









Sr.No.	Content/ Topic	Month & No. of Days	No.of periods	Learning Objectives	Expected Learning Outcome	Activity/ Practical	TeachingAid	Assessment
1	Bridge course  My Country- India  Community Helpers  Physical Features  Transport & Communication	April 23	11	<ul style="list-style-type: none"> <li>To enable the students to identify different states, countries, capitals.</li> <li>To enable the students to understand and respect helpers in the society.</li> <li>To enable the students to know features of mountains, plains, plateaus, rivers</li> <li>To enable the students to Understand about transportation and communication</li> </ul>	<ul style="list-style-type: none"> <li>Identify states, capitals, and neighboring countries</li> <li>Recognize roles of different helpers in the community</li> <li>Identify mountains, plains, plateaus, rivers</li> <li>Understand modes and importance of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>Map Activity – Color and label the political map of India</li> <li>Role Play – Act as a community helper and explain the role</li> <li>3D model- create physical features using clay or paper.</li> <li>Poster Making – Draw different transport/communication systems</li> </ul>	* ICR * Globe  *ICR *Board  *ICR *Board  *ICR *Board	*Oral Question *Worksheet   *Oral Question *Google Form
2	Mapping the Earth  		5	<ul style="list-style-type: none"> <li>To enable the students to learn more about the maps</li> </ul>	Students can read a map and interpret the information given in it	<ul style="list-style-type: none"> <li>Map work- Mark and name seven continents and five oceans on world map</li> </ul>	<ul style="list-style-type: none"> <li>ICR Map, Globe</li> </ul>	
3	Latitudes and Longitudes  	June 24	7	<ul style="list-style-type: none"> <li>To enable the students to list the main features of latitudes and longitudes</li> <li>To determine how latitudes and longitudes are used to locate places on earth.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn to distinguish between latitudes and longitudes.</li> </ul>	* On the outline map of the world the students can locate the important latitudes and longitudes.and capitals by using colours and symbols.	<ul style="list-style-type: none"> <li>An atlas, Charts of Symbols Globe, Map</li> </ul>	Worksheet, Map Work
4	The Revolt of 1857  		6	To enable the students to: <ul style="list-style-type: none"> <li>Elaborate on what attracted the European traders to India</li> <li>Explain how the English East India company exploited the people.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the names of the leaders of the revolt and where they fought from.</li> </ul>	<ul style="list-style-type: none"> <li>Find out more about any one leader mentioned in the lesson. Write three to four sentences about him/her. Read them out in class. And also paste a photo.</li> </ul>	<ul style="list-style-type: none"> <li>Map of the World ICR</li> </ul>	



10	Climate 		7	To enable the students to: <ul style="list-style-type: none"> <li>Differentiate between weather and climate.</li> <li>Identify and explain the factors that influence climate.</li> </ul>	Students know the difference between weather and climate and will express the influencing factors on climate.	<ul style="list-style-type: none"> <li>Map work – Paste Map of India in notebook and show Monsoon wind direction on it.</li> </ul>	<ul style="list-style-type: none"> <li>An atlas</li> <li>A Globe</li> <li>Pictures showing the climate of different zones.</li> </ul>	Google form, Practice Exercise, Worksheet
11	The Land of Dense Forests The Democratic Republic Of The Congo	October 12	6	To enable the students to: <ul style="list-style-type: none"> <li>Locate the DRC on a map of the world</li> <li>Describe its climate and relief.</li> <li>Describe the means of transport found in the DRC</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>Collect picture of animals found in wildlife of the Congo Rainforest.</li> </ul> <p>Debate- ‘Is development more important that the need to save our forest and wildlife?’</p>	<ul style="list-style-type: none"> <li>A Globe, a political and Physical map of Africa showing the location of DRC.</li> </ul>	Practice Exercise, Worksheet
12	Our Freedom Movement- II		5	To enable the students to: <ul style="list-style-type: none"> <li>Explain the vision of Mahatma Gandhi and his role in freedom struggle</li> </ul>	<ul style="list-style-type: none"> <li>Students can analyze the ideology of the later revolutionaries and their contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Give a 2 minute speech on your favourite leader</li> </ul>	<ul style="list-style-type: none"> <li>ICR</li> <li>Board</li> </ul>	
13	Save the Environment 	November 25	8	To enable the students to: <ul style="list-style-type: none"> <li>List the four main types of pollution and their causes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to elaborate the main methods of waste disposal.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss two green habits in class.</li> </ul>	<ul style="list-style-type: none"> <li>Video</li> </ul>	
14	The Land of Sand Saudi Arabia   <b>REVISION</b>		9  6	To enable the students to: <ul style="list-style-type: none"> <li>Locate Saudi Arabia on a map of the world.</li> <li>Describe the life of the people of Saudi Arabia and analyse how it is influenced by the natural features of the land</li> </ul>	<ul style="list-style-type: none"> <li>Students will locate Saudi Arabia on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Make a collage vegetation found in Saudi Arabia.</li> </ul>	<ul style="list-style-type: none"> <li>A political map of Asia</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

15	The Treeless Grasslands the Prairies 	December 20	9	To enable the students to” Define grasslands <ul style="list-style-type: none"> <li>Identify the major grassland of the world and mark them on a map.</li> <li>Describe the climate and vegetation of the prairies</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>	•
16	The Land of Snow Greenland 	January 25	9	<ul style="list-style-type: none"> <li>To enable the students to</li> <li>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>	* Students will appreciate how food is transported from the field to the market for our consumption.	• Make a model of An igloo.	<ul style="list-style-type: none"> <li>A Political map of World.</li> <li>Video about wildlife in Greenland</li> </ul>	<ul style="list-style-type: none"> <li>Practice Exercise</li> <li>Concept map</li> <li>Worksheet</li> </ul>
17	The World from 1914 to 1945	February 23	8	<ul style="list-style-type: none"> <li>To enable the students to recall the main developments in Europe during the period 1919-1939</li> </ul>	<ul style="list-style-type: none"> <li>Students will know and understand the causes and progress of the first world war.</li> </ul>	• Prepare a timeline chart(as mentioned on pg no 108)	<ul style="list-style-type: none"> <li>ICR</li> <li>Board</li> </ul>	•
	<b>REVISION</b>	March 08	6	<b>THE SECOND TERMINAL EXAMINATION</b>				

**Subject Teachers**

VA /VB -Mrs. Pramila K  
VC - Mrs. Shubhangi S  
VD -Mrs. Sarita N

**Moderator**

**Principal**