

**INFANT JESUS CONVENT SCHOOL**  
**ANNUAL PLAN(2024-25)**  
**SOCIAL STUDIES**  
**CLASS: V**

<b>MONTH/ NO OF DAYS</b>	<b>TOPIC: SUB TOPIC</b>	<b>OBJECTIVES</b>	<b>AIDS/ACTIVITIES</b>	<b>MULTIPLE INTELLIGENCE SKILLS</b>	<b>LEARNING OUTCOME</b>
<p style="text-align: center;">APRIL No of Days: 18</p>	<p>Chapter-1 Know your planet.            *Shape of the Earth.            *What is a Globe?            *Maps            *Types of map            *Directions            *Scale, symbols            *Colours</p> <p>Chapter-2 Parallels and Meridians.            *Parallels            * Important features of Parallels.            *How are Parallels numbered?            *Meridians            *Important features of Meridians.            *How are meridians numbered?            *Locating places on the Earth.</p>	<p>Students will be able to:            *Understand about the Earth and its shape.            *Know the basic features of the map.            * Compare between parallels and Meridians            *Know the points to locate the places on Globe.            *Explain the features of Latitudes and Longitudes.</p>	<p><b>KNOWLEDGE:</b>            *List the important parallels and meridians.            *List the types of maps.            *Brainstorming about the usage of features in reading the map .</p> <p><b>SKILLS:</b>            *Verbal Skills            *Understanding skills            *Critical Thinking</p> <p><b>APPLICATION:</b>            *Model reading of the lesson.            *Investigate the various tools used for locating the places on map.</p> <p><b>UNDERSTANDING:</b>            *Identifying colors used in maps.</p>	<p>*Linguistic            *Understanding            *Critical thinking.</p>	<p>Students will be able to:            *comprehend the moral of the lesson.            *express their justified opinion.            *Identify the importance of globes ,maps and lines.</p>

			*Differentiate the parallels and meridians.		
MAY No of Days: 14	Chapter- 3 Movements of the Earth. *Rotation *Days and nights *Revolution * Seasons	Students will be able to: *Know about our Planets. *Understand the movements of the Earth *Explain the causes of days and nights and seasons.	<b>KNOWLEDGE</b> *List the names of eight Planets in the Solar system.  *Know the importance of movements  <b>SKILLS</b> *Understanding skills *Thinking skills. *Linguistic skills  <b>APPLICATION</b> *Demonstrate the solar system.  *Predict the time taken to complete the movements.  <b>UNDERSTANDING</b> *Movement of the Earth in the Solar System.	*Critical thinking  * Naturalist intelligence  *Understanding skills.	Students will be able to *Explain about the Solar system  *Discuss the causes of day and night.
<b>REVISION OF PT-1</b>					
<b>CONDUCTION OF PT-1 ASSESSMENT (Third week of May)</b>					
	Chapter- 4 Major Landforms. *Mountains *Plateaus *Plains * Deserts *Rivers	Students will be able to: *Know the formation of mountains. *Understand importance of plains, plateaus deserts.	<b>KNOWLEDGE</b> *Define Landforms. * Identify heat zones on the globe. *Name the line of latitude which receive	*Logical skills *Linguistic skills *Understanding skills *Social skills.	Students will be able to : *Explain about weather and climate. *Differentiate the heat zones

