

**VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE), BARAMATI**

**Sub : Social Studies**

**ANNUAL CURRICULUM PLANNING 2022-23**

**Std : V**

<b>Sr. No.</b>	<b>Content/ Topic</b>	<b>Month &amp; No. of Days</b>	<b>No. of periods</b>	<b>Learning Objectives</b>	<b>Expected Learning Outcome</b>	<b>Activity/ Practical</b>	<b>Teaching Aid</b>	<b>Assessment</b>
	<ul style="list-style-type: none"> <li>Bridge course</li> <li>-Landforms of the World</li>   <li>- State and Capitals</li> </ul>	April 22	5	<ul style="list-style-type: none"> <li>-To enable the students to know about various landforms of the world</li>   <li>-To enable the students to know about all states and capitals</li> </ul>	<p>Students know about the Various landforms of the world.</p> <p>Students will know about states and capitals and locate in a map.</p>	<ul style="list-style-type: none"> <li>-Collect the pictures of Different landforms and paste it in your notebook. Write some lines about each one.</li>   <li>- Map skills</li> </ul>	<ul style="list-style-type: none"> <li>* ICR</li> <li>*Pictures of landforms</li>   <li>*ICR</li> <li>*Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Question</li> <li>• Worksheet</li>   <li>• Oral Question</li> <li>• Google Form</li> </ul>
1	. The Globe – A model of the Earth.		5	- To enable the students to learn more about the globe and its uses.	Students know about the globe and understand its uses.	Map work – On the outline map of the world the students can locate the important latitudes and longitudes.	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Map, Globe</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Worksheet</li> </ul>
2	Maps		5	<ul style="list-style-type: none"> <li>- To enable the students to know more about the need for maps and the advantages of using maps.</li> <li>- To learn more about types of map and their elements.</li> </ul>	Students will learn about the locating of places on map.	<ul style="list-style-type: none"> <li>- Prepare a rough map of your city or locality.</li> <li>- On a map of India show the states and capi-</li> </ul>	<ul style="list-style-type: none"> <li>• An atlas, Charts of figures</li> <li>• Globe, Map</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet,</li> <li>• Map Work</li> </ul>

						tals by using colour and correct symbols.		
3	Movements of the Earth	June 16	3	<ul style="list-style-type: none"> <li>- To enable the students to learn more about the movements of earth rotation, revolution about day and night and about the different seasons.</li> </ul>	Students will explain about the movements of the earth and understand seasons.	<ul style="list-style-type: none"> <li>- Collect the pictures related to the different seasons, Paste the pictures in notebook and write 4-5 lines about the picture describing the season.</li> </ul>	<ul style="list-style-type: none"> <li>• Globe</li> <li>• Big wall,</li> <li>• A top and a torch</li> <li>• An Atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form,</li> <li>• Worksheet</li> <li>• Project work</li> </ul>
4	Climate		3	<ul style="list-style-type: none"> <li>- To enable the students to:</li> <li>• Differentiate between weather and climate.</li> <li>• Identify and explain the factors that influence climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Students know the difference between weather and climate and will express the influencing factors on climate.</li> </ul>	Map work – Look at the map of the world showing the heat zones on the Earth and write down the names of 5 countries in each of the zones.	<ul style="list-style-type: none"> <li>• An atlas</li> <li>• A Globe</li> <li>• pictures showing the climate of different zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Google form,</li> <li>• Practice Exercise,</li> <li>• Worksheet</li> </ul>
5	. DRC- The Land of Dense		4	<ul style="list-style-type: none"> <li>- To enable the students to:</li> <li>• Locate the DRC on a map of the world</li> <li>• Describe its climate and relief.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will locate the DRC on a map of the world and discuss about its climatic condition.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a poster or a collage on the wildlife of the Congo Rainforest.</li> <li>- Debate- ‘Is development more important that the need to save our forest and wildlife?’</li> </ul>	<ul style="list-style-type: none"> <li>• A Globe, a political map of Africa showing the location of the DRC</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Exercise,</li> <li>• Worksheet</li> </ul>

