

*History, Civics
&
Geography (HCG)*

- *History and Civics*
- *Geography*



History and Civics

Core concepts of History and Civics for Class VI are as under:

Class VI

The Ancient World

The River Valley Civilizations

The Vedic Civilization

Mahavira and Buddha – Great Preachers

The Mauryan Empire

The Golden Age – Gupta Empire

Civics

The Rural Local Self Government

Urban Local Self Government

Ancient World

Theme 1: The River Valley Civilizations

'River Valley Civilizations' aims at enabling children to understand how our present day society has evolved. It will help them understand the reasons for development of the earliest societies near rivers. Children will be aware and appreciate the rich and flourished civilization on the basis of historical evidences. It will further help to develop in them a world historical perspective of the contribution made by various cultures to the heritage of mankind.

Learning outcomes:

Children will be able to:

- ☑ identify and locate the sites of major river valley civilizations on an outline map of the world;
- ☑ discuss and understand with reason the development of early civilizations near river beds;
- ☑ question, discuss and appreciate the sources to know these civilizations;
- ☑ compare the society then (in the past) and now;
- ☑ discuss, debate and appreciate the development in early civilizations;
- ☑ draw a comparative analysis between Indus Valley civilization and the Egyptian civilization;
- ☑ appreciate the contribution of these civilizations in today's world.

The River Valley Civilizations

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ 'Civilization'- meaning ➤ Reasons for settlement near rivers. ➤ Major Civilizations: <ul style="list-style-type: none"> ☛ Indus Valley ☛ Egyptian ➤ Main Characteristics: <ul style="list-style-type: none"> ☛ Origin ☛ Location (*Map) ☛ Rivers ☛ Society ☛ Town Planning ☛ Occupations ☛ Trade ☛ Religious Beliefs ➤ Decline 	<ul style="list-style-type: none"> ➤ Organising discussions (whole class/group) on the different civilizations, important features and the decline. ➤ Organising Audio Visual shows on: <ul style="list-style-type: none"> ☛ Map of Ancient civilizations ☛ Bharat Ek Khoj ☛ Sources – excavated sites, remains etc. followed by a discussion with the children. ➤ Providing opportunities to: <ul style="list-style-type: none"> ☛ analyse cause, effects and relationship between different river valley civilizations. ☛ identify and define world's earliest civilizations. ➤ Providing opportunities to discuss: <ul style="list-style-type: none"> ☛ Reasons for River settlements. ☛ Geographical significance to location of ancient civilizations. ☛ Sources to know these civilizations. ➤ Assigning a Project work as a group activity on undertaking a comparative 	<ul style="list-style-type: none"> ➤ Documentaries on the different civilizations. ➤ PPT on the sources to know these civilizations. ➤ The documentary "The Masters of Rivers". ➤ Outline map of the world. ➤ Maps showing River Valley Civilizations. ➤ Clay ➤ Audio-Visual materials. ➤ Charts and pictures on the different civilisations.

The River Valley Civilizations

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p>study bet ween river valley civilizations in different parts of the world.</p> <ul style="list-style-type: none"> ➤ Making models by children based on the Seal, Great bath (<i>using only environmental friendly materials</i>) Clay models. ➤ Preparing a Scrap Book by each child – pictures related to the civilization. ➤ Enactment of role plays for example: where children can imagine themselves as a trader from Harappa on a business trip and give an account of trading systems. ➤ Making projects (group/individual) on the Planning in Indus Valley Civilization /Tracing the rise and decline of the civilizations in the theme. ➤ Showing the extent of related civilizations and rivers through Map Work. 	

Integration: Geography

Life Skills: Appreciation for Heritage

Theme 2: The Vedic Civilization

The aim of the theme 'Vedic Civilization' is to acquaint and inform children of India's glorious past dating back to 3500 years ago. They will understand and appreciate how ancient literatures like Vedas and Epics provide an insight into our past and the genesis of our present day society.

Learning outcomes:

Children will be able to:

- ☑ define the term 'Vedic' and list the various literature related to it;
- ☑ summarize the lifestyle of the Vedic period by relating it to the epics;
- ☑ discuss and identify the differences and similarities between the early and later Vedic period;
- ☑ trace the changing position of woman in early and later Vedic society;
- ☑ analyze and appreciate the rich cultural heritage of India in terms of values, beliefs and traditions.