<p>JULY</p> <p>No. of Days: 27</p>	<p>Chapter- 5 Weather and Climate</p> <ul style="list-style-type: none"> <li>*Climate</li> <li>*What influences climate?</li> <li>*Heat Zones</li> </ul>	<p>*Differentiate the weather and climate.</p> <ul style="list-style-type: none"> <li>* Explain the factors influence weather.</li> <li>* Understand the heat zones off the Earth.</li> <li>* Explain the ways mountains are useful for us.</li> </ul>	<p>maximum heat in the world.</p> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>*Understanding skills</li> <li>*Critical thinking.</li> <li>*Logical skills</li> <li>*Social skills.</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>*Illustrate the major climatic regions of the world.</li> <li>*Demonstrate the factors influences climate.</li> <li>*Differentiate between moderate and extreme climate.</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>*Difference in Weather and climate.</li> <li>*Factors of climate.</li> <li>*Major Landforms.</li> </ul>		<p>* Discuss some important features of climate.</p>
<p>AUGUST</p> <p>No. of days- 23</p>	<p>Chapter- 6 The Land of Dense Forests.</p> <ul style="list-style-type: none"> <li>*Location, land, climate, Vegetation, Wildlife , Economic resources, Life of the people, transport , Cities.</li> </ul> <p>Chapter- 10 Environmental Pollution</p> <ul style="list-style-type: none"> <li>*Air Pollution, its causes</li> <li>* Water Pollution, its causes</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Know the types of pollution.</li> <li>*Understand the causes of pollution.</li> <li>*Understand life style of Bantu people.</li> <li>*Know the minerals found in DRC.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>*Define pollution.</li> <li>* Name the different types of pollution.</li> <li>* List the problems faced by the people of Democratic republic of Congo.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>*Understanding</li> <li>*Analysing</li> <li>*Social</li> </ul> <p><b>APPLICATION</b></p>	<ul style="list-style-type: none"> <li>*Spatial skills</li> <li>*Understanding skills</li> <li>*Social skills.</li> <li>*Interpersonal skills.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Explain the location and climate of DRC.</li> <li>*Explain the types of pollution.</li> <li>*Understand the methods to reduce pollution.</li> </ul>

	<ul style="list-style-type: none"> <li>*Land and soil Pollution.</li> <li>*Noise Pollution, its causes</li> </ul>		<ul style="list-style-type: none"> <li>*Find out the pollution related diseases and their prevention..</li> <li>*Categorize the resources found in DRC</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>*Economic Resources of DRC.</li> <li>*Life of the people of DRC</li> </ul>		
<p>SEPTEMBER</p> <p>No. of days: 05</p>	<p>Chapter- 11 E for Environment.</p> <ul style="list-style-type: none"> <li>*Types of Waste.</li> <li>*Waste Management.</li> <li>*Waste management at home.</li> </ul> <p><b>(REVISION OF TERM-1 SYLLABUS)</b></p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> <li>*Learn the two main types of waste</li> <li>*Identify the methods of waste management.</li> <li>*Understand the three R's.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>*Differentiate between biodegradable and non biodegradable waste</li> <li>* Name some of the famous methods of waste management.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>*Naturalist Intelligence</li> <li>*Understanding</li> <li>* Spatial intelligence.</li> </ul> <p><b>APPLICATIONS</b></p> <ul style="list-style-type: none"> <li>*Write some ideas to reuse the things.</li> <li>*Give examples of some recycling things..</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>*The do's and dont's to protect the environment..</li> </ul>	<ul style="list-style-type: none"> <li>* Linguistic skills</li> <li>*Interpersonal intelligence</li> <li>*Naturalist intelligence</li> </ul>	<p>Students will be able to:</p> <p>Define the methods of waste.</p> <p>*Explain the importance of waste management.</p> <p>*Illustrate the method to manage the waste at home.</p>
<b>CONDUCTION OF TERM-1 ASSESSMENT (Second week of September )</b>					
<p>OCTOBER</p> <p>(No . of working days- 22)</p>	<p>Chapter- 8 The Land of Sand</p> <ul style="list-style-type: none"> <li>*Saudi Arabia-location ,land, climate, Vegetation, Wildlife , Economic activities , Life</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Know the location ,land and climate of Saudi Arabia.</li> <li>*Identify the animals and</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>*Name the type of Vegetation of Prairies and Saudi Arabia.</li> <li>*Explain the life of Bedouins.</li> <li>*List the countries surrounding Prairies.</li> </ul>	<ul style="list-style-type: none"> <li>*Interpersonal</li> <li>*Intrapersonal</li> <li>*Naturalist</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Locate the place on the world map.</li> <li>*Memorize the location and</li> </ul>

