

# Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

**BOY**

Beginning of Year assessment to help you identify learning gaps.

**Bridge Course**

Supports you in reteaching and recapping critical pre-requisite skills.

**Term 1**

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

**UASM 1**

**SE 1**

5 chapters of Geography are to be covered in 23 days.

Introduction to Geography (3 days)

Earth and the Universe (5 days)

Motions of Earth (4 days)

Globe: Latitudes and Longitudes (6 days)

Mapping the World (5 days)

This unit assessment will assess concepts learned in Chapters 1, 2, 3, 4, and 5.

SE 1 will be based on the concepts of Chapters 1, 2, 3, 4, and 5.

**Term 1**

Chapter 1

Chapter 2

Chapter 3

**UASM 2**

**SE 2**

3 chapters of History are to be covered in 16 days.

An Introduction to History (5 days)

The Earliest Humans (6 days)

The Start of Settled Life (5 days)

This unit assessment will assess concepts learned in Chapters 1, 2, and 3.

SE 2 will be based on the concepts of Chapters 1, 2, and 3.

# Learning Journey for the Year

## Term 1

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

UASM 3

SE 3

5 chapters of SPL are to be covered in 21 days.

Introduction to Social and Political Life (2 days)

Diversity in India (4 days)

Diversity and Discrimination (6 days)

What Is Government? (5 days)

Understanding Democracy (4 days)

This unit assessment will assess concepts learned in Chapters 1, 2, 3, 4, and 5.

SE 3 will be based on the concepts of Chapters 1, 2, 3, 4, and 5.

## Term 1

Chapter 4

Chapter 5

Chapter 6

UASM 4

SE 4

3 chapters of History are to be covered in 17 days.

The Earliest Cities (6 days)

The Vedic Age (7 days)

The Rise of Buddhism and Jainism (4 days)

This unit assessment will assess concepts learned in Chapters 4, 5, and 6.

SE 4 will be based on the concepts of Chapters 4, 5, and 6.

MOY

5 days of Term 1 revision plan followed by Middle of Year Assessment

# Learning Journey for the Year

## Term 2

Geography

Chapter 6

Chapter 7

Chapter 8

UASM 5

SE 5

3 chapters of Geography are to be covered in 14 days.

Major Domains of the Earth (5 days)

Major Landforms (5 days)

Our Country - India (4 days)

This unit assessment will assess concepts learned in Chapters 6, 7, and 8.

SE 5 will be based on the concepts of Chapters 6, 7, and 8.

## Term 2

History

Chapter 7

Chapter 8

Chapter 9

Chapter 10

UASM 6

SE 6

4 chapters of History are to be covered in 23 days.

The First Indian Empire: The Mauryas (5 days)

India in the Iron Age (7 days)

India from the 4<sup>th</sup> to the 7<sup>th</sup> Century CE (6 days)

The Cultural Heritage of Ancient India (5 days)

This unit assessment will assess concepts learned in Chapters 7, 8, 9, and 10.

SE 6 will be based on the concepts of Chapters 7, 8, 9, and 10.

# Learning Journey for the Year

## Term 2

Chapter 6

Chapter 7

Chapter 8

Chapter 9

UASM 7

SE 7

SPL

4 chapters of SPL are to be covered in 18 days.

Rural Local Government (5 days)

Rural Administration (3 days)

Urban Local Government (4 days)

Livelihoods of People (6 days)

This unit assessment will assess concepts learned in Chapters 6, 7, 8, and 9.

SE 7 will be based on the concepts of Chapters 6, 7, 8, and 9.

EOY

5 days of Term 2 revision plan followed by End of Year Assessment

**Note:** All subject enrichment (SE) activities are optional. However, It is recommended that students perform them in class in order to strengthen their conceptual understanding.

