

**SWARAJ PUBLIC SCHOOL, DAMLA**  
**ANNUAL CURRICULUM PEDAGOGICAL PLAN**  
**SESSION 2024-25**

**CLASS -VI**

**CURRICULUM PLANNER FOR 2024-25**

**SUBJECT : MATHEMATICS**

<b>SNO.</b>	<b>NAME OF CHAPTER</b>	<b>NO.OF PERIODS /DAYS</b>	<b>LEARNING OUTCOMES</b>	<b>METHADODOLOGY</b>
1.	Knowing our numbers	15	Students will be able to: <ul style="list-style-type: none"> <li>➤ Compare numbers</li> <li>➤ Make numbers by using the given digits</li> <li>➤ Compare Indian and International Place value chart</li> <li>➤ Write expanded form of a number</li> <li>➤ Arrange numbers in ascending and descending order</li> <li>➤ Add, subtract, multiply and divide large numbers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparison between both number system will be demonstrated using place value chart.</li> <li>➤ Students will be given various situations like cost of two houses, number of spectators present in two cricket matches, etc. through which they can be able to compare two given numbers.</li> <li>➤ Students will be involved in solving daily life problems involving more than one operation and then to appreciate the hierarchy to be decided to carry on different operations.</li> </ul>
2.	Whole numbers	15	<ul style="list-style-type: none"> <li>➤ Recollect large numbers, retrieve natural numbers and classify whole numbers</li> <li>➤ Recognize and represent predecessor and successor</li> <li>➤ Represent whole numbers on number line</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ganit mala will be used to introduce natural numbers.</li> <li>➤ Students will draw a mind map of properties of whole numbers.</li> <li>➤ This activity will be brain storming to explain more about whole numbers to be used in higher classes.</li> </ul>