	<p>of the people , Bedouins , Cities.</p> <p>Chapter- 9 The Treeless Grasslands.</p> <p>*The Prairies-location, land, climate, Vegetation, Wildlife, Economic Activities, Life of the people.</p>	<p>minerals found in Prairies.</p> <p>* List the farming activities done in Prairies.</p> <p>*Recognize the location of capitals of Prairies and Saudi Arabia.</p>	<p><b>SKILLS:</b></p> <p>*Reasoning Skills</p> <p>*Analyzing Skills</p> <p>*Critical Thinking</p> <p><b>APPLICATION:</b></p> <p>*Model reading of the lesson</p> <p>*Locate the important deserts of the world on the map of World.</p> <p><b>UNDERSTANDING:</b></p> <p>*Memorize the neighboring countries.</p> <p>*Understand the reason why cattle rearing are done in Prairies.</p>		<p>climate of Saudi Arabia AND Grass lands.</p> <p>*Understand the life of people in desert area.</p> <p>*List the countries that produce petroleum.</p>
<p>NOVEMBER (No. of working days- 23)</p>	<p>Chapter- 12 Natural Disasters</p> <p>*Floods</p> <p>* Droughts</p> <p>*Earthquakes</p> <p>*Cyclones</p> <p>Chapter- 14 The World from 1914 – 1945</p> <p>*The First World war</p> <p>*The Inter-war years</p> <p>*The Second World war</p> <p><b>REVISION OF PT 2 SYLLABUS</b></p>	<p>Students will be able to:</p> <p>*Understand the types of natural disasters.</p> <p>*Know the causes of natural disasters.</p> <p>*Summarize the steps to prevent from natural disaster.</p> <p>*Learn how and when world war fought.</p>	<p><b>KNOWLEDGE:</b></p> <p>*Explain the incidents led to first world war</p> <p>*Life of Hitler.</p> <p><b>SKILLS:</b></p> <p>*Observation Skills</p> <p>*Writing Skills</p> <p>*Critical Thinking</p> <p><b>APPLICATION:</b></p> <p>*Model reading of the lesson</p> <p>* Draw the timeline between 1914 to 1945.</p> <p><b>UNDERSTANDING:</b></p>	<p>*Interpersonal</p> <p>*Intrapersonal</p> <p>*Kinesthetic</p>	<p>Students will be able to:</p> <p>*Define the terms of natural disaster.</p> <p>*Recall the places affected by natural disasters in last 2 years.</p> <p>* Suggest ways to prevent natural disaster.</p>

			<ul style="list-style-type: none"> <li>*List the parts affected by first and second world war.</li> <li>*Explain the consequences of a war on the common people.</li> </ul>		*Role of India in both the world wars.
<p>DECEMBER (No. of working days – 11)</p>	<p>Chapter- 15 Towards Freedom</p> <ul style="list-style-type: none"> <li>*Discontent among Indians</li> <li>*Revolt against the British</li> <li>*After the Revolt</li> <li>*Social and Religious Reformers</li> <li>*Rise of Nationalism.</li> </ul> <p>Chapter- 16 India wins Freedom</p> <ul style="list-style-type: none"> <li>*Partition of Bengal</li> <li>*Swadeshi and Boycott</li> <li>*The Revolutionaries</li> <li>*Gandiji leads the Nation</li> <li>*Jallianwala Bagh Massacre</li> <li>*Non cooperation movement</li> <li>*Simon Commission</li> <li>* Civil Disobedience movement</li> <li>*Quit India movement</li> <li>*Indian National Army</li> <li>*India becomes free</li> <li>* Independent India</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Describe the sacrifices made by leaders to make India an independent country.</li> <li>* List the name of the important leaders.</li> <li>*Understand the revolts against the Britishers .</li> <li>*Analyze the factors sparked the first war of Independence.</li> <li>*Know the revolt of 1857.</li> <li>*Understand the Swadeshi and Boycott movement.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>*Explain the formation of Indian National Army.</li> <li>*Tell the difference between Moderates and Radicals.</li> <li>*List the important revolutionaries.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>*Reasoning Skills</li> <li>*Writing Skills</li> <li>*Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>*Model reading of the lesson</li> <li>*Illustrate the rise of Nationalism.</li> <li>*Cite the factors for the failure of Revolt of 1857.</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>*Recall the important centres of Revolt of 1857.</li> </ul>	<ul style="list-style-type: none"> <li>*Interpersonal</li> <li>*Linguistic</li> <li>*Naturalist</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Identify the freedom fighters.</li> <li>* Learn the importance of freedom in our life.</li> <li>*Understand the Civil Disobedience Movement.</li> <li>*Recognize the main centers of Revolt of 1857 on the map of India.</li> </ul>