The Vedic Civilization		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Aryans in the Sapta Sindhu & Gangetic valley ➤ 'Vedas' and 'Vedic' - meaning ➤ The four Vedas, Upanishads, Puranas ➤ Epics Ramayana & Mahabharata ➤ Brahmavarta (Early Vedic age) <ul style="list-style-type: none"> ☛ <i>Social life</i> ☛ <i>Economic life</i> ➤ Aryavarta (Later Vedic age) <ul style="list-style-type: none"> ☛ <i>Social Life</i> ☛ <i>Four Ashramas</i> <p>Gurukul System Economic life</p>	<p>Providing opportunities of :</p> <ul style="list-style-type: none"> ➤ Sharing their personal experiences on Epic stories of <i>Ramayana</i> and <i>Mahabharata</i>, <i>Hawan</i> and chanting of <i>Shlokas</i>. ➤ Explaining the terms "Vedas' and 'Vedic'. ➤ Comparing the society, lifestyles and position of women and discuss their ideas and views. ➤ Highlighting the differences between early and later Vedic period. (Economic, Social and Cultural). ➤ Underlining the difference in the evolution of religion – open air – temple, Gods and Goddesses. ➤ Discussing with each other and their parents briefly the teachings of <i>Shrimad Bhagwadgita</i>. ➤ Preparing a Slide show on the oldest city (Vedic city) of India, Varanasi. ➤ Organising Audio Visual shows on: <ul style="list-style-type: none"> ☛ The Ramayana and Mahabharata through animated videos. ☛ "Bharat Ek Khoj." ☛ The early and Vedic period – Comparing the society, lifestyles and position of women. 	<ul style="list-style-type: none"> ➤ Narratives ➤ Maps of ancient times – Indus, Sapt Sindhu and Gangetic valley. ➤ Videos on the story of Ramayana and Mahabharata ➤ Slide shows /Videos on Varanasi. ➤ Animated version of Ramayana – "The Vedic Way". ➤ Bharat Ek Khoj. ➤ Documentary on 'Manual Scavengers'. – attend in later Vedic period. ➤ PPTs on Vedic society. ➤ Mapping skills ➤ Role Play ➤ Copy of the Bhagwadgita ➤ Amar Chitrakatha Series on: <ul style="list-style-type: none"> ☛ Ramayana. ☛ Mahabhartha, ☛ Krishna and ☛ Bhagwadgita. ➤ Experts

The Vedic Civilization

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none">➤ Preparing a Scrap Book by each child on – Musical Instruments during the Vedic period.➤ Using maps to show the spread of the civilization along Saptsindhu and Gangetic valley through Map Work.➤ Enacting Role Plays by children on the main characters from the Ramayana & Mahabharata.	

Integration: Arts Education and Mathematics

Theme 3: Mahavira & Buddha - Great Preachers

The theme on 'Mahavira and Buddha' will enable children to understand and appreciate the teachings of Gautam Buddha and Mahavira. It will also develop their understanding about the importance of Ahimsa and Tolerance which will in turn help them become responsible citizens.

Learning outcomes:

Children will be able to:

- explain the teachings and ideologies of the two great preachers;
- critically analyze the importance of Ahimsa and tolerance in today's society.

Mahavira & Buddha - Great Preachers

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Vardhamana Mahavira <ul style="list-style-type: none"> ☛ Jainism ☛ Teachings (Ahimsa, Caste system, Karma, Rebirth, Search for truth) ➤ Gautama Buddha <ul style="list-style-type: none"> ☛ Buddhism ☛ Teachings (Four Noble Truths, Eight Fold Path, Ahimsa, Karma, Nirvana, Caste System) 	<ul style="list-style-type: none"> ➤ Organising discussion on the ideas of Ahimsa, Four noble truths, Nirvana and eight fold paths. ➤ Narrating stories on: <ul style="list-style-type: none"> ☛ The period of these times through Amar Chitra Katha. ☛ The lives of Gautama Buddha and Mahavira. ➤ Preparing Charts by children on: <ul style="list-style-type: none"> ☛ Four Noble Truths ☛ Eight Fold Paths ➤ Organising: <ul style="list-style-type: none"> ☛ a debate on Ahimsa ☛ a quiz competition/games on Buddha and Mahavira. ➤ Enactment of Role Plays by children: <ul style="list-style-type: none"> ☛ of stories through Role Plays from the Jataka tales. ☛ as Gautam Buddha and Mahavira on the stories based on their lives. 	<ul style="list-style-type: none"> ➤ Videos and Films – films and life story of Gautam Buddha. ➤ Charts, pictures on Buddha and Mahavira. ➤ Quizzes. ➤ Role Play ➤ Creative expression - preparing Charts on: <ul style="list-style-type: none"> ☛ Four Noble Truths ☛ Eight Fold Paths ➤ Comics – Amar Chitra Katha & Jataka Tales. ➤ Books on stories from the life of Gautama Buddha and Mahavira.

