

*SOCIAL  
STUDIES*

## Theme 1: Evolution of Mankind

The theme "Evolution of Mankind" enables children to become aware and appreciate how man has evolved through the ages. It enables them to understand how constant evolution has made significant changes in the lifestyle of mankind. The pedagogies equip them with skills to make a comparative study of the different ages.

### Learning Outcomes:

Children will be able to:

- ☑ identify the stages of the evolution of mankind;
- ☑ list the sources of evidence of man's evolution;
- ☑ identify, compare and contrast the features of the four stone ages;
- ☑ identify and reflect on the stages of evolution in modes and system of transport and communication;
- ☑ discuss and appreciate the developmental process of human life on earth.

| Evolution of Mankind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Learning Resources                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>➤ <b>Evolution of mankind:</b></p> <ul style="list-style-type: none"> <li>☛ Brief introduction of story of Human evolution on earth</li> <li>☛ Sources/evidences (fossils, bones, utensils, cave paintings, tools, etc.)</li> </ul> <p>➤ <b>The four stone ages:</b></p> <ul style="list-style-type: none"> <li>☛ Paleolithic</li> <li>☛ Mesolithic</li> <li>☛ Neolithic</li> <li>☛ Chalcolithic</li> </ul> <p>➤ <b>Iron age</b></p> <p>➤ <b>Evolution of Transport and Communication:</b></p> <ul style="list-style-type: none"> <li>☛ Invention of the wheel and beginning of transport.</li> <li>☛ Reaching distant places.</li> <li>☛ Trade and voyages.</li> <li>☛ Modern means of transport.</li> <li>☛ Need for writing.</li> <li>☛ Use of pigeons</li> <li>☛ Invention of telephone and telegraph</li> <li>☛ Printing press,</li> <li>☛ Computers</li> <li>☛ Satellites</li> </ul> | <p>➤ Discussing and mind mapping to explain the sources of evidence to trace human evolution.</p> <p>➤ Providing information about the four stone ages and the iron age through videos and PPTs followed by discussions.</p> <p>➤ Collecting information using digital media on the evolution of mankind and on early archaeological sites in India.</p> <p>➤ Arranging a visit to a museum and to an archaeological site followed by a class discussion.</p> <p>➤ Comparing and contrasting means of transport through the ages</p> <p>➤ Discussing and analysing how the evolution of transport and physical features of a place helped trade and commerce to flourish.</p> <p>➤ Showing videos and/or displaying books about famous voyages.</p> <p>➤ Discussing the evolution of communication and depicting this through a timeline (from pigeons to satellites).</p> <p>➤ Making a Power Point Presentation on the four Stone age and Iron age.</p> | <p>➤ Collecting information from digital media.</p> <p>➤ Videos and PPTs.</p> <p>➤ Pictures and documentaries on early man.</p> <p>➤ Clay Tablets and sticks to write with.</p> <p>➤ Videos on archaeological sites.</p> <p>➤ Old newspapers for making homemade paper.</p> <p>➤ Flashcards, pictures and charts showing buildings and monuments.</p> <p>➤ <i>Amar Chitra</i> Katha.</p> <p>➤ Videos and books on famous voyages.</p> <p>➤ Guest lecture</p> |

| Evolution of Mankind  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                              |
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| Key Concepts/Concerns | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Learning Resources |
|                       | <ul style="list-style-type: none"> <li>➤ Organising Activity: <ul style="list-style-type: none"> <li>♥ Making a chart by groups of children to depict the sources of evidence to trace evolution of mankind.</li> </ul> </li> <li>➤ Role play: <ul style="list-style-type: none"> <li>♥ <i>On the life of early men.</i></li> <li>♥ <i>On Gulliver's Travel</i></li> </ul> </li> <li>➤ Guest Lectures: <ul style="list-style-type: none"> <li>♥ <i>Inviting a historian and discuss – How do we trace history through archaeological sources?</i></li> </ul> </li> <li>➤ Debate and discussion on the life before the invention of printing press.</li> </ul> |                              |

**Integration:** Arts Education, Science, Languages

**Life Skills:** Sharing, working in groups, leadership.



## Theme 2: The Constitution of India – Basic features

'The Constitution of India- Basic Features' familiarizes children with the Indian Constitution and the form of governance in the country. It aims in helping to develop in them a sense of responsibility and realize the importance exercising rights and duties as a citizen. It will also enable children understand the importance and the process of holding elections in a country.

