various signs symbols used in a map.	Globes and Maps	classroom	Trek Textbook	4	INTEGRATION OF SCIENCE The students can take the help of the Internet to make a project on evidences found to prove that the earth is round.
2	Our country and its neighbours	Reading, Explanation, discussion, Questionning, Listening and writing	1. Step 1: Teacher uses a map of asia or the world to introduce the chapter. Teacher points out the location of India on the map. Step 2: Teacher asks the students to mark out the location of India on a blank map of asia or the world. Step 3: Teacher then explains the students about the states and union territories. Step 4: At last, the teacher explains them about UNITY IN DIVERSITY.	At the end of the chapter, students should be able: • To know about the different geographical regions of India and understand their location with the help of a map. • To learn the names of the Indian states and union territories with their capitals. • To understand the meaning of unity in diversity. • To locate the neighbouring countries of India.	Learning aids: • a map of asia or a world map • a physical map of India • a political map of India	classroom	Pages: 13 to 18	5	INTEGRATION OF CIVICS Students will find out about the following.1. The students will find out the names of the present Prime Minister and President of India. 2. The students will find out the names of the Chief Minister and the Governor of their respective states. They can take the help of the Internet. 3. The students will be asked to take the help of the Internet to identify the newly formed states, the largest state and union territory, and the

3	The Northern Mountains and the Northern Plains.	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher introduces the Northern Mountains and the Northern Plains by showing a physical map of India in class and pointing out the features. Step 2: Teacher then explains the students about various plains and basins and importance of Himalays. Step 3: Teacher then discusses the textual exercises with the students.	At the end of the chapter, students should be able: • To develop an understanding of the location of the Northern Mountains and their extent. • To learn about the ranges found here and the importance of the himalayas in our lives. • To understand the location and division of the Northern Plains and their importance.	Learning aids: • a physical map of India • a political map of India • a wall map • Photographs of valleys and hill stations in the himalayas	classroom	Pages: 19-25	4	ART INTEGRATION 1. The students will make lists of the names of the trees found in the Himalayas. 2. The students will be divided into groups and each group will find out and write a few things about any one valley of the Himalayas. They will also draw the pictures of all the trees that they have found about. 3. The students will draw the important rivers of the Ganga Basin in an outline map of India.
4	The Plateau and the Desert region	Reading, Explanation, discussion, Questionning, Listening and writing	Step1: Teacher introduces the chpater by showing them the map of India and showing them the plateau and desert region. Step 2: Then teacher explains the students about the plateau region and the importance of plateau region. Step 3: Teacher then explains the students about the deserts, life in a desert and the importance of deserts. Step 4: Teacher then discusses the textual exercises with the students.	At the end of the chapter, students should be able: • To understand the location of the plateau region and its divisions. • To identify the rivers found here and understand the ways in which they are different from those in the himalayas. • To understand the location of the desert and how people and animals adapt themselves to this environment.	Learning aids: • a physical map of India • a political map of India • a chart highlighting the differences between the Malwa and chota Nagpur Plateaus • a sample of black soil • Photographs of numerous waterfalls in India • a bowl of sand	classroom	Pages: 26-32	4	Science Integration 1. The students will find out the names of all the dams that have been constructed in the Deccan region. They can mark some of these on an outline map of India. 2. The students will make charts on the flora and fauna of the desert. They can take the help of the Internet to do this project.
5	The coastal plains and the islands	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher introduces the plains and islands with the help of a map. Step 2: Teacher then explains them the terms such as plains, islands and coasts. Step 3: Teacher then discusses the textual exercises with the students.	At the end of the chapter, students should be able: • To recognize the coastal regions of India and point out the two coasts on a map. • To understand the different regions in the two coasts and their importance. • To study the two island groups of India and see how they are different from each other. • To learn about the tribes living on these islands.	Learning aids: • a physical map of India • a political map of India • a map of the andaman and Nicobar Islands • a photograph of a coral formation	classroom	Pages: 33-38	5	HISTORY INTEGRATION 1. On an outline map of India the students will mark out the two coasts with their divisions. 2. The students will collect important information about the Andaman and Nicobar Islands and the Lakshadweep Islands. They will collect information under categories such as language, festivals, crops and food. 3. Take the help of the Internet to find out more about the tribes found in Andaman and Nicobar Islands.