			<ul style="list-style-type: none"> <li>*Describe the condition of farmers now and then.</li> <li>*Know the contribution of Gandhiji in Non cooperation movement.</li> </ul>		
<b>CONDUCTION OF P.T -2 ASSESSMENT</b>					
JANUARY (No . of working days- 21)	<p>Chapter-7 The Land of Snow</p> <ul style="list-style-type: none"> <li>*Greenland- location, land ,Climate, Vegetation , wildlife, Life of the people, occupation, cities.</li> </ul> <p>CHAPTER- 17 Transport and Communication</p> <ul style="list-style-type: none"> <li>*Transport and its need</li> <li>*Communication.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Know the location , climate and Vegetation of Greenland.</li> <li>*Understand the need of transport and communication.</li> <li>*Explain the types of transport.</li> <li>* Explain the need of efficient system of transport.</li> <li>* Understand the functions of fax, intercom and computer..</li> <li>* Explain the life of the people in Grasslands.</li> </ul>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>*Define types of transport and communication.</li> <li>* Identify the means of transport and communication</li> <li>*Name the animals found in Grasslands.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>*Understanding skills</li> <li>*Critical thinking.</li> <li>*Logical skills</li> <li>*Social skills.</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>*Illustrate different uses of mass communication.</li> <li>*Illustrate the occupation of the people of Grasslands.</li> <li>*Apply the proper usage of means of communication in our life.</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>*Life of People in Grass lands</li> <li>*What are Igloos?</li> </ul>	<ul style="list-style-type: none"> <li>*Critical thinking</li> <li>* Naturalist intelligence</li> <li>*Understanding skills.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Comprehend the moral of the lesson.</li> <li>*Express their justified opinion.</li> <li>*Identify the importance of transport and communication.</li> </ul>

			*Language used in Grass lands.		
FEBRUARY (No. of working days:- 22)	<p>Chapter- 18 Governing Ourselves</p> <ul style="list-style-type: none"> <li>*Central Government</li> <li>*Forming the Government</li> <li>*State Government</li> <li>*The Judiciary</li> </ul> <p>Chapter- 19 The United Nations.</p> <ul style="list-style-type: none"> <li>*Formation of UN</li> <li>*Objectives of the UN</li> <li>*Organs of the UN</li> <li>*Agencies of the UN</li> <li>*Achievements of the UN</li> <li>*India and the UN</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Understand the types of Government.</li> <li>*Difference between state and central government.</li> <li>*Understand the importance of Judiciary body.</li> <li>*Know the formation of United Nation.</li> <li>*Identify the main organs of United Nation.</li> <li>*Demonstrate the achievements of United Nation.</li> </ul>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>*Explain the rights and duties of a responsible citizen.</li> <li>*Describe the formation of government.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>*Reasoning Skills</li> <li>*Writing Skills</li> <li>*Critical Thinking</li> </ul> <p><b>APPLICATION:</b></p> <ul style="list-style-type: none"> <li>*Model reading of the lesson</li> <li>*Role of India in United nation.</li> </ul> <p><b>UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>*Review the objectives of UN.</li> <li>*Difference between the Lok Sabha and the Rajya Sabha.</li> </ul>	<ul style="list-style-type: none"> <li>*Interpersonal</li> <li>*Spatial intelligence</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Define the organs of the United Nation.</li> <li>*Explain the Rajya Sabha and Lok Sabha.</li> <li>*Explain the agencies of United Nation.</li> </ul>
<b>CONDUCTION OF TERM-2 ASSESSMENT (First week of March)</b>					