**Life Skills** - The important skills that students will develop this year are:

### ⚡ THINKING SKILLS

1. Solving real-world problems
2. Creating new ideas
3. Being curious
4. Reflecting on your learning
5. Learning from mistakes

### 🗣️ COMMUNICATION SKILLS

1. Communicating effectively
2. Presenting ideas
3. Using information
4. Using different media

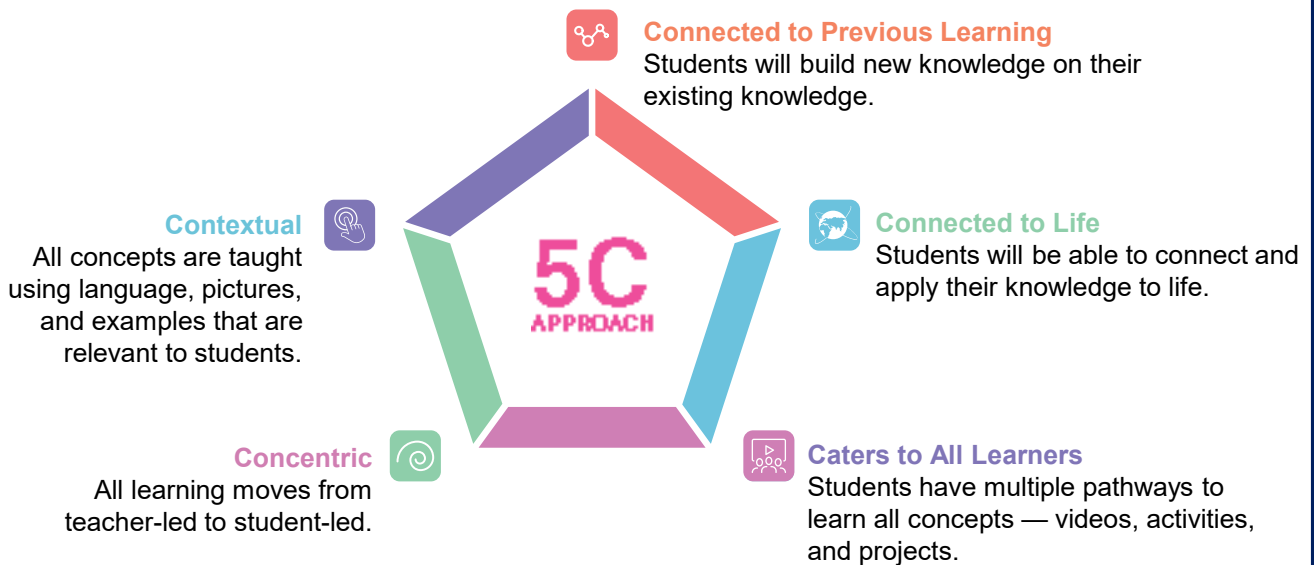
### 🤝 COLLABORATION SKILLS

1. Working with others
2. Appreciating others' ideas
3. Resolving conflicts
4. Connecting yourself to your community
5. Connecting yourself to the nation

