

Learning Outcomes:

CHAPTER 1 - MAPS AND GLOBES

1. Knowledge Objectives:

Students will be able to understand that the earth is round.

2. Understanding objective:

Understand the difference between Maps and Globes

3. Application objective:

Appreciate why we prefer to use maps to globes

Identify the different elements of map.

4. Skill objective:

Locate places on the map and globe.

Previous knowledge testing:

1. Which is our home planet?
2. What shows the exact shape of earth – a map or a globe?
3. List the advantages and disadvantages of map and globe.

Teaching aids :

Chalk, duster, board, chart, videos, books

Pedagogical Strategies:

Globe, world map showing latitude and longitude, smart class modules

https://youtu.be/C4pqCk__M0M

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students, the teacher with the help of globe and world political map. Continents and oceans will be explained and shown to students. The teacher will discuss the advantages and disadvantages of a map and a globe. The teacher will show to the students different types of maps – physical and political and the key signs/ symbols/ scale used on a map. These help the person to read a map and find the location. The students will learn the name of various explorers and astronomers who proved that the earth is round. Question answers will be discussed in the class and in the notebooks by the students.

Hands on Activity:**Participation of students:**

Students will make a map from their home to school using different signs, symbols, and colour scheme.

Recapitulation/Assignment:

1. Mark the continents and oceans on the world map.
2. Draw and colour the various symbols used on a map.
3. Draw or paste a picture of a globe in the notebook.
4. Read the chapter thoroughly and do the back exercise.

Integration with other domain-

Art-Drawing and colouring of maps.

Learning outcomes:

1. Students will be able to describe the main features of maps and globes.
2. Students will be able to appreciate and speak about what would happen if the earth was flat.
3. Students will be able to read a map.

Assessment:

Weekly test will be conducted from this chapter.

CHAPTER 2 – INDIA AND ITS NEIGHBOURS

1. Knowledge Objectives:

Recognise the names of different landforms of the earth.

2. Understanding objective:

Learn about the states and union territories.

3. Application objective:

Learn about neighbouring countries.

4. Skill objective:

Students will find out why India is called the land of unity in diversity.

Previous knowledge testing:

1. What is the name of our country and its capital?
2. How many states and union territories are there?
3. Which states are known as seven sisters? Why?

Teaching aids :

Chalk, duster, board, chart, videos, books

Pedagogical Strategies:

Students will perform the folk dances of different states of India. They will make different landforms with the clay.

Link : https://youtu.be/_H4sKinACKk

Procedure:

Reading and explanation method will be followed to explain the topic with the help of globe and wall map. Teacher will explain the location of India. With the help of political map the students will be able to locate the 29 states and 8 union territories. With the help of physical map (wall map) students will come to know the neighbouring countries and physical divisions of India. They will also located the water bodies surrounding India. This will help them to differentiate between island and peninsula. Oues/ Ans will be discussed and done in the note books.

Hands on Activity /Participation of students:

Students will find out who designed the statue of Unity and will give a presentation on the designing, construction and completion of the statue.

Recapitulation/Assignment:

1. The southern part of India is a _____.
2. India has the _____ largest population in the world.
3. India has _____ states and _____ union territories.
4. Which is the smallest and largest state in terms of area?
5. In which continent is India located?

Learning outcomes:

1. Students will be able to Write the names of eight union territories and their capital.
2. Students will be able to Mark the seven sisters (states), largest and smallest state on political map of India.
3. Students will be able to Mark the neighbouring countries of India on physical map.

Assessment:

Weekly test will be conducted (Objective Type Questions, Fill ups True/False, One Word etc.)

CHAPTER -3 The Northern Mountains and Northern Plains**1. Knowledge Objectives:**

Students will be able to learn about the location and extent of the Himalayas and Northern Plains.

2. Understanding objective:

Students will be able to know about the three Himalayan ranges and three basins of northern plains.

3. Application objective:

Students will be able to learn about the effects of climate and features of the basins on plants, animals and people.

4. Skill objective:

Students will learn about the equipment needed while climbing mountains and the locations related to the plains.

Previous knowledge testing:

Students will be asked about their favourite hill station and in which state it is located?