3.	Playing with numbers	20	<ul style="list-style-type: none"> <li>➤ Establish the meaning of factor and multiple and difference between them.</li> <li>➤ Create and identify the factors and multiples of given number</li> <li>➤ Classifies numbers in various categories including even, odd, prime and composite.</li> <li>➤ Test for divisibility of numbers.</li> <li>➤ Find common factors and common multiples.</li> <li>➤ Find prime factorisation of the given number.</li> <li>➤ Understands the significance of HCF and LCM and finds them.</li> <li>➤ Apply prime factorization to find HCF and LCM of numbers.</li> <li>➤ Solve problems on HCF and LCM</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sieve of Eratosthenes activity will be done to get all the prime numbers from 1 to 100.</li> <li>➤ Students will do lab manual activity using 'bindis' to get the HCF.</li> <li>➤ Factor tree will be made to get prime factorisation.</li> <li>➤ Students will be given different day today situations in which LCM and HCF are to be calculated.</li> </ul>
4.	Basic Geometrical Ideas	15	<ul style="list-style-type: none"> <li>➤ Recall the basic concepts of geometry and their representations</li> <li>➤ Identify, visualize, define and draw : points, lines, line segment, ray, curves and Polygons</li> <li>➤ Identify interesting and parallel lines</li> <li>➤ Understand different types of curves such as simple curve, open curve and closed curve</li> <li>➤ Understand the concept of angles and the representation of angles</li> <li>➤ Assimilate the geometry and visualize it in their daily life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate figures on the black board or on the smart board and make the children understand the representations of them.</li> <li>➤ Examples from the surroundings(road, railway track etc.) will be taken to explain the concept of lines.</li> <li>➤ Types of angles will be demonstrated using Jodo - straws.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Know importance of geometry in construction in real life.</li> </ul>	
5.	Understanding Elementary Shapes	18	<ul style="list-style-type: none"> <li>➤ Recall points, collinear and non- collinear points, line, line segment, ray and angle.</li> <li>➤ Draw, measure and compare line segments by observation and by measurement.</li> <li>➤ To understand the concept of right angle, straight angle, complete angle, acute, obtuse and reflex angle.</li> <li>➤ To learn how to measure the angle by using protractor</li> <li>➤ To understand the perpendicular lines when they become the bisector of a line segment.</li> <li>➤ To understand the name of the triangles according to their angles and according to their sides</li> <li>➤ To understand the different types of quadrilaterals square, rectangle, parallelogram trapezium etc. Also understand the polygons like Pentagon, hexagon etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two pieces of ribbon will be taken to compare and measure, later correct way to measure will be discussed.</li> <li>➤ Jodo- straws will be used to demonstrate different types of triangles on the basis of angles and sides.</li> <li>➤ Students will make different types of triangles on Geo- board using rubber- band.</li> <li>➤ Paper folding activity will be done to discuss the parts of quadrilateral (all 4 angles, all 4 sides and 2 diagonals)</li> <li>➤ Students will show different angles (acute, obtuse, right, reflex and complete) on clock.</li> </ul>
6.	Integers	16	<ul style="list-style-type: none"> <li>➤ Recap all the numbers whichever they have learned. Understand how the negative integers are formed and what is the need of them?</li> <li>➤ Draw a number line and represent integers on it.</li> <li>➤ Add two integers by using number line</li> <li>➤ Understand how to add integers without using number line</li> </ul>	<ul style="list-style-type: none"> <li>➤ Story telling activity will be conducted to introduce negative numbers.</li> <li>➤ Real life examples will be given to make them understand the application of integers.</li> <li>➤ Bindi activity will be done to introduce the operations on integers.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Subtract an integer from another integer on a number line.</li> <li>➤ Subtract an integer from another integer without using number line.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'Rolling the dice' game will be played.</li> </ul>
7.	Fractions	17	<ul style="list-style-type: none"> <li>➤ Understand the concept of a fraction as the part of a whole</li> <li>➤ Understand the representation of fractions on a number line</li> <li>➤ Understand the different types of fractions as proper, improper and mixed fractions Able to convert one form to another.</li> <li>➤ Understand the meaning of Equivalent fractions.</li> <li>➤ Able to make the simplest form of a given fraction</li> <li>➤ Able to distinguish between the like and unlike fractions and apply them to compare two fractions</li> <li>➤ Understand the method to add and subtract fractions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fraction will be recapitulated using fraction kit.</li> <li>➤ Fractions on number line will be demonstrated using smart-board.</li> <li>➤ Fraction kit will be used to teach Equivalent fractions.</li> <li>➤ Students will take five strips with equal division. They will colour different parts in all strips. They will write fraction for coloured part and later the fractions will be compared.</li> </ul>
8.	Decimals	16	<ul style="list-style-type: none"> <li>➤ Recall fractions and decimal numbers.</li> <li>➤ Recognize the place and place value of each digit in given number.</li> <li>➤ Convert the decimals into fractions and vice-versa.</li> <li>➤ Compare the two given decimal numbers.</li> <li>➤ Express money, length, weight and capacity using decimals.</li> <li>➤ Understand basic operations on decimals and apply them.</li> <li>➤ Analyze the problem and apply basic operation to solve application based problem.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dienes blocks will be used to demonstrate the Tenths, hundredths, thousandths place in a decimal number.</li> <li>➤ Place value chart for decimal numbers will be shown to write the number name and to compare them.</li> <li>➤ Real life examples will be given to the students to let them solve problems related to decimals.</li> <li>➤ Number card activity will be played to get the sum equal to or more than 1.</li> </ul>