Theme 4: The Mauryan Empire

The 'Mauryan Empire' with special mention of Emperor Ashoka who gave up war provides an insight into the glorious traditions of non-violence and a welfare state. The children will get to know about 'Chanakya' a famous Indian thinker and appreciate his ideas in 'Arthashastra'. It will enable children to understand the relationship between the concept of Ashoka's welfare state and present day society.

Learning outcomes:

Children will be able to:

- ☑ infer and illustrate the features of the Mauryan empire through the sources Indica and Arthashastra and list the notable rulers;
- ☑ outline the causes and effects of the Kalinga war;
- ☑ analyze the effects of Ashoka's 'Dhamma' and reflect on the relevance of the teachings of Dhamma in present day society;
- ☑ appreciate the public welfare activities of Ashoka.

The Mauryan Empire		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Sources: Indica & Arthashastra ➤ Chandragupta Maurya <ul style="list-style-type: none"> ☛ <i>Role of Chanakya</i> ➤ The Kalinga War ➤ Ashoka's Dhamma & Edicts (relevance of dhamma in our day to day lives) ➤ Decline. 	<ul style="list-style-type: none"> ➤ Organising Presentations / discussions on: <ul style="list-style-type: none"> ☛ The different sources during the period of the Mauryan empire and then asking them to describe them. ☛ Analysing the role of Chanakya in administration of Chandragupta Maurya as the ruler of Magadha. ☛ Describing the influence of Ashoka's Dhamma and edicts. ☛ The public welfare activities of Ashoka. ☛ Exploring and analysing the reasons for the decline of the Mauryan Empire. ➤ Conducting Audio visual shows on: <ul style="list-style-type: none"> ☛ Bharat – Ek Khoj ☛ Episodes on The Mauryan Empire ☛ Ashoka the Great, Chanakya followed by discussion. ➤ Enacting Role Plays by children on: <ul style="list-style-type: none"> ☛ The Kalinga War. ☛ Chanakya and Chandragupta Maurya. ➤ Narrating stories on: <ul style="list-style-type: none"> ☛ The Story of the Kalinga war. Short moral based stories. 	<ul style="list-style-type: none"> ➤ Audio Visuals ➤ Debate – Who was a greater King? Chandragupta or Ashoka

The Mauryan Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	➤ Encouraging children to write a brief report on the influences of Buddhism on Emperor Ashoka.	

Theme 5: The Golden Age – Gupta Empire

'The Golden Age - Gupta Empire' will provide children an insight into the glorious past of India owing to advancements in trade, economy, literature, astronomy, Ayurveda, and mathematics. Interesting pedagogies will help children understand the reasons for this period of study to be known as the Golden Age in the History of India and they will appreciate India's rich heritage.

Learning outcomes:

Children will be able to:

- ☑ draw the extent of Gupta empire on an outline map of India;
- ☑ discuss and analyze the sources to know about Gupta rulers;
- ☑ identify and describe the important achievements of the Gupta rulers;
 - ☛ Chandragupta I & II and Samudragupta;
- ☑ evaluate and appreciate the achievements during the Gupta period to summarize the golden age of India.

The Golden Age – Gupta Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Sources: The history of the Gupta Empire ➤ Rulers of the Gupta Empire: <ul style="list-style-type: none"> ☛ Chandragupta I ☛ Samudragupta ☛ Chandragupta II ➤ The Golden Age: <ul style="list-style-type: none"> ☛ Religious Life ☛ Scientific Progress ☛ Literature ☛ Education 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ Exploring and understanding the term "Golden Age". ☛ Listing the names of the rulers during the Gupta reign. ☛ Comparing the periods of the Mauryan dynasty vs Gupta dynasty. ➤ Showing audio visuals on: <ul style="list-style-type: none"> ☛ Kalidasa, Aryabhata ☛ Samudragupta – A Great Warrior ➤ Drawing the extent of the Gupta Empire on an outline map of India. ➤ Guiding children individually or in groups to make a Collage/Scrap Book of Mauryan age Coins-Metal uses, value of coins, figures, etc. ➤ Helping children to make coin models of the Gupta Age using clay. ➤ Making a chart to highlight the scientific progress during the Gupta Age with reference to contributions of Aryabhata. ➤ Discussing on how to write reports on the accounts of Chinese traveller 'Fa Hein'. 	<ul style="list-style-type: none"> ➤ Audio/Visuals ➤ Mapping Skills ➤ Research ➤ Report writing ➤ Chart -Collate achievements of Golden age ➤ Travelers account on India Past & Present ➤ Children's history of India by Subhadra Sen Gupta