Students will be asked in which state do they live, their grand parents live? What is the difference in both the states?

Students will reply that they live in Punjab and land of Punjab is plain.

Teaching aids :

Chalk, duster, board, chart, map, videos, books

Pedagogical Strategies:

The teacher will explain about the northern mountains which are like a giant wall and northern plains where soil is very fertile. She will explain about the three Himalayan ranges and the three basins of the plains. She will explain the importance of the Himalayas and about the rivers that flow in these three basins. The teacher will explain about the plants and animals found these Himalayan ranges and northern plains.

Hands on Activity:

Students will be asked to share their experience about the hill station which they have visited. Students will be asked to make a list of mountaineers who have climbed Mt Everest.

Recapitulation/Assignment:

Will be done. Oral revisions of the chapter will be done in the class.

Resource Including ICT:

E books, workbooks

<https://youtube/5b4JDHvgCE>

<https://youtube/7c4HJDxjBA>

Learning outcomes:

Students will be able to tell three parallel ranges of Himalayas
And three major river basins of plains.

Assessment:

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

CHAPTER – 4 DESERTS AND PLATEAUS IN INDIA

Learning Outcomes

1. Knowledge objective :

Students will learn about the location and extent of
Peninsular Plateau and Western Desert

2. Understanding Objective :

Students will be able to know about the features and climate of Peninsular Plateau and Deserts.

3. Application objective:

Student will learn about the effect of climate on plants, animals and people.

4. Skills objective:

Students will learn how to use maps to find river that flow through the plateaus and different ways to save water.

Previous knowledge:

1. Students will be able to ask about plateaus?
2. Which is the highest plateau in the world? Which shape does a plateau have?
3. Students will be asked which animal is mostly seen in desserts? What is dry area covered with sand called?

Teaching aids:

Chalk, duster, board, chart, map videos and books

Pedagogical strategies:

The teacher will explain about the Peninsular plateau which is like a table top and the term 'Desert'. She will explain about the extent of the plateau and Great Indian Desert. She will explain the Peninsular plateau is the region of river and hills and about the unique landforms the Thar

Dessert i.e. Sand Dunes, Oasis. The Features of Central Highlands, Malwa plateau and Deccan plateau will be explained by the teacher. She explains about the climate of Peninsular plateau and Great Indian Desert. The teacher will explain about the effects of climate on plant, animals and people. She will explain nomads and crops grown in dessert region

Hand on activity (Experiential learning):

Students will be encouraged to collect different items made by different minerals which are found in Plateau region. Students will be asked to collect the information about 'Water man of India' i.e. Rajendra Singh and speaks few lines on him in the class

Arts integration :

Draw diagram of an oasis /Make model of an oasis. Sand Dunes and Camel.

Interdisciplinary linkages and infusion of life skills :

Students will be able to understand the importance of conservation of water as there is shortage of water in the Western Dessert.

Recapitulation:

Oral revision of the chapter will done in the class

Resources including ICT (Information and communication technology)-

eBook's , worksheets, Internet

[Http://youtube/NvUXuD812gh](http://youtube/NvUXuD812gh)

<http://youtube/8B4TCBHvgCe> <http://youtube/Tb3THDxjCN>

Assessment items :

Exercise in the textbook, worksheet will be done.
Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.
Practices worksheet will be given.

Feedback and Remedial teaching:

Students (slow learners) will be asked to watch more.
They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination:

*Group discussion

*Watching videos

*Reading books

*Collaboration

CHAPTER – 5 THE COASTAL PLAINS AND ISLANDS OF INDIA**Learning outcomes -**

1. **Knowledge objective:** Students will able to know about the location and the extend of the Coastal Plains and the Islands
2. **Understanding Objectives:** Students will understand the features of Coastal plains and Islands
3. **Application Objectives:** Students will be able to know the

effects of these features on plants, animals and people.

4. Skills objective:

Students will be able to know how to point the coastal cities on a map of India

Teaching Aids :

Chalk, duster, board, chart map, books,

Previous knowledge testing:

Students will be asked about the cities that lie on the coastal plains of India. Students will be able to identify the Island

Pedagogical strategies:

The teacher will explain about the coastal plains. She will explain about the location and extent of the Coastal plains. She will explain the term Island. She will also explain about the two groups of Islands that lie on east and west of India. The teacher will explain about the effects of climate on plants, animals and people.