9.	Data Handling	15	<ul style="list-style-type: none"> <li>➤ Understand the concept of data, how data can be collected, how it can be organized, how it can be represented diagrammatically?</li> <li>➤ Able to organize a data in the tabular form called frequency table by using tally marks.</li> <li>➤ Understand how to represent a data by pictograph and how to interpret a pictograph.</li> <li>➤ Apply problem solving skills and perform the required calculations in real life problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ An activity will be conducted to get the information regarding any favourite fruit of the students.</li> <li>➤ Later this raw information will be written in the tabular form with specific numbers.</li> <li>➤ Students will tell the tally marks for the given numbers.</li> <li>➤ Then same data will be represented in the form of pictograph.</li> </ul>
10.	Menstruation	19	<ul style="list-style-type: none"> <li>➤ To understand the basic concepts about perimeter and area.</li> <li>➤ To understand that the perimeter is the length of the boundary of a closed region.</li> <li>➤ Able to derive the formula for the perimeter of a rectangle and square and how to use these formulas in problems.</li> <li>➤ Understand the formula to find the perimeter of regular shape.</li> <li>➤ Understand the concept of area as the amount of surface enclosed by a closed figure.</li> <li>➤ Understand the formula of finding the area of a square and rectangle and able to apply it in different problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ An activity with the help of graph paper and cut-outs will be conducted in which students will get to know the difference between area and perimeter.</li> <li>➤ Real life situations will be given in which students will conclude whether they have to find out perimeter or area and later apply formulas.</li> <li>➤ Students will trace any irregular figures of their choice on graph paper. Later they will find out area using the formula: Full square + <math>\frac{1}{2}</math>(half squares)+more than half squares</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Differentiate between where to find perimeter and where area.</li> </ul>	
11.	Algebra	18	<ul style="list-style-type: none"> <li>➤ To understand the concepts of variables and constants through various examples</li> <li>➤ To write the number of match sticks required to make the given patterns in terms of constants and variables</li> <li>➤ To convert a statement into an expression containing variables and vice-versa.</li> <li>➤ To express the practical situations in terms of variables and constants.</li> </ul>	<ul style="list-style-type: none"> <li>➤ An activity will be conducted for creating patterns using Jodo-straws and later conclusion will be made for the use of variables</li> <li>➤ Students will do the 'pattern making and using variable' activity using matchsticks.</li> </ul>
12.	Ratio And Proportion	18	<ul style="list-style-type: none"> <li>➤ Recall fractions and learn about ratios.</li> <li>➤ Reduce fractions to simplest form and learn to write as ratios.</li> <li>➤ Recognize and convert equivalent ratios and find more.</li> <li>➤ Learn methods to compare ratios and divide a given whole number in the given ratio.</li> <li>➤ Correlate equivalent fraction to proportion and apply the same.</li> <li>➤ Apply the knowledge in solving problems on higher order thinking skills.</li> <li>➤ Solve problems based on Unitary Method.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Decimal card activity will be done. Students will find the lowest term for the numbers written on the card and later they will find their partner with equivalent ratios</li> <li>➤ Students will take a squared paper(100×100 grid). They will draw any 'Pixel Art' using 4 to 5 different colours. Later they will find the ratios of one colour with each remaining colours. This will improve their skill of critical thinking and psychomotor coordination.</li> </ul>

# CURRICULUM PLANNER

**SESSION 2024-25**

**CLASS -6**

**SUBJECT: SCIENCE**

SNO.	NAME OF CHAPTER	NO.OF PERIODS/ DAYS	LEARNING OUTCOMES	METHODOLOGY / ACTIVITIES
01	Components of food	15	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>➤ identify the nutrients required to maintain good health.</li> <li>➤ understand the uses of carbohydrates fats, proteins ,lipids, vitamins, minerals and water.</li> <li>➤ recognize balanced diet and its necessity.</li> <li>➤ describe undernutrition and malnutrition</li> <li>➤ list the diseases that result from nutrition deficiencies.</li> </ul>	<p>Discussion method, Laboratory method, Toy pedagogy</p> <p>Activities:</p> <p>Toy pedagogy: *A toy fat man to discuss ill effects of obesity.</p> <p>*To test the presence of starch fat and protein in given food samples. *Group discussion topic :ill effects of excessive intake of proteins and minerals. *Compose a poem on benefits of healthy habits. Project work: Prepare a balanced diet chart for 12 years old child.</p>
02	Sorting materials into groups	12	<p>The students will be able to know</p> <ul style="list-style-type: none"> <li>➤ about the objects around us.</li> <li>➤ classify objects on the basis of common properties .</li> <li>➤ collect and group objects on the basis of appearance ,texture, solubility in water, floating/ sinking ability, transparency etc.</li> <li>➤ learn other properties of materials like conduction of heat, electrical conductivity and magnetic behaviour etc.</li> </ul>	<p>Experiential learning method, Discussion method, toy pedagogy, Demonstration method.</p> <p>Activities:</p> <p>Toy pedagogy: *Memory game *Role play :library assistant. *Riddle game</p> <p>*To demonstrate transparency of materials. *Grouping of objects on</p>