Theme 1: Rural local Self Government

The theme 'Rural Local Self Government' aims at children developing an understanding about the main features and functions of the Panchayati Raj System and other local bodies in India. Children will be able to understand the functioning of the three tiers of the Panchayati Raj System.

Learning outcomes:

Children will be able to:

- ☑ describe the Rural local self –Government - Panchayati Raj system;
- ☑ explain the functions of local government at the village, block and district levels;
- ☑ appreciate the role played by the local bodies;
- ☑ initiate responsibilities to help local bodies.

Rural local Self Government		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Local-Self Government-meaning ➤ Panchayati Raj System ➤ Gram Sabha: <ul style="list-style-type: none"> ☛ Gram Panchayat ☛ Nyaya Panchayat ➤ Block Samiti: <i>Functions</i> ➤ Zila Parishads: <i>Functions</i> 	<ul style="list-style-type: none"> ➤ Working with children to create a web chart to show the flow of the Panchayati Raj System. ➤ Conducting a Mock panchayat (Role Play) to – solve a money lending issue between two members of a village. ➤ Encouraging children to write an essay on a day in your area without supervision. ➤ Conducting a survey in the locality to find what problems exist and the solutions to them. 	<ul style="list-style-type: none"> ➤ Learner's daily life experiences ➤ Web chart ➤ Writing essay, report, application ➤ Mock Panchayat ➤ Tracking the municipal elections

Theme 2: Urban Local Self Government

The theme 'Urban Local Self Government' aims at providing information and developing children's understanding into the composition and functions of Municipal Corporations. Transactional processes will help children in taking up responsibilities and solving common problems in their surroundings. It will enable them to be a proactive citizen who will give back to society through an understanding of their duties.

Learning outcomes:

Children will be able to:

- explain the term 'Metropolitan' and state the names of four major cities;
- locate and identify metropolitan cities on an outline map of India;
- describe the functioning of Municipal Corporations;
- demonstrate the ability to take initiatives and responsibility in solving community problems such as sewage, traffic jam, pollution, cleanliness;
- create simple awareness programmes in the vicinity on public welfare issues.

Urban Local Self Government		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Define the term – 'Metropolitan' ➤ Names of major cities– Kolkata, Delhi, Mumbai, Chennai ➤ Municipal Corporations ➤ Functions (Water Supply, Public health Sanitation, Education, Lighting, Public Security, Public Works, Maternity and Child Welfare): Any 2 functions 	<ul style="list-style-type: none"> ➤ Sharing of prior knowledge and experiences children have of small and big cities, and the city they live in. ➤ Building on children's previous learning. ➤ Providing opportunities to children for participating in activities such as: <ul style="list-style-type: none"> ☛ Describing the term 'Metropolitan' and listing the major cities of India. ☛ Showing and locating the major cities on an outline map of India. ☛ Listing and explaining the functions of the Municipal corporations. ☛ Principles and practices of local governance among officials and elected members. ➤ Assigning children, the task of conducting an interview with the Local municipal corporation on common problems of the area. E.g. garbage collection, unsafe water, poor street lighting, etc. ➤ Writing a report by groups of children or individually on problems faced by people in metropolitan cities such as the water clogging problem during monsoons. ➤ Preparing a case study on the major functions of Municipalities functioning in a selected area. 	<ul style="list-style-type: none"> ➤ Collate data to compare population in towns and cities (any four) ➤ Newspaper, ICT. ➤ Mapping skills. ➤ Map of India. ➤ Questions to conduct an interview. ➤ Tracking the municipal elections

Geography



Core concepts of Geography for Class VI are as under:

Class VI

Representation of Geographical Features

Landforms

Minerals

**Study of Continents: North America and
South America**

Theme 1: Representation of Geographical Features

Maps are the basic tools of Geography. In this theme children will learn to identify the different types of maps and directions on a map through various methods.