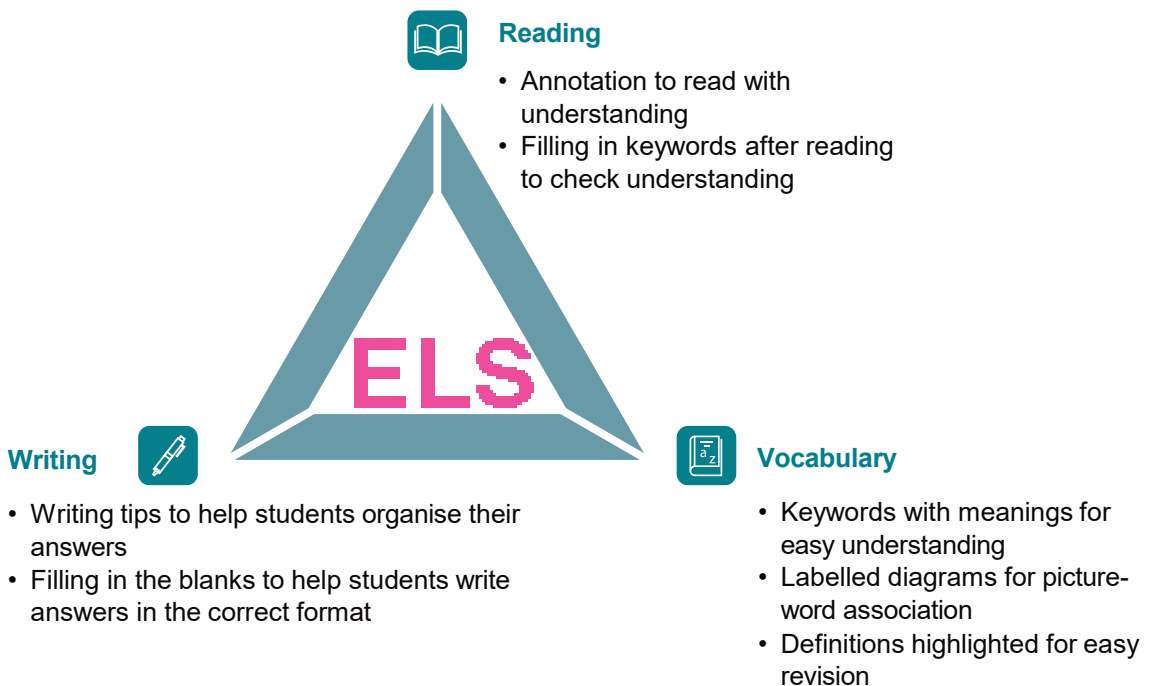
# The LEAD Method

The LEAD Method includes unique pedagogical approaches you will use to help your students develop a deep understanding of concepts. These are integrated into the lesson plans.

## 1. 5Cs Approach: Every concept is taught through the 5Cs approach



## 2. ELS: English Language Strategies



# The LEAD Method

## 3. VLC: Visualise-Locate-Connect



### Visualise

See to understand better

#### Videos



#### Illustrations



A group of 500 men selected from the tribes that lived in Athens formed a council. This

The Assembly voted on whether these laws should be passed.

#### Graphic Organisers

##### Parts of a Map

##### Directions

The four cardinal directions or points are north, east, south, and west, and the four intermediate directions or points are north-west, south-west, south-east, and north-east.

##### Symbols and Colours

Symbols are used to show human-made and natural features. They include pictures, letters, and shading. Colours are used to show features such as plains (in green) and mountains (in brown).

##### Scale

Scale is the ratio of the distance between two places on a map and the exact distance between them on the ground.

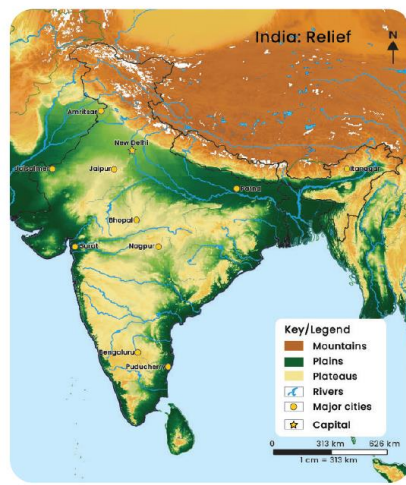
#### Timelines



### Locate

Find out where things happen

#### Maps



### Connect

See connections between different things

#### The past with the present



Around 4,000 years ago, maps were made on clay tablets.



Today, maps are made digitally and can be used on our smartphones.

#### India with the world

First Neolithic settlements in the Fertile Crescent

First Neolithic Settlements in India

#### The government, society, and individuals

##### 5.6 WAYS TO STRENGTHEN DEMOCRACY

1

##### Participating in Elections



All citizens must use their right to vote to hold the government responsible.

2

##### Choosing the Representative



Citizens must know the candidates and choose the right ones thoughtfully.

3

##### Standing against Corruption



Citizens must not give bribes to officials. This will reduce corruption.

4

##### Using Media



Media must be used effectively to voice opinions and point out any wrongdoing of the ruling government.

#### Field Visits



#### Project



# Important Icons

## Icons and Features of the Books

### CONNECT TO LIFE

Provide activities and questions that help students apply new concepts to their life.

### ACTIVITY

Help students understand concepts and apply their learnings.

### KEYWORDS

Provide meanings of difficult words as they read.

### THINK

Provide opportunities for building thinking skills.

### COLLABORATE

Provide opportunities for building collaboration skills.

### COMMUNICATE

Provide opportunities for building communication skills.



Students can access important resources at home by scanning these codes using the LEAD Student App.

## Icons and Features in the Lesson Plans



**Read**

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each chapter.



**Turn and Talk/  
Think-Pair-Share**



**Think-Write-Pair-Share/  
Work in Groups**

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.