				<p>the basis of materials they are made up of like their texture, lusturness hardness ,floating or sinking in water solubility in water and magnetic or non magnetic.</p> <p>Project work: *Observe different parts of a body of motor car and list the kinds of materials used.</p> <p>Weblinks: 1.<a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> 2.<a href="http://www.chem4kids.com">www.chem4kids.com</a></p>
03	Separation of substances	16	<p>The students will be able to know about</p> <ul style="list-style-type: none"> <li>➤ the components of a mixture</li> <li>➤ understand the need for separation of substances.</li> <li>➤ study and understand different methods of separation like handpicking, threshing, winnowing , sieving.</li> <li>➤ sedimentation decantation, filtration and evaporation etc solution ,saturated and unsaturated solution.</li> <li>➤ study that different substances dissolve in water in different amounts.</li> </ul>	<p>Laboratory method, Demonstration method, peer learning, toy pedagogy,experiential based learning.</p> <p>Activities :</p> <p>Toy pedagogy: *separating different type of cards from a deck of playing cards. *separating various geometrical shapes from zodogyan kit.</p> <p>*Demonstrating sedimentation, decantation ,filtration and loading. *To demonstrate methods of separation i.e hand picking, sieving winnowing etc. * To separate a mixture of mustard oil and water by using a separating funnel. *Preparing a saturated solution. *To demonstrate solubility of various solids and liquids in water.</p>



				<p>Project work:</p> <p>* Visit a nearby dairy and observe the processes used to separate cream from milk. Write the information gathered on an A4 sheet.</p>
04	Getting to know plants	16	<p>The students will be able to know</p> <ul style="list-style-type: none"> <li>➤ about categories of plants.</li> <li>➤ parts of a plant, different type of roots ,their functions and modification of roots.</li> <li>➤ shoot system ,functions of stem and modification of stem.</li> <li>➤ parts of a leaf, their functions, leaf venation and relationship between leaf venation and types of roots.</li> <li>➤ functions of a leaf in preparing food and other functions of leaves like reproduction, defence and provides support etc.</li> <li>➤ parts of a flower with their functions.</li> <li>➤ complete and incomplete flower.</li> </ul>	<p>Toy pedagogy, learning by doing, demonstration method ,group discussion, laboratory method.</p> <p>Activities:</p> <p>*To demonstrate that roots absorb water and minerals from the soil. *To demonstrate water rises through stem.</p> <p>*To demonstrate water is given off during transpiration.</p> <p>*To study different parts of a flower. *demonstrating types of roots.</p> <p>*Toy pedagogy: Toran making activity</p> <p>Project work:</p> <p>*Making a herbarium.</p> <p>*Research work on plants which acts as pollution indicators.</p>
05	Body movements	15	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>➤ movement and locomotion.</li> <li>➤ human skeletal system, bones and joints.</li> <li>➤ association between bones and muscles .</li> <li>➤ about the locomotion in different animals.</li> <li>➤ comprehend movement of different body parts in a man.</li> </ul>	<p>Play way method, story telling method, Toy pedagogy, Discussion method, Demonstration method</p> <p>Activities:</p> <p>Toy pedagogy: Quiz contest.</p> <p>Play way method:</p> <p>*Physical exercises like Jumping, twisting,rolling of hands etc.conducted in the class.</p>

				<p>*To feel the presence of bones and cartilage in the body.</p> <p>*To observe the movements of different body parts.</p> <p>*To study about the different parts of skeletal system using a model of human skeleton.</p> <p>Project work:</p> <p>*Make a model of different types of joints using clay cardboard nails and thread.</p> <p>*Research and collect information on amazing facts of human skeleton.</p>
06	Living organisms: characteristics and their habitats.	15	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>➤ understand things around them</li> <li>➤ learn about characteristics of living and nonliving things.</li> <li>➤ differences between living and nonliving things,</li> <li>➤ know meaning of habitat and its types,</li> <li>➤ understand adaptation and its types,</li> <li>➤ learn components of habitats i.e biotic and abiotic components of habitat,</li> <li>➤ understand role of biotic and abiotic components in the environment.</li> </ul>	<p>* Toy pedagogy, Discussion method, story telling method</p> <p>Activities:</p> <p>Toy Pedagogy:</p> <p>*role play on interdependent of biotic and abiotic components in the classroom.</p> <p>*Quiz contest on adaptations of animals.</p> <p>*To observe the effects of abiotic factors on germination of seeds.</p> <p>Story telling: Story of origin of life on earth.</p> <p>Project work:</p> <p>*Research on ' The birdman of India 'Salim Khan.</p> <p>* Prepare a PPT presentation on camouflaging animals and insects.</p>
07	Motion and measurement	18	The students will be able to know about	Demonstration method,