### Learning Outcomes:

Children will be able to:

- ☑ analyse the need and importance of a Constitution;
- ☑ identify and list the fundamental rights and duties as a good citizen;
- ☑ state the features of the Indian government;
- ☑ illustrate the stages of election;
- ☑ discuss the importance of choosing the right representative;
- ☑ describe the responsibilities of a citizen in a democratic polity.

### The Constitution of India – Basic Features

| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                         | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Learning Resources                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>➤ The Indian Constitution (formation, nature, need, and guiding principles).</li> <li>➤ Fundamental Rights and Duties.</li> <li>➤ Basic features of the democratic form of government.</li> <li>➤ Importance of Elections.</li> <li>➤ Responsibilities of a citizen in a democratic polity.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Showing the school almanac to explain the concept of the Constitution.</li> <li>➤ Discussing and mind mapping to explain the nature, need, formation, and guiding principles of guiding constitution.</li> <li>➤ Compiling a list of children's rights and duties in school and at home. This can be followed by giving them information on Fundamental Rights and Duties.</li> <li>➤ Conducting a class debate on rights and duties to make children aware of the 'Fundamental Rights and Duties'.</li> <li>➤ Facilitating a class discussion on the hierarchical structure in school to explain the structure of the Government of India.</li> <li>➤ Acquiring knowledge through books, internet and encyclopaedias about the different types of government in the world.</li> <li>➤ <b><u>Organising Activities</u></b> <ul style="list-style-type: none"> <li>☛ Asking children to read the school Almanac and conduct a debate/quiz on the rules followed in the school.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>➤ Hands-on experiences.</li> <li>➤ School Almanac.</li> <li>➤ Class elections</li> <li>➤ Drawing a chart</li> <li>➤ Reference Books</li> <li>➤ Internet</li> <li>➤ Encyclopaedia</li> <li>➤ Audio visual aids.</li> </ul> |

## The Constitution of India – Basic Features

| Key Concepts/Concerns | Suggested Transactional Processes                                                                                                                                                                                                                                                                | Suggested Learning Resources |
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|                       | <ul style="list-style-type: none"> <li>Draw a chart or make a power point presentation to show the structure of the Government of India.</li> <li>Conducting a class election to let the children have a hands-on experience of the steps and importance of a free and fair election.</li> </ul> |                              |

**Integration:** Languages

**Life Skills:** Interpersonal skills, cooperation and leadership qualities



## Theme 3: The Earth – Its Geographical Features

This theme will help children understand the importance of latitudes and longitudes to locate any place on the globe and map. Information on location and extent of Temperature zones of the earth will enable them to relate with their own region. In addition, they will understand what is climatic change and how this phenomenon plays out and affects the earth as a whole.

### Learning Outcomes:

Children will be able to:

- ✓ discuss the terms- latitude and longitude;
- ✓ identify different places on the map with the help of latitude and longitude;
- ✓ explain the concept of the major temperature zones;
- ✓ differentiate between weather and climate;
- ✓ enlist the major temperature zones;
- ✓ identify climates and find out the reasons for climatic changes.