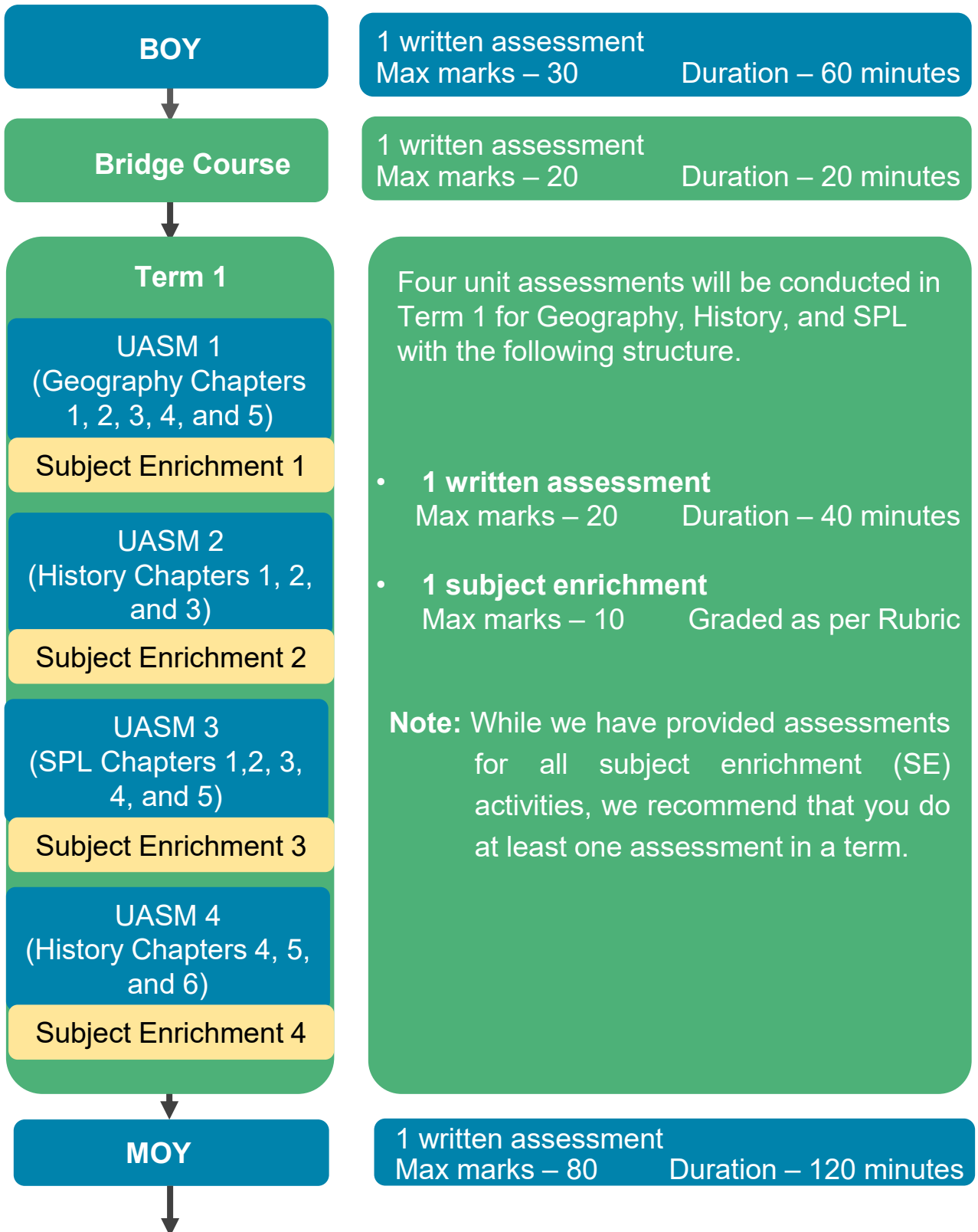
**Stop and Jot/ Work in  
Pairs/ Think and Answer**



**Let's check the answer**

# Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:





# Assessment Structure for the Year

## Term 2

UASM 5  
(Geography Chapters  
6, 7, and 8)

Subject Enrichment 5

UASM 6  
(History Chapters 7, 8,  
9, and 10)

Subject Enrichment 6

UASM 7  
(SPL Chapters 6, 7, 8,  
and 9)

Subject Enrichment 7



EOY

Three unit assessments will be conducted in Term 2 for Geography, History, and SPL with the following structure.