	of distances		<ul style="list-style-type: none"> <li>➤ the need and importance of measurement,</li> <li>➤ need of standardization of units.</li> <li>➤ learn the conversion of units of length.</li> <li>➤ correct method of using a scale .</li> <li>➤ the use of thread to measure the length of a curved line.</li> <li>➤ learn the method to write a measured quantity .</li> <li>➤ concept of rest and motion.</li> <li>➤ different type of motions and their utility.</li> </ul>	<p>Experiential learning method, Problem solving method, Discussion method.</p> <p>Activities:</p> <p>Toy pedagogy:</p> <p>*Role play: Be a tailor, green grocer, milkman, cloth merchant etc.</p> <p>*Hand span is not reliable for measurement of length.</p> <p>* To measure the length of an object using scale.</p> <p>* To measure the length of a curved line using a thread.</p> <p>* To recognise the objects at rest and in motion.</p> <p>* To demonstrate various type of motions.</p>
08	Light shadow and reflection	16	<p>The students will be able to know about</p> <ul style="list-style-type: none"> <li>➤ some important characteristics of light.</li> <li>➤ luminous and non luminous objects.</li> <li>➤ the science behind transparent ,translucent and opaque materials.</li> <li>➤ the formation of shadow and its features.</li> <li>➤ pinhole camera and its use.</li> <li>➤ difference between image and shadow.</li> <li>➤ mirrors and reflection.</li> </ul>	<p>Experiential learning method , Demonstration method, Play way method, lecture method, laboratory method, Toy pedagogy.</p> <p>Activities:</p> <p>Toy Pedagogy:</p> <p>* Shadow Game.</p> <p>*Making a ray box.</p> <p>*To demonstrate that light travels in a straight line.</p> <p>*To demonstrate reflection of light by using a plane mirror and light source.</p> <p>Project work:</p> <p>*Making a model of pinhole camera.</p> <p>*Research about the famous Shadow artist Prahlad Acharya , his struggle and achievements.</p> <p>Weblink:</p> <p><a href="http://www.sunsafetyforkid">http://www.sunsafetyforkid</a></p>

				s.org/sunprotection/vitamin_D/
09	Electricity and circuits	15	<p>The students will</p> <ul style="list-style-type: none"> <li>➤ learn the importance of electricity in our lives.</li> <li>➤ know about sources of electricity.</li> <li>➤ understand the structure of dry cell and electric bulb.</li> <li>➤ understand the precautions to be taken while working with electricity.</li> <li>➤ learn to make connections of a bulb to an electric cell</li> <li>➤ know about electric switch and electric circuit</li> <li>➤ study the structure of a torch</li> <li>➤ learn about conductors and insulators of electricity.</li> </ul>	<p>*Laboratory method, Experiential learning, Lecture method, Toy pedagogy.</p> <p>Activities:</p> <p>Toy pedagogy: Introduction of chapter using laser light and electric Diya etc.</p> <p>*To study the internal structure of a dry cell. *To study the structure of electric bulb. *To draw a labelled diagram of dry cell electric bulb and torch. * To test the electrical conductivity of different materials.</p> <p>Project work: *To prepare a simple electric circuit. *Prepare a report on contribution and achievements of Sir Thomas Alva Edison in the field of science.</p>
10	Magnetism	14	<p>The students will know</p> <ul style="list-style-type: none"> <li>➤ how magnets were discovered .</li> <li>➤ magnets and its shapes .</li> <li>➤ study the properties of magnets .</li> <li>➤ about the magnetic and non magnetic materials.</li> <li>➤ They will study the properties of magnets.</li> <li>➤ learn the use of magnet for finding directions .</li> <li>➤ learn to make permanent magnets .</li> <li>➤ They will understand the precautions while handling magnets and uses of magnets.</li> </ul>	<p>Experiential learning method , Demonstration method, Play way method, lecture method, laboratory method, Toy pedagogy.</p> <p>Activities:</p> <p>Toy pedagogy: Quiz Contest on magnetism. Play way method: Playing with a magnetic toy.</p> <p>*Demonstrating how iron</p>

				<p>objects can be separated using a magnet.          *To identify magnetic and non magnetic objects using a magnet.          *To demonstrate the properties of magnets.          *Making a magnet.</p> <p>Project work:</p> <p>*Make a magnetic toy.          *Make a magnetic compass of your own.          *Research and collect information about Maglev train.</p>
11	Air around us	18	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>➤ understand that air is present all around us.</li> <li>➤ know components of air and their uses.</li> <li>➤ understand properties of air,</li> <li>➤ know about balance of oxygen and carbon dioxide in nature.</li> <li>➤ understand the role of atmosphere.</li> </ul>	<p>Demonstration method, Play way method, lecture method, laboratory method, Toy pedagogy.</p> <p>Activities:</p> <p>Toy pedagogy:          *Playing with paper firki.          *Game: hit the balloon</p> <p>*To demonstrate the presence of oxygen and nitrogen in air.          *To demonstrate the properties of air.          *To demonstrate that your contains carbon dioxide.          *To demonstrate presents of air in soil.          *To demonstrate that oxygen is necessary for burning.</p> <p>Project work:          * Make a simple anemometer.</p> <p>Weblink:  <a href="http://www.globalshiksha.com">www.globalshiksha.com</a>  <a href="http://instyn.in/help">http://instyn.in/help</a></p>