6	Greenland – The Land of Ice and Snow	July 26	8	<ul style="list-style-type: none"> <li>Greenland – The Land of Ice and Snow To enable the students to recognise that the food eaten by people living in different parts of India is influenced by the climate and geography of the region.</li> </ul>	<ul style="list-style-type: none"> <li>Students will appreciate how food is transported from the field to the market for our consumption.</li> </ul>	❖ Make a chart on the special dishes of different states.	A Political map of India, Grains of different types – pulses, some fruits.	<ul style="list-style-type: none"> <li>Practice Exercise <ul style="list-style-type: none"> <li>Concept map</li> <li>Worksheet</li> </ul> </li> </ul>
7	Saudi Arabia – The Land of Hot Greenland		9	<ul style="list-style-type: none"> <li>To enable the students to:</li> <li>Locate Saudi Arabia on a map of the world.</li> </ul>	Students will locate Saudi Arabia on a map.	- Make a model of an Oasis.	<ul style="list-style-type: none"> <li>A political map of Asia</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Map Work</li> </ul>
8	Grasslands of the Temperate Zone	August 22	5	<ul style="list-style-type: none"> <li>To enable the students to”</li> <li>Define grasslands</li> <li>Identify the major grassland of the world and mark them on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Students will locate major grassland of the world on a map and define it.</li> </ul>	Being aware about global warming.	<ul style="list-style-type: none"> <li>Maps</li> <li>ICR</li> <li>Globe</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet,</li> <li>Practice exercise,</li> <li>Map Work</li> </ul>
9	Transport		5	<ul style="list-style-type: none"> <li>To enable the students to:</li> <li>Recognise how the invention of the wheel and then the steam engine.</li> <li>Describe the modern means of transport.</li> </ul>	Students will know about the invention of wheel and explain modern means of transport.	<ul style="list-style-type: none"> <li>Make an aeroplane out of paper.</li> <li>Prepare a chart on means of Transport.</li> <li>Make up a humorous story about ‘A world without wheels’ and share it with class.</li> </ul>	<ul style="list-style-type: none"> <li>Map of the World</li> <li>ICR</li> </ul>	<ul style="list-style-type: none"> <li>Project work</li> <li>Worksheet</li> </ul>
10	Communication		5	<ul style="list-style-type: none"> <li>To enable the students to:</li> <li>Define communication</li> <li>Recognize the importance of effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>Students know the effective use of communication and its importance.</li> </ul>	<ul style="list-style-type: none"> <li>Make a telephone</li> <li>Letter Writing Activity</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> <li>A Newspaper post cards</li> </ul>	<ul style="list-style-type: none"> <li>Google Form,</li> <li>Practice exercise</li> </ul>

	Revision	Sep-tem-ber 25		• THE FIRST TERMINAL EXAMINATION				
11	. Recording and Communi-cating knowledge	Oc-tober 17	5	<ul style="list-style-type: none"> <li>- To enable students to:               <ul style="list-style-type: none"> <li>• Appreciate the im-portance of written communication.</li> <li>• Describe how writ-ten communication involved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the im-portance of communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Do your own block printing?</li> <li>- Prepare a poster or collage to highlight the importance of lit-eracy.</li> <li>- Speak about, on the importance of literacy for progress.</li> </ul>	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Pictures of scripts of different In-dian lan-guages</li> </ul>	<ul style="list-style-type: none"> <li>• Project Work,</li> <li>• Worksheet</li> <li>• Practice Exercise</li> </ul>
12	Living Longer And Healthier Lives		6	<ul style="list-style-type: none"> <li>- To enable the students to:               <ul style="list-style-type: none"> <li>• Appreciate that to lead a long and healthy life we need a clean environment, ample exercise and healthy nutritious food.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students know the importance of healthy life and understand its need.</li> </ul>	Importance of Health.	<ul style="list-style-type: none"> <li>• ICR</li> <li>• A thermometer</li> <li>• A stethoscope</li> <li>• A microscope</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet,</li> <li>• Practice Exercise</li> </ul>
13	The Age of Machines	No-vem-ber 19	5	<ul style="list-style-type: none"> <li>- To enable the students to define machines.</li> <li>- Describe the tools used by early humans.</li> </ul>	Students will know and under-stand early humans tools and its uses.	<ul style="list-style-type: none"> <li>- Create a collage or poster on the topic ‘The age of ma-chines’.</li> </ul>	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple choice Questions</li> </ul>
14	Conserving Our Environment		7	<ul style="list-style-type: none"> <li>-To enable the students to:               <ul style="list-style-type: none"> <li>• Explain the meaning of envi-ronment</li> <li>• Identify the different kinds of waste.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will aware about the conservation of environment.</li> </ul>	Save earth	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Practice Exercise</li> </ul>