| The Earth – Its Geographical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            |
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| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested Learning Resources                                                                                                                                                                                                                                                                               |
| <p>➤ <b>Locating places on the Earth:</b></p> <ul style="list-style-type: none"> <li>➤ Latitudes (introduction, characteristics, important latitudes).</li> <li>➤ Longitudes (introduction, characteristics).</li> </ul> <p>➤ <b>Weather and Climate:</b></p> <ul style="list-style-type: none"> <li>➤ Difference between the weather and climate.</li> <li>➤ Factors that affect climate of a place.</li> </ul> <p>➤ <b>Solar and Lunar Eclipse</b></p> <p>➤ <b>Major temperature zones of the Earth:</b></p> <ul style="list-style-type: none"> <li>➤ Torrid</li> <li>➤ Temperature</li> <li>➤ Frigid</li> </ul> | <p>➤ Using maps and the globe to understand and locate the important latitudes and longitudes.</p> <p>➤ Explaining and facilitating children to find the difference in time zones.</p> <p>➤ Studying the globe understanding and locating the three major temperature zones.</p> <p>➤ Showing videos and /or diagrams to explain the temperature zones.</p> <p>➤ Providing opportunities to children to share their personal experiences related to different weather and climates.</p> <p>➤ Asking questions and facilitating discussion related to likes and dislikes about various weather conditions.</p> <p>➤ Discussing on the factors that affect the climate of a place with examples.</p> <p>➤ Discussing with diagrams the solar and lunar eclipses.</p> <p>➤ Project work on the reasons that affect the climate of a place.</p> <p>➤ Case study on the climate of a particular place.</p> <p>➤ Collecting news clippings or TV reports on weather for a week and preparing a comprehensive report on it.</p> <p>➤ Guest lecture by a specialist on making a weather forecast.</p> | <p>➤ Personal experiences of children.</p> <p>➤ News clippings on weather report.</p> <p>➤ Globe and maps, Digital globe</p> <p>➤ Web sources</p> <p>➤ Charts and posters, models, diagrams, etc.</p> <p>➤ Newspaper clippings.</p> <p>➤ Project work.</p> <p>➤ Case studies.</p> <p>➤ Guest lectures.</p> |

## Theme 4: India – A Diverse Country

The theme will help children realise the strategic importance of the location of India in relation to neighbouring and other countries of the world. They will also appreciate the diversity of climate and the natural vegetation of India.

### Learning outcomes:

Children will be able to:

- ☑ identify and locate India on the world map;
- ☑ locate neighbouring countries of India on the map;
- ☑ compare the size of India with neighbouring countries;
- ☑ relate climate to the different regions of the country;
- ☑ identify various types of vegetation found in India;
- ☑ relate and compare vegetation and climate in different parts of India;
- ☑ describe importance of vegetation and its conservation.

| India – A Diverse Country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |
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| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Suggested Learning Resources                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>➤ India: Location and extent</li> <li>➤ India and its neighbouring countries.</li> <li>➤ Climate of India (Different Seasons)                             <ul style="list-style-type: none"> <li>☛ Summer season</li> <li>☛ Winter season</li> <li>☛ Rainy (Monsoon) season</li> </ul> </li> <li>➤ Natural vegetation                             <ul style="list-style-type: none"> <li>☛ Tropical evergreen</li> <li>☛ Deciduous (monsoon forest)</li> <li>☛ Thorn and Scrub</li> <li>☛ Montane forest</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>➤ Identifying and locating neighbouring countries of India on the World map.</li> <li>➤ Comparing the size and extent of India with other countries.</li> <li>➤ Discussing different types of climate in India and comparing the life of people living there.</li> <li>➤ Discussing with reasons about the varied climatic conditions in different parts of the country.</li> <li>➤ Preparing a project report by groups of children or individually on the climatic conditions of a place with reasons.</li> <li>➤ Showing Videos and/ or PPTs on different types of natural vegetation in different geographical conditions in the country.</li> <li>➤ <b>Organising activities</b> <ul style="list-style-type: none"> <li>☛ Making charts/posters on conservation of natural vegetation.</li> <li>☛ Encouraging children to collect/write poems/songs on different seasons in India.</li> <li>☛ Making charts or posters on different types of trees and plants.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>➤ Personal experiences.</li> <li>➤ Wall maps of the world, India – Political and Physical.</li> <li>➤ Models and charts on different types of vegetation.</li> <li>➤ Audio-visual materials and web sources.</li> <li>➤ Poems and songs.</li> </ul> |

**Integration:** Science

**Life Skills:** Environmental conservation, empathy.

## Theme 5: The Environment – Major Concerns

'The Environment - Major Concerns' aims at enabling children to understand the components of the environment and interdependence of people living in different regions of the world. Issues related to global warming and its effects and precautions related to natural disasters will also be dealt with to create an awareness on measures that need to be taken to reduce the adverse impact on the environment.