**CLASS 6**  
**SOCIAL SCIENCE**  
**CURRICULUM PLANNER (2024-25)**

S.NO	NAME OF THE CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY
1.	The Earth in the solar system	7	<ul style="list-style-type: none"> <li>• Explain the position of Earth in the solar system</li> <li>• Describe the characteristics of the solar system</li> <li>• Identify the planets in the solar system</li> <li>• Will be able to use visual aids, diagrams or models to enhance their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• The class is divide into groups and ask them to create a model of the solar system using clay.</li> <li>• Create a poster showing the position of the earth in the solar system</li> <li>• Solar system scavenger hunt is organised.</li> </ul>
2.	What, Where, How and When?	8	<ul style="list-style-type: none"> <li>• Understand the concept of chronology</li> <li>• Develop knowledge of historical events</li> <li>• Enhancing critical thinking skills</li> <li>• Understand the significance of historical artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• The students will ask to bring photograph of their grandparents, parents and self and ask them to compare the dress, coins used, food occupation, means of transport.</li> <li>• Discussion on the periodic division by james mill and Is survey were important for effective aeministartion.</li> </ul>
3.	Understanding Diversity	6	<ul style="list-style-type: none"> <li>• To foster respect for diversity in culture, ethnicity, colour, religion, gender and other elements</li> <li>• Recognizing the background and experience of various group</li> <li>• Encourage cultural competency and empathy in pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Activity( What are the main dishes eaten by people of different states)on chart</li> <li>• Role play- students were given to play role of the character given in the story and ask them to note down the characteristic of their role.</li> </ul>
4.	Globe: Latitude and Longitude	6	<ul style="list-style-type: none"> <li>• Acquire knowledge about the important lines on globe</li> <li>• Know the difference between Latitudes and longitude</li> <li>• Importance of Imaginary lines</li> <li>• Calculate time using</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label the important lines of latitude</li> <li>• In which heat zone India lie? Discuss</li> <li>• Globe is shown as the toy to explain the</li> </ul>

			longitude	<p>concept more clearly</p> <ul style="list-style-type: none"> <li>Find cities with the same latitude and describe their location.</li> </ul>
	In the Earliest cities	8	<ul style="list-style-type: none"> <li>Describe the architecture of the house, street and drainage</li> <li>Explain life in the city</li> <li>Provide detail about art and craft</li> <li>Mark the Harrapan towns in Gujarat on map of India</li> <li>Understand the term Faience and Raw material</li> </ul>	<ul style="list-style-type: none"> <li>The class is divided into four groups- and each group is given a topic from the chapter like architecture, life in the city, art and craft and provide information about them.</li> <li>The students were asked to explain life in the cities.</li> <li>Mark the Harrapan towns in Gujarat on map o India.</li> </ul>
6.	Diversity and Discrimination	6	<ul style="list-style-type: none"> <li>Understand the term prejudice and stereotype</li> <li>Difference between inequality and discrimination</li> <li>Know different types of discrimination faced by the people</li> <li>Learn about the work of DR. B.R Ambedkar</li> </ul>	<ul style="list-style-type: none"> <li>Audio –Visual</li> <li>Group discussion</li> <li>Research work</li> <li>Pictured based</li> <li>Inquiry based</li> <li>Story telling</li> </ul>
7	Motion of the Earth	6	<ul style="list-style-type: none"> <li>Exhibit a clear understanding of various motions of the earth</li> <li>Will be able to differentiate between Rotation and Revolution</li> <li>Familiarized with the term circle of illumination, Equinox, summer and winter solstice</li> <li>Develop a clear understanding of seasons</li> </ul>	<ul style="list-style-type: none"> <li>Audio –visual</li> <li>Explanation with activities</li> <li>Research work</li> <li>Group discussion</li> <li>Project based</li> <li>Inquiry based</li> <li>Toy Pedagogy</li> </ul>
8.	From Hunting-Gathering to Growing Food	8	<ul style="list-style-type: none"> <li>Better understanding of the transition from hunting and gathering to agriculture and the impact it had on humans</li> </ul>	<ul style="list-style-type: none"> <li>Story telling</li> <li>Discussion based on powerpoint presentation</li> <li>Research work</li> </ul>