6	The Climate of India	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher introduces the lesson by explaining students the difference between weather and climate.</p> <p>Step 2: Teacher then explains them about the various factors that affect the changes in climate.</p> <p>Step 3: Teacher then discusses the various seasons with them.</p> <p>Step 4: Teacher then discusses the textual exercises with the students.</p>	<p>At the end of the chapter, students should be able: • To understand the difference between climate and weather. • To study the factors affecting climate. • To learn about the seasons of India and the various aspects associated with each season.</p>	<p>Learning aids: • Newspaper cuttings of weather reports • Photographs of places near the sea, places located in the hills, places located close to equator, etc.</p>	classroom	Pages: 39-44	4	<p>INTEGRATION OF SCIENCE</p> <p>1. Teacher divides the class into five groups and each group can pick a season. Each group can make a collage of their particular season by putting in pictures that represent that particular season. 2. Students take the help of the Internet to find out why places located in South India are warmer than those of the north.</p>
7	Our Natural Resources: Forests and Wildlife	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher introduces the chapter by explaining the terms Natural and Manmade resources.</p> <p>Step 2: Teacher then discusses with the students about the wildlife and natural resources of India.</p> <p>Step 3: Teacher then explains them about conservation of forests and wildlife.</p> <p>Step 4: Teacher then discusses the textual exercises with the students.</p>	<p>At the end of the chapter, students should be able: • To understand the meaning of the term 'natural resources' and learn about the two kinds of natural resources. • To study the forest wealth of India and its importance in our lives. • To understand the different types of forests. • To learn about the wildlife resources of India. • To appreciate the importance of conserving our forests and wildlife.</p>	<p>Learning aids: • Photographs of various types of resources • a chart to explain the difference between exhaustible and inexhaustible resources • a map of the natural vegetation of India</p>	classroom	Pages: 45-50	4	<p>1. The students will take a walk in the neighbourhood and look for newly planted trees and shrubs and will write a note on how they are protected. Students can also look for a place without trees, and compare it with a place that has many. Which place do you like best? Why? 2. On a chart paper make an outline map of India and stick pictures of the different animals found in various parts of India which need to be protected.</p>
8	Our Natural Resources: Water and Soil	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher will explain the students about dams, reservoirs and conservation of water.</p> <p>Step 2: Teacher explains the students about soil and conservation of soil.</p> <p>Step 3: Teacher then discusses the textual exercises with the students.</p>	<p>At the end of the chapter, students should be able: • To understand the meaning of the term 'water resources' and appreciate their importance in our lives. • To understand the term 'irrigation' and the need for it; to learn about the various multi-purpose projects of India and the need to conserve water. • To learn about the soil resources and their types; to understand the need for</p>	<p>• Photographs of canals, dams, reservoirs and tanks • a wall map of India • a soil map of India</p>	classroom	Pages: 51-57	4	<p>1. Students will use the Internet to find out how dams operate. 2. Students can be encouraged to draw, paint or use any other medium to depict water conservation.</p>

9	Agriculture and Minerals	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher introduces the chapter by showing the students a small video. Step 2: Then the teacher explains the teacher about the agrarian economy. Step 3: Then the teacher explains them terms like cash crops, agriculture, irrigation. Step 4: Teacher then discusses the textual exercises with the students.	At the end of the chapter, students should be able: • To learn about the agricultural and mineral resources of India. • To study the types of crops grown in India and understand why we are an agricultural country. • To learn about and locate the places where these crops are grown. • To know the types of minerals and where they are found.	samples of crops such as rice, wheat, pulses and maize • a political map of India • a chart on the various ways in which the government helps farmers	classroom	Pages: 58-64	4	1. The teacher writes the letters of the alphabet on the board and asks the students to think and name a crop beginning with that alphabet. The students complete this activity. 2. Teacher brings a few objects to class and then asks the students to tell the mineral from which a particular object was made.
10	Our Industries	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher introduces the lesson by explaining the term industries. Step 2: Teacher then explains the students about cottage industries and small scale industries. Step 3: Teacher then explains the students about the factors relating to establishing industries. Step 4: Teacher then discusses the textual exercises with the students.	At the end of the chapter, students should be able: • To understand the factors needed for an industry and the importance of these factors. • To recognize the different categories of industries. • To study some important Indian industries and their locations.	• a chart on the factors needed for establishing an industry • Photographs to explain cottage industries, small and large scale industries • a wall map of India	classroom	Pages: 65-70	4	1. With help of the Internet to write a paragraph on an industry of your choice. 2. On an outline map of India, mark the location of some important industries like cotton, jute, paper and sugar.