### Learning Outcomes:

Children will be able to:

- ☑ identify the components of the environment;
- ☑ discuss critically the reasons for interdependence of people living in different parts of the world;
- ☑ explain reasons for ozone depletion;
- ☑ describe change in temperature due to global warming and its impacts;
- ☑ demonstrate rules to be followed to reduce pollution;
- ☑ discuss the precautions that need to be taken at the time of natural disasters.

| The Environment – Major Concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                       |
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| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested Learning Resources                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>➤ Components of the Environment (biotic and abiotic).</li> <li>➤ Interdependence of and between different regions of the world.</li> <li>➤ Impact of local events on global environment, global warming,</li> <li>➤ Natural disasters:                             <ul style="list-style-type: none"> <li>☛ Earthquake,</li> <li>☛ Cyclones,</li> <li>☛ Floods,</li> <li>☛ Droughts,</li> <li>☛ Volcanic eruptions,</li> <li>☛ Landslides</li> </ul> </li> <li>➤ Effects and Precautions of natural disasters.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Showing PPTs/videos and encouraging discussions on the components of environment</li> <li>➤ Discussions on how do people living in different regions depend on each other.</li> <li>➤ Providing opportunities to enlist biotic and abiotic components of the environment.</li> <li>➤ Creating situation to analyse various reasons for global warming.</li> <li>➤ Showing videos and sensitising on harmful impacts of global warming</li> <li>➤ Discussing precautions to be taken at the time of natural disasters.</li> </ul> <p><b><u>Organising activities</u></b></p> <ul style="list-style-type: none"> <li>➤ Encouraging to prepare charts and writing slogans on global warming.</li> <li>➤ Organising mock drills on natural disasters and related safety measures.</li> <li>➤ Collecting newspaper clippings on natural disasters and writing report on it.</li> <li>➤ Motivating children to take a pledge to plant trees and not burst crackers.</li> <li>➤ Conducting cleanliness drive</li> </ul> <p>➤ <b>Role Play:</b></p> <ul style="list-style-type: none"> <li>☛ Performing Street plays to educate the mass about the effects of pollution</li> </ul> | <ul style="list-style-type: none"> <li>➤ Classroom discussions</li> <li>➤ Narratives and life experiences.</li> <li>➤ Newspapers, magazines, journals, charts, posters.</li> <li>➤ Audio-visuals and web sources.</li> <li>➤ Charts and Slogans.</li> <li>➤ Mock drills.</li> <li>➤ Role Play.</li> <li>➤ Tree Plantation.</li> </ul> |

**Integration:** Languages

**Life Skills-** Awareness on Environmental concerns



## Theme 6: Natural Resources

This theme focuses on making children aware about the judicious use of natural resources since they are limited and also concerns related to the utility and availability of these resources. It will help children in the optimum use of resources with alternatives. This understanding is vital in today's ever-growing need for these resources and conserving them for posterity.