Learning outcomes:

Children will be able to:

-  identify the difference between a map, sketch, plan and globe;
-  identify directions and the eight cardinal points.

Representation of Geographical Features		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Maps: introduction, difference between map, sketch, plan and globe. ➤ Importance of maps. ➤ Direction: eight cardinal points. 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for: <ul style="list-style-type: none"> ☛ observing a map and a globe and listing differences between the two. ☛ using practically and discussing the benefits of a map over a globe. ☛ creating a sketch and a plan of their locality and comparing it with a map. ☛ sharing previous knowledge of the four directions and relating it to the cardinal directions using digital media or black board. ➤ Creating a layout or plan of the following on a A3 size paper: building complex, club house, locality or area with garden. 	<ul style="list-style-type: none"> ➤ Mapping skills ➤ Wall map of the world – (political, physical), Topographical Maps. ➤ Clay models. ➤ Layout plans. ➤ Audio-visual materials, smart class modules, etc. ➤ Charts.

Integration: Mathematics and Arts Education

Theme 2: Landforms

Landforms are natural features of the earth surface. In this theme children will be introduced to and develop an understanding about the forces responsible for the formation of mountains and valleys, plateaus and plains on the earth. Activities such as map-based quizzes in the classroom will enhance cooperative learning.

Learning outcomes:

Children will be able to:

-  identify different types of landforms in their immediate surroundings and on visuals;
-  differentiate between processes of formation of Fold mountains and Block mountains;
-  discuss the process of formation of Volcanic mountains;
-  appreciate the importance of mountains in our life;
-  compare and describe the formation and characteristics of Valleys and Plateaus;
-  discuss the effects of geography on the history of our country;
-  understand how landforms affect the lives of people.

Landforms		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Types of landforms; ➤ Mountains and Valleys: processes of formation of mountains and valleys – endogenous and exogenous processes ➤ Mountains: <ul style="list-style-type: none"> ☛ Formation of Mountains, folding, meaning and characteristics of young fold mountains, distribution of Young Fold Mountains in the world – Rockies, Andes, Alps, Great Dividing Range, Himalayas and Atlas Mountains; Meaning and characteristics of Old Fold Mountains, distribution of old fold mountains in the world (Urals, Appalachians, Aravalis). ☛ Faulting - meaning of faulting, formation and characteristics of Block mountains. ☛ Importance of mountains ☛ Volcanic mountains: formation and 	<ul style="list-style-type: none"> ➤ Initiating a discussion about what children already know about different landforms and building on their previous knowledge and learning. ➤ Providing opportunities to children to draw and colour maps and make models and diagrams. ➤ Discussing the meaning, formation and characteristics of fold and block mountains. ➤ Comparing the fold, block and volcanic mountains. ➤ Conducting Group /individual activity of children listing things obtained from mountains. ➤ Discussing the formation and characteristics of rift valleys and relating them to the river valley civilizations in past. ➤ Showing documentaries on the life of people living in mountains and plateaus. ➤ Conducting a research on the minerals found in Deccan Plateau in India using technology backed skills. 	<ul style="list-style-type: none"> ➤ Documentaries. ➤ Models of landforms, World maps and Atlas. ➤ Diagrams ➤ Satellite imageries of different landforms. ➤ Other online resources and Videos. ➤ Quizzes. ➤ Children’s experiences.

Landforms		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<p>characteristics (Mount. Kilimanjaro in Africa and Mt. Fujiyama in Japan)</p> <p>➤ Valleys: Formation and characteristics of rift Valley, distribution of rift valleys in the world - Rhine, Narmada, Nile</p> <p>➤ Plateaus: formation and characteristics, types of plateaus (Intermontane and volcanic: definition and examples), distribution in the world (The Deccan plateau in India, Tibet Plateau).</p> <p>➤ Plains: formation and characteristics, types of plains (depositional and erosional: definition and examples).</p> <p>➤ Landforms and people: Landforms – impact on the life of people. (comparison between life in the mountains and life in the plains)</p>	<p>➤ Conducting a discussion on comparing life in mountains and in the plains.</p> <p>➤ Conducting a class discussion on how geographical features of India have shaped its history.</p> <p>➤ Discussing the processes of formation of landforms with the help of audio-visual materials.</p> <p>➤ Encouraging children to locate different landforms on an outline map of India and speak about the same. (Referring to the Atlas)</p> <p>➤ Organising quiz competitions in the classroom for locating important landforms on the world map.</p>	

Integration: History, Languages

Life Skills: Conservation of environment, sensitive towards society

Theme 3: Minerals

The theme aims at providing children the knowledge and developing their understanding about minerals and ores and the need to conserve minerals.