11	Our Heritage	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1 : Teacher starts the lesson with a video. Step 2: Then the teacher discusses them about the various heritages of our country. Step 3: Then the teacher discusses with them about various cultural, regional heritages. Step 4: At last the teacher discusses the textbook exercises with the students.	At the end of the chapter, students should be able: • To understand the meaning of the term 'heritage'. • To understand the different kinds of heritage. • To learn about the various aspects of our national heritage.	• a collage of the prominent heritage of India • a physical map of India • an extract from any of the epics	classroom	Pages: 71-77	4	1. Teacher Organizes a rangoli competition in class. Teacher asks the students to use the available material for the competition and then let their creative ideas surface. Flower petals could also be used instead of colours. 2. Teacher arranges for a virtual visit to the nearest museum or to a nearby historical monument. The visual impact will help reinforce learning and make it fun too.

12	Our History	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher introduces the chapter by explaining the different periods of History. Step 2: Teacher then explains them about various kings and kingdoms. Step 3: Teacher then explains them about the revolt of 1857 Step 4: Teacher then takes a quick revision and discusses the textbook exercises with the students.	At the end of the chapter, students should be able: • To get an idea of the different periods of Indian history. • To learn a basic outline of the important events in the ancient, medieval and modern periods of Indian history.	• a timeline, either drawn on the blackboard or on a chart paper • Photographs from the three periods of history • extracts from sources such as the Ramayana or the Mahabharata • Maps of the extents of some of the empires • Video clips on the revolt of 1857 • a speech by either Jawaharlal Nehru or Mahatma Gandhi	classroom	Pages: 78-83	4	1. Teacher asks the students to mark the few places of the Revolt of 1857 on an outline map of India. They can take the help of the Internet. 2. Students can be asked to collect pictures of the leaders of India who participated in the freedom struggle, stick the pictures on a chart paper and write the names of the leaders under their individual pictures
13	Emperor Akbar	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher introduces the chapter by showing them a small video on Emperor Akbar. Step 2: Then teacher narrates a small story. Step 3: Teacher explains the students about Akbar's kingdom and rule. Step 4: Then the teacher discusses the textbook exercises with the students.	At the end of the chapter, students should be able: • To form a general idea about akbar's rule. • To learn about akbar's conquests and understand the extent of his empire on a map. • To study akbar's administration. • To know about akbar's achievements as a ruler	Learning aids: • a timeline • a map of the extent of akbar's empire • a folk tale about rana Pratap Singh, stories about akbar and Birbal • Photographs of buildings and paintings from akbar's time	classroom	Pages: 84-88	5	ART INTEGRATION Make a clay model of any of the monuments built by Akbar.
14	Shah Jahan	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher starts the chapter by showing them a small story on Shah Jahan. Step 2: Then the teacher tells them about Taj Mahal and about the seven wonders of the world. Step 3: Then the teacher tells them about the beautiful things of Taj Mahal. Step 4: Then the teacher discusses the exercises with the students.	At the end of the chapter, students should be able: • To learn about shah Jahan as a ruler. • To know more about the development of art and architecture under shah Jahan. • To learn about one of the seven Wonders of the World—the Taj Mahal. • To form an idea of shah Jahan's love of beautiful things like the Peacock Throne.	Learning aids: • a timeline • a map showing the extent of shah Jahan's empire • Photographs of the Taj Mahal, and other monuments like the red Fort, miniature paintings, dresses and jewellery, Peacock Throne	classroom	Pages: 89-93	5	ART INTEGRATION 1. Make a model of the Taj Mahal using chart paper or shadu mati and use coloured cellophane papers to decorate it. 2. Make a chart on the New Seven Wonders of the World by sticking their pictures and neatly labelling them. Display it on the classroom board.
15	Shivaji	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher starts the class by showing them a video on shivaji. Step 2: Teacher then narrates a story on Shivaji Maharaj's bravery. Step 3: Teacher explains about the forts, Guerrilla warfare. Step 4: Then teacher discusses the textbook exercises with the students.	At the end of the chapter, students should be able: • To learn about shivaji, the great Maratha ruler, and his achievements. • To learn about shivaji's conquests and the formation of a Maratha kingdom. • To study the conflict between shivaji and aurangzeb.	• a timeline • Photograph of shivaji • a video clip on guerrilla warfare • a model of a fort	classroom	Pages: 94-98	4	ART INTEGRATION 1. Make a model of a fort using clay or Shadu mati and paint it after it is dry.