			<ul style="list-style-type: none"> <li>• Advantages and disadvantages of hunting- gathering and agriculture</li> <li>• Know about different types of tool made up of stones</li> <li>• Understand about domestication</li> </ul>	<ul style="list-style-type: none"> <li>• Pictured based</li> <li>• Inquiry based</li> <li>• Map for marking archaeologists sites</li> </ul>
9.	Maps	6	<ul style="list-style-type: none"> <li>• Differentiate between different types of map</li> <li>• Understand different components of map- standard, symbol and direction</li> <li>• Familiarized with the term- cardinal point, sketch, plan</li> </ul>	<ul style="list-style-type: none"> <li>• Activity( draw the map of your house)</li> <li>• Different types of maps</li> <li>• Demonstration</li> <li>• Group discussion</li> <li>• Role play</li> </ul>
10.	What is government?	7	<ul style="list-style-type: none"> <li>• Understands various terms related to government</li> <li>• Define government</li> <li>• Understand the types of government</li> <li>• Learn what is democratic government</li> <li>• Explain the role played by central and state government</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-Visual</li> <li>• Activity(list the work that the government in your city reported to be doing)</li> <li>• Role play</li> <li>• Art integrated ( draw and paste the image of the chief minister of your state)</li> <li>• Research work</li> </ul>
11.	What Books and Burials Tell Us	8	<ul style="list-style-type: none"> <li>• Describe the importance of the dead body as a source of information</li> <li>• Explain Megaliths</li> <li>• Describe the importance of Burials</li> <li>• Find facts about Gods, Goddesses, Rivers and Wars</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Audio – Visual</li> <li>• Story telling</li> <li>• Inquiry based</li> <li>• Picture based</li> </ul>
12.	Panchayati Raj	7	<ul style="list-style-type: none"> <li>• Understand the three levels of Panchayati raj system</li> <li>• Difference between Gram Sabha and Gram Panchayat</li> <li>• Different types of problems discussed in panchayat</li> </ul>	<ul style="list-style-type: none"> <li>• Role play- they will assigned the role of the villagers and ask them to role play the major characteristics of each one.</li> <li>• Story telling- they will be told about the administration of the panchayat.</li> </ul>



				<ul style="list-style-type: none"> <li>• Poster- make the scene of panchayat sabha held in the village</li> <li>• Discussion</li> <li>• Site visit</li> </ul>
13.	Major Domains of the Earth	6	<ul style="list-style-type: none"> <li>• Identify the physical features and major landforms of the Earth</li> <li>• Analyse the features of different landforms like mountains, deserts etc</li> <li>• Locate direction on the flat surfaces and continents and oceans on the world map</li> <li>• Imbibe the key features of biosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Toy pedagogy</li> <li>• Group activity- analyse the primary characteristics of the atmosphere</li> <li>• Audio-Visual</li> <li>• Art integrated activity – draw a diagram showing inter relation of all the spheres.</li> <li>• Role Play</li> </ul>
14.	Major Landforms of the Earth	7	<ul style="list-style-type: none"> <li>• Understand what is internal and external process</li> <li>• Analyse different types of mountains</li> <li>• Learn about plateau, plains and the people related with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio –visual</li> <li>• Demonstration</li> <li>• Activity( Make a mountain)</li> <li>• Pictured based</li> </ul>
15.	New Questions and Ideas	8	<ul style="list-style-type: none"> <li>• Learn simple strategies of textual analyses.</li> <li>• Understand the context of why new idea and religious development during the period</li> <li>• Imbibe the language used to compose vedas</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Group discussion</li> <li>• Powerpoint presentation</li> <li>• Inquiry based</li> <li>• Research based</li> </ul>
16.	From a Kingdom to an Empire	8	<ul style="list-style-type: none"> <li>• Understand the concept of empire</li> <li>• List out the significant contribution of Mauryan Dynasty</li> <li>• Examine the administration of Ashoka</li> <li>• How inscription are used as a source</li> </ul>	<ul style="list-style-type: none"> <li>• Pictured based</li> <li>• Real life based discussion</li> <li>• Map showing cities and places inscription were found</li> <li>• Research work</li> <li>• Role play</li> </ul>
17.	Rural Administration	7	<ul style="list-style-type: none"> <li>• Understand the local level of government functioning</li> <li>• Relate to village scene</li> <li>• Analyze the type of dispute and solutions</li> <li>• Relate with new</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Activity( paste the picture of khasra record)</li> <li>• Story telling</li> </ul>