15	Natural Disasters	December 21	7	<ul style="list-style-type: none"> <li>- To enable the students to:</li> <li>• Explain what a natural disaster</li> <li>• Describe the different natural disaster like earthquakes, floods and its tsunami.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explain all natural disasters</li> </ul>	Being aware, helpful and responsive	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Exercise,</li> <li>• Map work</li> </ul>
16	Some People Never Die		8	<ul style="list-style-type: none"> <li>- To enable the students to:</li> <li>• Appreciate that some people live on long after their death because they have made a difference to the lives of many.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about the great personalities and encourage from them.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the crossword puzzle</li> <li>- Write about any famous Indian whom you admire.</li> </ul>	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form</li> <li>• Practice Exercise</li> </ul>
17	The United Nations	January 24	7	<ul style="list-style-type: none"> <li>• To enable the students to:</li> <li>• Appreciate why the UN was created.</li> <li>• Recognize its main organs and its special agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn more about The United Nations</li> <li>• Students will collect the information of The United Nations special agencies.</li> </ul>	Show gratitude towards the work of UN	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Exercise,</li> <li>• Worksheet</li> </ul>
18	The British Raj and the First War of Independence		9	<ul style="list-style-type: none"> <li>- To enable the students to:</li> <li>• Describe the arrival of the Europeans in India.</li> <li>• Describe the establishment of the British Empire in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn more about first world war and its effects on the world.</li> </ul>	Respect to our Country, National leaders.	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Question</li> <li>• Google Form</li> </ul>
19	The struggle for Independence Our Environment	February 23	6	<ul style="list-style-type: none"> <li>- To enable the students to:</li> <li>• Explain who social reformers are</li> <li>• Appreciate why Indian Society needed to be reformed</li> </ul>	<ul style="list-style-type: none"> <li>• Students will collect the more information about social reformers those are struggled for Indian Independence.</li> </ul>	- Speak out – Imagine that you are Bal Gangadhar Tilak. Give a speech urging the people of India to rise against the British and to fight to their	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• Practice</li> <li>• Exercise,</li> <li>• Google Form</li> </ul>

						freedom.			
20	Gandhiji Leads the Nation Early Humans		6	<p>- To enable the students to:</p> <ul style="list-style-type: none"> <li>• Appreciate Gandhiji's contribution to the Freedom struggle</li> <li>• Describe how India finally won its freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the story of Indian Independence.</li> </ul>	<ul style="list-style-type: none"> <li>- Do a project on Gandhiji's life</li> <li>- Have a debate on the topic 'Peaceful revolts are more effective than violent revolts'.</li> </ul>	<ul style="list-style-type: none"> <li>• ICR</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Oral questions</li> </ul>	
21.	Our Government		5	<p>-To enable the students to:</p> <ul style="list-style-type: none"> <li>• Recognise the three levels of government in our country.</li> <li>• Differentiate between the state and central government.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recognize three levels of government in our country.</li> </ul>	<p>-Make a poster or collage on three levels of government.</p>	<ul style="list-style-type: none"> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• MCQs</li> </ul>	
	Revision	March 11		THE SECOND TERMINAL EXAMINATION					

**Subject Teacher**

**Moderator**

**Principal**