16	Transport and Communication	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher introduces the chapter with a discussion on importance of transport and communication.</p> <p>Step 2: Then the teacher explains them about the various means of transport like roadways, railways, airways and waterways.</p> <p>Step 3: Then the teacher explains the students about communication and importance and communication.</p> <p>Step 4: Then the teacher discusses the textbook exercises with the students.</p>	<p>At the end of the chapter, students should be able:</p> <ul style="list-style-type: none"> • To learn the meaning and importance of transport and communication. • To get an idea of important modes of transport—roads, railways, waterways and air transport. • To learn about the various means of communication. 	<ul style="list-style-type: none"> • a map of roadways of India • Photographs of metalled and non-metalled roads • Photographs of railways in India starting from the first train during the British rule • a model of a ship • a map of the shipping routes in the world • Photographs of domestic and international airlines 	classroom	Pages: 99-105	5	1. Make a model of a ship or aeroplane using simple materials like paper, matchsticks, colours, etc.
17	Organizations that help us	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher introduces the lesson by talking about safety and the people who help us with our security.</p> <p>Step 2: Then teacher discusses about the various organizations like hospitals, police, fire brigade, army, banks etc and explains the students about their roles.</p> <p>Step 3: Teacher also discusses with the students the duties of a responsible citizen.</p> <p>Step 4: Then the teacher discusses the textbook exercises with the students.</p>	<p>At the end of the chapter, students should be able:</p> <ul style="list-style-type: none"> • To learn about various organizations that help us— the police, hospitals, banks, the fire brigade, the postal system, the armed forces and voluntary organizations. • To understand the importance of these organizations in our lives. 	<p>Learning aids:</p> <ul style="list-style-type: none"> • Photographs of police, hospitals and ambulances, bank aTM • Newspaper clippings of fires in a city • envelopes and money order forms • Logos or photographs of voluntary organizations 	classroom	Pages: 106-111	4	Teacher can invite any local voluntary organization of your area, let them explain their activities and try to involve students in a collection drive for a good cause.
18	Local Self Government	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher introduces the lesson by discussing about school and duties of various people in the school thus comapring the functioning of a school and a village.</p> <p>Step 2: Then the teacher discusses about the various problems faced by the people in a village. Step 3: Teacher then tells the students about the sarpanch, Gram Panchayat and functions and duties carried by the elected officials. Step 4: At last the teacher discusses the textbook exercises with the students.</p>	<p>At the end of the chapter, students should be able:</p> <ul style="list-style-type: none"> • To form a basic idea about the levels of Indian democracy. • To learn about the local self-government system and its importance. • To study rural local self-government (village panchayats) and urban local self-government (municipalities and municipal corporations). 	<ul style="list-style-type: none"> • a political map of India • a chart on the local self-government • Photographs and newspaper clippings on the work done by Panchayats, municipal corporations and municipalities 	classroom	Pages: 112-116	4	1. On a chart paper stick pictures to highlight the functions of the village panchayat. A few students can choose to paste pictures of the functions of the municipal corporations and municipality.

19	Elections	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: Teacher explains the meaning of democracy to the students and takes up a general discussion in the class related to elections.</p> <p>Step 2: Here again the teacher compares the school elections and the elections that are held in the country.</p> <p>Step 3: Teacher then talks about various parties, elected members and their duty and responsibilities.</p> <p>Step 4: Teacher explains the importance of voting to the students.</p> <p>Step 5: Then the teacher discusses the textbook exercises with the students.</p>	<p>At the end of the chapter, students should be able: • To understand the election system in India. • To learn about voting in India. • To form an understanding of concepts like political parties, candidates, opposition, etc. • To learn why voting is important in a democratic country like India.</p>	<p>• a chart of the political parties and their symbols • Photographs of elections in India, eVM</p>	classroom	Pages: 117-119	4	Make a picture collage of the leaders of different parties including prime minister, chief ministers and other ministers.
20	Celebrating together	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Step 1: teacher discusses about the various National festivals that are celebrated.</p> <p>Step 2: Various festivals or days like Gandhi jayanti, Republic day, Independence day, Teacher's day and Children's day.</p> <p>Step 3: Then teacher discusses the textbook exercises with the students.</p>	<p>At the end of the chapter, students should be able: • To understand the importance of days which are celebrated by all Indians. • To learn more about national celebrations like republic Day, Independence Day and Gandhi Jayanti. • To understand the importance of Teachers' Day and children's Day.</p>	<p>• Photographs of the Indian flag and national symbols • Photographs of republic Day parade, raj Ghat • Video clips of the republic Day parade • clip of the Prime Minister's speech</p>	classroom	Pages: 122-126	4	Make tricolour flags before Independence Day and use them to decorate the school on that day.