			<p>inheritance Law 2005</p> <ul style="list-style-type: none"> <li>• Understand the work of patwari</li> <li>• Familiar with the term Khasra records</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Real experience</li> </ul>
18.	Villages, Towns and Trade	9	<ul style="list-style-type: none"> <li>• Describe the iron tools and agriculture</li> <li>• Explain other steps to increase production</li> <li>• Provide detailed information about who lived in villages</li> <li>• Will be able to compare a village and a city</li> </ul>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Activity( draw or paste pictures of different iron tools that were used in agriculture purpose)</li> <li>• Audio – Visual</li> <li>• Picture based</li> </ul>
19.	Our country – India	7	<ul style="list-style-type: none"> <li>• Locate states, union territories on the map of India</li> <li>• Appreciate political diversity</li> <li>• Develop basic skills of map reading</li> <li>• Understand the importance of mountains, plains, islands</li> <li>• Identify the different states on map</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Research work</li> <li>• Collage making on different national symbols</li> <li>• Audio –Visual</li> <li>• Map to locate various places.</li> </ul>
20.	Urban Administration	6	<ul style="list-style-type: none"> <li>• Understand the work of municipal corporation and ward councillor</li> <li>• Understand the problems faced by city people</li> <li>• Analyze what a community protest is</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Survey method</li> <li>• Story telling</li> <li>• Group discussion</li> <li>• Picture based</li> </ul>
21.	New Empires and Kingdoms	10	<ul style="list-style-type: none"> <li>• Understand the ideas and strategies of expansion</li> <li>• Demonstrate the golden age of the Gupta Dynasty</li> <li>• Identify the key leaders and their role in the Gupta Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Research work</li> <li>• Demonstration</li> <li>• Audio-Visual</li> </ul>
22.	India: Climate, Vegetation and Wildlife	7	<ul style="list-style-type: none"> <li>• Understand the importance of wildlife and vegetation</li> <li>• Analyze different seasons of India</li> <li>• Realize the importance of forest and its products</li> </ul>	<ul style="list-style-type: none"> <li>• Audio- Visual</li> <li>• Different national Symbols</li> <li>• Survey method</li> </ul>

				<ul style="list-style-type: none"> <li>• Inquiry method</li> </ul>
23.	Rural livelihoods	8	<ul style="list-style-type: none"> <li>• Understand the life and occupation of rural people</li> <li>• Analyze the term seasonal unemployment</li> <li>• Analyze the pattern of farming</li> <li>• Role of government to upgrade their standard of living</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling- what people in the rural areas do to earn money, under whom they work, the living condition of the story.</li> <li>• Survey method- go around the village area of your locality and collect information about what people eat. What type of clothes they wear, what problems they are facing etc</li> <li>• Role play</li> <li>• Research work</li> </ul>

24.	Buildings, paintings and books	8	<ul style="list-style-type: none"> <li>• Recognise different monuments and their historical importance</li> <li>• Understand how Stupas and temple were built?</li> <li>• Analyze the painting on the caves and the admire the hard work of the people at that time</li> <li>• Known about epics such as Silappadikaram, Manimekalai.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio – visual</li> <li>• Research work- about different famous buildings and paintings in their state.</li> <li>• Lecture cum discussion method</li> <li>• Learning by doing— make a beautiful painting showing the sunset scenery outside their house.</li> <li>• Project based learning- search about the intersecting fact about your ulture epic.</li> </ul>
25.	Urban livelihood	8	<ul style="list-style-type: none"> <li>• Understand different occupation done by people</li> <li>• Analyse the work of people in the urban areas</li> <li>• Understand the problems faced by urban people</li> </ul>	<ul style="list-style-type: none"> <li>• Survey method collect information about the work done by the people in the urban areas to earn their living and the problem faced by the people.</li> <li>• Role play: The students will play a role a worker in a company and depicts it lifestyle.</li> </ul>