Learning outcomes:

Children will be able to:

- differentiate between metallic and non-metallic minerals;
- describe the importance of minerals in daily life;
- appreciate the need to conserve mineral resources.

Minerals		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Minerals and Ores (meaning and examples). ➤ Types of minerals - metallic and non-metallic <ul style="list-style-type: none"> ☛ Metallic: Iron ore, bauxite, manganese, copper ☛ Non-Metallic: Lime stone, mica and mineral fuels (coal and petroleum) natural gas ➤ Conservation of minerals. 	<ul style="list-style-type: none"> ➤ Initiating a discussion about what children already know about minerals and their uses on our daily life and building on this. ➤ Asking children to list different items made of metallic minerals, that they see in daily life. ➤ Explaining the meaning of minerals and ores followed by examples. ➤ Engaging children in discussion about the importance of minerals and their conservation. ➤ Using articles, newspaper clippings, videos, etc. for generating discussion amongst children towards conservation of non-renewable minerals and encouraging them to search for alternatives to these minerals. 	<ul style="list-style-type: none"> ➤ Wall maps of the world map, Atlas. ➤ Internet resources. ➤ Visuals and articles from Newspapers, journals, magazines, etc.

Integration: Chemistry, Languages

Life Skills: Conservation of environment

Theme 4: Study of Continents: North America and South America

This theme is an introduction to the study of the Continents of the world which begins with the study of North America and South America. Children will be provided a broad overview of the two continents.

Learning outcomes:

Children will be able to:

- locate North America and South America on the world map and in the Atlas;
- identify major countries in North America and South America on their respective maps;
- locate and identify the major political divisions of North America and South America through an atlas.
- locate and identify the physical features of North America and South America on the map.

Study of Continents: North America and South America		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ A brief idea of the formation of continents. North America ➤ Introduction ➤ Location ➤ Boundaries ➤ Major Physical features ➤ Locating the above on the map (details given in the table below). ➤ Political divisions (countries and capitals to be covered through Atlas only) South America ➤ Introduction ➤ Location ➤ Boundaries ➤ Major Physical features ➤ Locating the above on the map (details given in the table below). ➤ Political divisions (countries and capitals to be covered through Atlas only) 	<ul style="list-style-type: none"> ➤ Showing videos on the location and geography of North and South America. ➤ Sharing children’s knowledge about countries in these two continents and building on the same. ➤ locating countries and their capitals in the two continents using audio visuals, atlas or globe, by the teacher followed by children being asked to locate the same. ➤ Encouraging children individually, to prepare a comparative study on the two Continents. ➤ Analysing and discussing the impacts of physical features of a place on life and occupations with children. ➤ Discussing the impact of geographical features of these continents to their history. 	<ul style="list-style-type: none"> ➤ Audio-visuals. ➤ Maps, atlas, globe. ➤ Videos.

Life Skills: Conservation of environment, sensitive towards society

Integration: Biology, History, Languages, Arts Education

List of Map pointing (North America & South America)

Name of the Continent	Physical Features	Map Pointing
North America	Mountains	Rockies, Appalachians, Sierra Nevada
	Plateaus	Mexican, Colorado, Columbian, Canadian Shield, Laurentian plateau
	Plains	Great Plains, Coastal Plains
	Lakes	Great Lakes
	Rivers	Mississippi, Missouri, Colorado, St Lawrence, Mackenzie, Rio Grande
	Water Bodies	Surrounding Gulf, Bays, Sea, Oceans
South America	Deserts	Colorado desert
	Mountains	Andes
	Plateaus	Brazilian Highlands, Guiana Highlands, Bolivian Plateau,
	Plains	Pampas, Llanos
	Rivers	Amazon, Uruguay, Paraguay, Orinoco
	Lakes	Titicaca
	Deserts	Atacama, Patagonia
	Water Bodies	Surrounding Gulf, Bays, Sea, Oceans
		Amazon Rain forest