### Learning Outcomes:

Children will be able to:

- ☑ discuss and understand the term resources;
- ☑ compare and differentiate between renewable and non-renewable resources;
- ☑ identify and enlist the resources;
- ☑ discuss the use of resources in life;
- ☑ suggest ways to conserve resources.

| Natural Resources                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                              |
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| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                        | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Learning Resources                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>➤ Meaning of resources.</li> <li>➤ Renewable and Non-Renewable resources.</li> <li>➤ Renewable resources – (air, water, soil, plants, animals, solar energy and wind energy) – brief description.</li> <li>➤ Non-Renewable resources – (Coal and Petroleum, Minerals) – brief description.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Providing opportunities to children to share their experiences with peers and discuss about various aspects in the theme.</li> <li>➤ Facilitating class discussion on the term resources and providing examples.</li> <li>➤ Providing facilities to identify and enlist various resources they see around them.</li> <li>➤ Providing opportunities in groups /individually to observe and discuss the differences between renewable and non-renewable resources.</li> <li>➤ Assigning project work to children on causes and the importance /necessity to conserve our resources.</li> <li>➤ Inviting experts to talk on the theme and discuss issues with children.</li> <li>➤ Organising a role play session on life without petroleum resources.</li> <li>➤ Writing poems on the benefits of Nature (the sun, water, soil, plants etc.) in enriching our lives.</li> <li>➤ Exploring and enlisting ways to conserve different resources.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Pictures, charts and models.</li> <li>➤ PPTs and Videos.</li> <li>➤ Guest Lecturers.</li> <li>➤ Coal, petroleum, different minerals etc.</li> </ul> |

**Integration:** Languages

Life Skill: Conservation of natural resources

## Theme 7: Major Occupations in India

Agriculture and industry are the two major occupations in India. This theme will help children understand the work, process and hardships related to these two occupations. They will also appreciate the hard work of people involved in providing us the finished products that enrich and facilitate our lives.

### Learning Outcomes:

Children will be able to:

- ☑ differentiate between man-made and machine made products;
- ☑ enlist the large-scale industries in our country;
- ☑ differentiate between raw material and finished products;
- ☑ compare old and new methods of farming;
- ☑ discuss our dependence on industries in day-to-day life;
- ☑ appreciate the skills of persons involved in crafts.

| Major Occupations in India                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                         |
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| Key Concepts/Concerns                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Suggested Learning Resources                                                                                                                                                                            |
| <p>➤ <b>Agriculture:</b></p> <ul style="list-style-type: none"> <li>☛ Types of crops, Food Crop, cash crop,</li> <li>☛ Development of agriculture,</li> <li>☛ Livestock rearing (map work).</li> </ul> <p>➤ <b>Industries:</b></p> <ul style="list-style-type: none"> <li>☛ Major industries in India.</li> <li>☛ Large scale industries and small scale industries.</li> <li>☛ Other industries.</li> </ul> | <p>➤ Providing opportunities to children to share their personal observations on various forms of occupations.</p> <p>➤ Facilitating class discussions to provide opportunities to children to ask questions and narrate experiences on agriculture being the main occupation in India.</p> <p>➤ Discussing old and new methods of cultivation in agriculture.</p> <p>➤ Facilitating work in small groups for children to observe and compare the difference between a raw and a finished product.</p> <p>➤ Showing samples of cash crops and food crops and narrating differences between them.</p> <p>➤ Visiting to a field and interaction with the farmer.</p> <p>➤ Taking children to a field and interacting with a farmer on soil, crops methods and income through cultivation, issues and hardships faced by them</p> <p>➤ Providing opportunities to observe, identify and classify man-made and machine made things.</p> <p>➤ Discussing the role of industries in our life.</p> <p>➤ Collecting news /information on</p> | <p>➤ Children's personal experiences.</p> <p>➤ Samples of different crops.</p> <p>➤ Collection of Raw and Finished products.</p> <p>➤ Local Artisans /Farmers/People involved in other occupations.</p> |

## Major Occupations in India

| Key Concepts/Concerns | Suggested Transactional Processes                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Learning Resources |
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|                       | <p>major industries in India and analysing the same.</p> <ul style="list-style-type: none"> <li>➤ Taking children to local artisans or a crafts mela and organising their interaction / discussion with the crafts person.</li> <li>➤ Taking children to an industry and discussing the various processes in the industry.</li> <li>➤ Visiting to an industry, interaction with workers and observing various processes.</li> <li>➤ Visiting to local artisans or a crafts mela.</li> </ul> |                              |

**Integration:** Languages