Hands on Activity:

Students will be asked to collect the skills and students will be asked to collect the information about the cashew nuts and discuss in the class.

Arts Integration:

Draw a scene of Beach / Islands

Interdisciplinary linkages and infusion of life skills:

Recapitulation:

will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology):

eBook's , worksheets, Internet

[Http://youtube/AggMwB3bXNi](http://youtube/AggMwB3bXNi) <http://youtube/s7FYbwltRJs>

Assessment Items :

To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching:

Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination:

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts

CHAPTER -6 CLIMATE

NATURAL RESOURCES

1. Knowledge Objectives:

Students will be able to learn about the Importance of weather and climate.

2. Understanding objective:

Students will be able to know about the Factors that affect the climate and Difference between renewable – non-renewable resources

3. Application objective:

Students will be able to learn about the effects of climate and features that are unique to each season.

4. Skill objective:

Students will learn about which cities would have a cold, moderate, or hot climate.

Previous knowledge testing:

1. What is weather/Climate?
2. Diff between weather of climate?
3. Main season of India?

Teaching aids :

Chalk, duster, board, chart, map, videos, books

Pedagogical Strategies:

Reading of the chapter will be done by the students. The teacher will explain the chapter by showing weather forecast in the newspapers the teacher will discuss the factors the effect of climate of a place. Students will share their information about the main seasons of India. Smart class modules and map will be shown to show the distribution of rainfall. The teachers will explain the states which least and the heaviest rainfall in India. Back exercise/Question will be discussed

Hands on Activity:

Students will be divided into different groups and choose a season. Collect things associated with the season like eatables, diseases, objective etc and Paste the pictures of renewable and non-renewable resources. and display them in different corners of their class room.

Recapitulation/Assignment:

1. What is loo?
2. What are seasonal winds?
3. Students will learn to make lemonade.
4. Students will also try to work the states of least and heaviest rainfall in India. Oral revisions of the chapter will be done in the class.

Resource Including ICT:

E books, workbooks

https://www.youtube.com/watch?v=A_LOsCaRzNA&feature=youtu.be

Learning outcomes:

Students will be able to:

- define climate and weather
- appreciate the three factors that influence the climate of a place
- recognise the three main seasons—summer, winter and monsoon
- identify the months that these seasons fall into and describe the weather during each season
- describe the different seasons as they occur in different parts of India
- survive the heat of peak summer (life skills)
- differentiate between renewable and non-renewable resources

Assessment:

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

CHAPTER -7 WATER RESOURCES

1. Knowledge Objectives:

Students will be able to learn about the Importance of water resources.

2. Understanding objective:

Students will be able to know about the sources of water.

3. Application objective:

Students will be able to learn about uses of water.

4. Skill objective:

Students will learn about conservation of water.

Previous knowledge testing:

1. What are the uses of water?
2. What are the sources of water?
3. How much of earth's surface is covered with water?

Teaching aids :

model of dam, smart class, model of rainwater harvesting.

Pedagogical Strategies:

Students will prepare an advertisement based on 'save water'. They will write slogans based on save water and place them near the school taps.

Reading of the chapter will be done by the students. The teacher will explain the importance of water in our lives. The teacher will explain the methods of bringing underground water to the surface. With the help of models, teacher will explain hydro-electricity rainwater harvesting and location of dams on map.

Hands on Activity:

Students will prepare an advertisement based on 'save water'. They will write slogans based on save water and place them near the school taps.

Recapitulation:

1. The longest dam in India is _____.
2. The water of seas and oceans is _____

Assignments

1. Paste the pictures of sources of water.
2. Suggest five method to save water.

Resource Including ICT: E books, workbooks

<https://www.youtube.com/watch?v=yFHXfggjWAw&feature=youtu.be>

Learning outcomes:

Students will be able to:

- list the uses of water
- identify the sources of water
- list the reasons for shortage of drinking water
- recognise the uneven distribution of water on the Earth
- specify the various ways water is sourced—from rivers, wells, dams,
- irrigation canals
- list the major dams in India and discuss the advantages and disadvantages of building big dams
- recognise the importance of rainwater harvesting

Assessment:

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

CHAPTER -8 FORESTS AND WILDLIFE

1. Knowledge Objectives:

Students will be able to learn about the importance of forests and wildlife in India.