- **1 written assessment**  
Max marks – 20      Duration – 40 minutes
- **1 subject enrichment**  
Max marks – 10      Graded as per Rubric

**Note:** While we have provided assessments for all subject enrichment (SE) activities, we recommend that you do at least one assessment in a term.

1 written assessment  
Max marks – 80      Duration – 120 minutes

# Assessment Framework

## Unit Assessments

The written unit assessments of Geography have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Fill in the blanks	3	1	3
Short Answer Questions	2	3	6
Long Answer Questions	4	1	4
Map Work	3	1	3
		<b>10 questions</b>	<b>20 marks</b>

The written unit assessments of History have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	4	4
Very Short Answer - Fill GO/Match the following	3	1	3
Short Answer Questions	2	3	6
Long Answer Questions	4	1	4
Map Work	3	1	3
		<b>10 questions</b>	<b>20 marks</b>

The written unit assessments of SPL have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	5	5
Fill in the blanks	5	1	5
Short Answer Questions	2	3	6
Long Answer Questions	4	1	4
		<b>10 questions</b>	<b>20 marks</b>

# Assessment Framework

## MOY & EOY Assessments

MOY and EOY assessments will have the following structure:

Types of Question	Marks	Questions	Total Marks
Multiple Choice Questions	1	15	15
Match the following	4	1	4
Fill in the Blanks	2	1	2
Very Short Answer - Fill GO	5	2	10
Short Answer Questions	2	12	24
Long Answer Questions	4	5	20
Map Work	5	1	5
		<b>37 questions</b>	<b>80 marks</b>

## Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Chapters.
- In EOY – 75% questions will be from Term 2 Chapters, and 25% will be from Term 1 Chapters.
- In Unit Assessments – 85%-90% of the questions will be from the chapters being assessed and 10%-15% questions from previous chapters covered in the previous unit assessment of that subject. This is to help students practise concepts and be better prepared for the MOY and EOY.
- The exact syllabus is provided in the Important Notes of the respective assessment day.

# Assessment Framework

## Difficulty level of Questions

Difficulty level of questions in the assessments are based on Board guidelines. All questions are categorised as per the table below:

	<b>LOTS</b> (Lower Order Thinking Skills)	<b>MOTS</b> (Middle Order Thinking Skills)	<b>HOTS</b> (Higher Order Thinking Skills)
<b>Definition</b>	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations and building on top of what was taught in class.
<b>Bloom's Level</b>	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with Board guidelines, LEAD assessments follow the structure explained below

**Unit ASM 1** – 50% LOTS : 40% MOTS : 10% HOTS

**Unit ASM 2** – 50% LOTS : 40% MOTS : 10% HOTS

**Unit ASM 3** – 40% LOTS : 50% MOTS : 10% HOTS

**Unit ASM 4** – 30% LOTS : 50% MOTS : 20% HOTS

**MOY** – 30% LOTS : 50% MOTS : 20% HOTS

**Unit ASM 5, 6, 7** – 30% LOTS : 50% MOTS : 20% HOTS

**EOY** – 30% LOTS : 50% MOTS : 20% HOTS

We slowly increase the level of difficulty for students in Term 1.

# Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 1.

## Term 1 – List of Materials

Geography	<b>Chapter 1: Introduction to Geography</b> <ul style="list-style-type: none"><li>• Chart paper — 1</li><li>• Sellotape — 1</li><li>• Board pins — 6</li><li>• Box of crayons — 5</li><li>• A4 size sheets — 10</li></ul>
	<b>Chapter 2: Earth and the Universe</b> <ul style="list-style-type: none"><li>• Art clay packets — 5</li><li>• Box of crayons — 5</li><li>• Black chart paper — 10</li></ul>
	<b>Chapter 3: Motions of Earth</b> <ul style="list-style-type: none"><li>• Globe — 1</li><li>• Torch — 1</li></ul>
	<b>Chapter 4: Globe: Latitudes and Longitudes</b> <ul style="list-style-type: none"><li>• Globe — 1</li><li>• Torch — 1</li></ul>
	<b>Chapter 5: Mapping the World</b> <ul style="list-style-type: none"><li>• CRP 1 — 1 per pair</li><li>• Ruler — 1 per pair</li><li>• Tablet or smartphone — 1</li></ul>
History	<b>Chapter 1: An Introduction to History</b> <ul style="list-style-type: none"><li>• Chart paper — 1</li><li>• Sellotape — 1</li><li>• Board pins — 6</li></ul>
	<b>Chapter 2: The Earliest Humans</b> <ul style="list-style-type: none"><li>• Outline map of the world — 10</li><li>• Outline map of India — 10</li></ul>
	<b>Chapter 3: The Start of Settled Life</b> <ul style="list-style-type: none"><li>• Outline map of the world — 10</li><li>• Outline map of India — 10</li></ul>

# Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 1.

## Term 1 – List of Materials

History	<b>Chapter 4: The Earliest Cities</b> <ul style="list-style-type: none"><li>• Outline map of the world — 10</li></ul>
	<b>Chapter 5: The Vedic Age</b> <ul style="list-style-type: none"><li>• Outline map of the world — 10</li><li>• Outline map of India — 10</li></ul>
	<b>Chapter 6: The Rise of Buddhism and Jainism</b> <ul style="list-style-type: none"><li>• Outline map of India — 10</li></ul>
SPL	<b>Chapter 1: Introduction to Social and Political Life</b> <ul style="list-style-type: none"><li>• Chart paper — 1</li><li>• Sellotape — 1</li><li>• Board pins — 6</li></ul>
	<b>Chapter 2: Diversity in India</b> <ul style="list-style-type: none"><li>• Chart paper — 1 per table group</li><li>• Box of crayons — 5</li></ul>
	<b>Chapter 3: Diversity and Discrimination</b> <ul style="list-style-type: none"><li>• Chart paper — 1 per table group</li><li>• Box of crayons — 5</li></ul>
	<b>Chapter 4: What is Government?</b> <ul style="list-style-type: none"><li>• Chart paper — 1 per table group</li><li>• Box of crayons — 5</li></ul>
	<b>Chapter 5: Understanding Democracy</b> <ul style="list-style-type: none"><li>• CRP 1 — 2 per table group</li></ul>

## Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 2.

### Term 2 – List of Materials

Geography	<b>Chapter 6: Major Domains of the Earth</b> <ul style="list-style-type: none"><li>• Chart paper — 1</li><li>• Sellotape — 1</li><li>• Board pins — 4</li><li>• Outline map of the world — 10</li><li>• A4 sheets — 5</li></ul>
	<b>Chapter 7: Major Landforms</b> <ul style="list-style-type: none"><li>• A4 sheets — 10</li><li>• Packet of sketch pens — 1</li></ul>
	<b>Chapter 8: Our Country — India</b> <ul style="list-style-type: none"><li>• Political map of India — 10</li><li>• Physical map of India — 10</li><li>• A4 sheets — 5</li><li>• Box of crayons — 1</li></ul>
History	<b>Chapter 7: The First Indian Empire: The Mauryas</b> <ul style="list-style-type: none"><li>• Chart paper — 1</li><li>• Sellotape — 1</li><li>• Board pins — 4</li><li>• Outline map of India — 10</li></ul>
	<b>Chapter 8: India in the Iron Age</b> <ul style="list-style-type: none"><li>• Outline map of India — 20</li></ul>
	<b>Chapter 9: India from the 4th to the 7th Century CE</b> <ul style="list-style-type: none"><li>• Outline map of India — 10</li></ul>
	<b>Chapter 10: Cultural Heritage of India</b> <ul style="list-style-type: none"><li>• A4 Sheet — 10</li></ul>

## Materials Required

You will need the following materials for the various activities and experiments that will be conducted in Term 2.

### Term 2 – List of Materials

SPL

#### Chapter 6: Rural Local Government

- Chart paper — 1
- Sellotape — 1
- Board pins — 4

#### Chapter 7: Rural Administration

- No materials required

#### Chapter 8: Urban Local Government

- No materials required

#### Chapter 9: Livelihoods of People

- Newspaper — 4
- Chart paper — 4
- Chits with 'Dictate' written — 1
- Chits with 'Listen' written — 4