2. Understanding objective:

Students will be able to know about different types of forest with their examples and wildlife sanctuaries and national parks across the country.

3. Application objective:

Students will be able to learn Vegetation wildlife and resources.

4. Skill objective:

Students will learn about conservation of forests and protection of wildlife.

Previous knowledge testing:

1. What are forests?
2. Uses of Forests?
3. How we can save them? (govt.) measures regarding forest.
4. What are endangered species?

Teaching aids :

Smart class, act on save trees

Pedagogical Strategies:

Reading of the chapter will be done in the class by test students through the personal experiences and smart class modules teacher will explain the uses of forests and also describe about the different kinds of forests with examples. Students will also learn the map of different wild life sanctuaries which are located in different states.

Hands on Activity:

Students will make a project on the animals and birds that are no longer seen in India and why they became extinct.

Recapitulation:

1. Types of forests
2. Examples of different types of forests.
3. Areas of different forests.

Assignments

Students will make a power point presentation on different types of forests found in India. (With picture)

Resource Including ICT: E books, workbooks

https://www.youtube.com/watch?v=_L6ZumjonXY&feature=youtu.be

Learning outcomes:

Students will be able to:

- define natural vegetation infer where it grows
- recognise the importance of forests and how it helps humans
- list the different types of forests in India
- locate the states where these forests occur
- identify the types of trees that grow in these forests
- assess the importance of conserving these forest
- appreciate the various movements in India to save the forest cover
- list the wild life sanctuaries established by the government to save forests
- list ways to save forest (life skills)

Assessment:

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

CHAPTER -9 SOILS AND MINERALS

Learning outcomes:

1. Knowledge objective:

Students will come to know about the definition of soil, layers of soil and types of soil found in India and distinguish between metals and non-metals.

2. Understanding objective:

Students will learn about the effects of soil on plants, animals and people and tell the uses of metals and non-metals.

3. Application objectives:

Students will be able to learn about different ways to preserve and protect soil and learn about the location of mineral deposits.

4. Skills objective:

Students will be able to learn about making a mind map on how soil helps us and importance of conserving these minerals.

Previous knowledge testing:

Students will be asked about what types of crops are grown in our state. How we can protect our soil. From where do we get metals. Name the two types of minerals.

Teaching aids:

Smart class, map, real metals (gold, utensils etc) Chalk, duster, board, maps, videos and books

Pedagogical strategies:

The teacher will explain about the term soil. She will explain about different layers of soil. The teacher will explain about different types of soil found in India and different crops that are grown in different types of soil. The teacher will explain the types of minerals and how metals are extracted from minerals with examples. The students will tell the uses of metallic and non-metallic minerals. She will also explain about the different ways to preserve and protect soil.

Hand on Activity:

Students will be encouraged to plant a tree in parts of our city to avoid pollution and soil erosion and Students will share their views on uses of metals. They will discuss about the harmful effects of microwave along with plastic utensils.

Arts Integration:

Draw a diagram of different layers of soil and label it

Interdisciplinary linkages and infusion of life skills:

Students will learn about teamwork, cooperation and different ways to protect soil.

Recapitulation:

will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology):

eBook's , worksheets, Internet

[Http://youtube/vg5xEcRAD8](http://youtube/vg5xEcRAD8)

<http://youtube/pg6xFbSBE7>

Assessment Items:

To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Learning Outcomes: Students will be able to:

- appreciate that minerals and metals have to be mined from under the
- ground
- distinguish between metals and non-metals • list the metals and non- metals
- locate on a map of India the states from where the metals and non-metals are mined
- explain what metals and non-metals are used for
- comprehend that metals and non-metals have to be conserved for the future
- differentiate between exhaustible and inexhaustible sources of energy
- and the need to conserve them

Inclusive Practice and full participation without discrimination:

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts