

**Class - V**  
**EVS-I Environmental Studies**

Sr. No.	Topic/ Theme	Time Frame	Subject Matter	Activity/TLM	Evaluation
1	Indian freedom struggle, movement	8 hrs	<ul style="list-style-type: none"> <li>• First struggle of Independence (1857) its causes and impact.</li> <li>• Congress party</li> <li>• Moderates and extremists</li> <li>• Division of Bengal</li> <li>• Muslim League</li> <li>• Split in congress</li> <li>• Swadeshi movement</li> <li>• Non-cooperation movement</li> <li>• Rowlaltt Act</li> <li>• Simon Commission</li> <li>• Azad Hind Fauz</li> <li>• Quit India Movement</li> <li>• Contribution of Himachalis in</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the pictures of different freedom fighters.</li> <li>• Pictures of different Historical buildings and incidents</li> <li>• Poem related to freedom struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on text</li> <li>• Quiz related to freedom struggle, movement</li> </ul>

			the Indian freedom struggle, movement.		
2.	Our Earth	6 hrs	<ul style="list-style-type: none"> <li>• Globe and map</li> <li>• Latitude and longitude</li> <li>• Oceans and continents</li> <li>• Uses of maps and globe</li> <li>• Symbols and scale of map</li> <li>• Direction</li> <li>• Meaning of latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>• To show globe</li> <li>• Map reading</li> <li>• Map measurement</li> <li>• Formation of symbols on chart</li> <li>• Drawing of main latitude and longitude on the model of The Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions based on text</li> <li>• Tracing of map and showing various continents and oceans.</li> </ul>
3.	Neighbouring countries of India	4 hrs	<ul style="list-style-type: none"> <li>• Nepal, Pakistan, China, Bhutan, Myanmar, Srilanka, Bangladesh</li> </ul>	<ul style="list-style-type: none"> <li>• Location of these countries on the world map.</li> <li>• Location of the capitals of the neighbouring countries on the world map.</li> </ul>	<ul style="list-style-type: none"> <li>• By asking questions based on text.</li> </ul>
4.	Diversity of Human life	6 hrs	<ul style="list-style-type: none"> <li>• Meaning of a Region, Different climatic regions</li> </ul>	<ul style="list-style-type: none"> <li>• Models of igloo, desert forests can be made.</li> </ul>	<ul style="list-style-type: none"> <li>• List of countries containing dense</li> </ul>

			<p>of the world</p> <ul style="list-style-type: none"> <li>• Regions of dense forests in Africa, Asia and South America.</li> <li>• Snow-covered land, e.g. Antarctica, Asia, Europe North America</li> <li>• Deserts of the world, Northern Africa, Southern Africa, Asia, Australia, Southern America</li> <li>• Grasslands of the world Africa, Australia, Newzealand, Asia, North America, South America.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate various countries on the map of world.</li> <li>• Show various grasslands and colour them on the map of the world.</li> <li>• Show main hot deserts on the map of the world.</li> <li>• Show different types of forests on the world map.</li> </ul>	<p>forests, snow, deserts and grasslands.</p> <ul style="list-style-type: none"> <li>• Locate various positions of forests, grasslands, deserts etc. on world map.</li> </ul>
5.	Local administration	6 hrs	<ul style="list-style-type: none"> <li>• Village panchayat</li> <li>• Block samiti</li> <li>• Zila parishad</li> <li>• Their election (organization</li> </ul>	<ul style="list-style-type: none"> <li>• Mock village panchayat</li> <li>• Chart showing names of various</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on text</li> <li>• How three-tier system of</li> </ul>

			and main functions)	members of the village panchayat	Panchayati Raj is helpful in local administration
6	Democratic system of administration	5 hrs	<ul style="list-style-type: none"> <li>• Meanings of democracy</li> <li>• Fundamental rights, duties,</li> <li>• Relationship between rights and duties</li> </ul>	<ul style="list-style-type: none"> <li>• Charts showing six fundamental rights</li> <li>• Charts showing ten fundamental duties</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions based on text</li> </ul>
7	Means of transportation and communication	10 hrs	<ul style="list-style-type: none"> <li>• Road transportation</li> <li>• Golden quadrilateral</li> <li>• North-South and East-West corridor.</li> <li>• Roads connecting ten major ports. Golden quadrilateral and corridors.</li> <li>• Types of roads (National and State highways)</li> <li>• District road, village road,</li> </ul>	<ul style="list-style-type: none"> <li>• Charts showing various means of transportation</li> <li>• Make a list of inventors of different modes of transportation and communication.</li> <li>• Prepare charts showing various means of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Why roads are called the arteries of a nation</li> <li>• Ask questions based on text</li> <li>• How TV links us with the whole world.</li> <li>• What do you mean by mass communication?</li> </ul>

			<p>border road etc.</p> <ul style="list-style-type: none"> <li>• Railways, metro rail, types of railways (broad gauge metre gauge and , narrow gauge)</li> <li>• Water transport-ation</li> <li>• Air transport-ation</li> <li>• Various means of communi-cation</li> <li>• Mass communi-cation</li> <li>• Modern means of communi-cation (internet, e-mail, mobile, satellite, fax, CD, DVD and CVD and teleconferencin g etc.)</li> </ul>	n.	
8	Natural Calamities	5 hrs	<ul style="list-style-type: none"> <li>• Meaning of natural calamities</li> <li>• causes of natural</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of charts showing floods, droughts,</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on text</li> <li>• How natural calamities</li> </ul>

			<p>calamities</p> <ul style="list-style-type: none"> <li>• Floods, droughts, earthquakes, landslides volcanoes and fire (House and forest fire)</li> <li>• Impact of natural calamities and protection.</li> </ul>	<p>earthquakes, landslides and volcanoes,</p> <ul style="list-style-type: none"> <li>• Model of volcanoes</li> </ul>	<p>are detrimental to living life.</p>
9	Physical & mental health		<ul style="list-style-type: none"> <li>• Physical Education, Yoga, PT, library, dance, music and other activities</li> </ul>		

**Class - V**  
**EVS - II (Natural Science)**

Sr. No.	Topic/ Theme	Time Frame	Subject Matter	Activity/TLM	Evaluation
<b>Unit – I</b> <b>Family &amp; Environment</b>					
1.	Living world 1. Living & non-living	8 hrs	<ul style="list-style-type: none"> <li>• Living and non living,</li> <li>• Difference between living and non living. Growth of plants and response to different stimuli(geo, photo &amp; touch stimuli)</li> <li>• Characteristics of living beings in reference to growth, stimuli and reactions</li> <li>• Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of living and non living of immediate surroundings.</li> <li>• Make a list of the points of basic difference between plants and animals.</li> <li>• Measurement of growth of plants with the help of a scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to make a list of living and non-living things.</li> <li>• Questions based on text.</li> <li>• Oral and written questions based on text.</li> </ul>
2.	Plants	8 hrs	<ul style="list-style-type: none"> <li>• Breathing process in plants</li> <li>• Reproduction in plants</li> </ul>	<ul style="list-style-type: none"> <li>• To observe germination of seeds by soaking</li> <li>• Experiment to</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written questions based on text.</li> </ul>

			<p>(vegetative &amp; seeds)</p> <ul style="list-style-type: none"> <li>• Seed germination, root and shoot axis, baby plants (seedling storage of food in seed, seed dispersal)</li> </ul>	<p>determine conditions of germination (air, water, etc.)</p>	<ul style="list-style-type: none"> <li>• Questions will be asked about how we can save trees?</li> </ul>
	<p>Forest &amp; forest people Protected trees</p>		<ul style="list-style-type: none"> <li>• Forest &amp; tribal life, effects of deforestation, communities dependent on forest produce e.g. Bamboo, pine etc.</li> <li>• Effects of deforestation</li> <li>• People's movement to protect their forests, women's role in protecting trees with special reference to Kinkri Devi of</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of Van Mahotsava</li> <li>• Poster making competition to save trees.</li> <li>• Survey any green belt in the neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions about significance of Van Mahotsava</li> </ul>

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3.	Animals	8 hrs	<ul style="list-style-type: none"> <li>• Breathing process in animals (Breathing organs in frog, fish, man and cockroach)</li> <li>• Reproduction in animals (oviparous and viviparous)</li> <li>• Protection of wild life, endangered animals like tiger,</li> <li>• Communities dependent upon animals like gujjars.</li> <li>• Animal products used by us for clothing shelter etc.</li> <li>• To be sensitive about cruelty</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of oviparous and viviparous animals</li> <li>• Discussions and poster making activities with a message to save wild life.</li> <li>• Making a list of people whose livelihood depends on animals</li> <li>• Discussion on people teasing animals at the zoo/other places.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written questions based on text.</li> <li>• Students will be asked to make a list of a few items made from animal products we use.</li> </ul>

			to animals		
4.	Human Skeleton and Muscles	8 hrs	<ul style="list-style-type: none"> <li>• How skeleton is beneficial for us</li> <li>• Main bones and their significance</li> <li>• Joints (types)</li> <li>• How muscles and bones are related to each other.</li> <li>• Muscle movement</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will tell different bones of the body by touching bones and by bending the joints</li> <li>• Movements of different parts of the body will be explained by activity method.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written questions based on text.</li> <li>• Students will be asked to recognize different bones of their body</li> <li>• Total no. of bones in our body</li> <li>• Longest and smallest bones.</li> </ul>
			<b>Unit-II Food</b>		
5	Food and Nutrition	10 hrs	<ul style="list-style-type: none"> <li>• Malnutrition &amp; communicable diseases</li> <li>• Harmful and beneficial bacteria</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will show the students chart about the balanced diet and will tell</li> </ul>	<ul style="list-style-type: none"> <li>• Questions will be asked for prevention of food spoilage.</li> </ul>

			<ul style="list-style-type: none"> <li>• Symptoms and reasons of communicable diseases like cholera and typhoid</li> <li>• Diseases due to food infection and dirty water</li> <li>• Diseases due to malnutrition</li> <li>• Importance of vaccination</li> <li>• Junk food.</li> <li>• Spoilage and wastage of food.</li> <li>• Prevention of food from spoilage</li> <li>• Food habits in different places.</li> </ul>	<p>them about the diseases caused due to malnutrition</p> <ul style="list-style-type: none"> <li>• Students will be asked to prepare a chart about the immunization up to the age of 15 years.</li> <li>• Keep some food items for a few days. See how they spoil.</li> <li>• Collection of samples or pictures of food from different places or cultures</li> <li>• Make a list of food specialities of different areas of Himachal</li> <li>• Make a chart showing different food</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on text.</li> <li>• Questions will be asked regarding prevention of food spoilage.</li> </ul>
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				habits.	
			<b>Unit –III</b>		
			<b>Things We Make and Do</b>		
6	Work, force and energy	8 hrs	<ul style="list-style-type: none"> <li>• Simple machines like screw jack, pulley, levers and their uses in daily life.</li> <li>• Types of forces e.g. Gravitational force and force of friction.</li> <li>• An idea of plain and inclined surface.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will show the students simple machines like needle, pulley, screw jack and lever</li> <li>• Make a model of simple machine</li> </ul>	<ul style="list-style-type: none"> <li>• By oral and written questions</li> <li>• Students will prepare a list of simple machines</li> <li>• Identify simple machines from the pictures in charts.</li> </ul>
			<b>Unit – IV</b>		
			<b>Light</b>		
7	Solar & lunar eclipse	6 hrs	<ul style="list-style-type: none"> <li>• Transparent and opaque bodies</li> <li>• Images and shadows - solar and lunar eclipses</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will show the transparent, opaque and translucent things to the class.</li> <li>• Teacher will explain the phenomenon</li> </ul>	<ul style="list-style-type: none"> <li>• Student will be asked to prepare a list of transparent, opaque and translucent materials</li> <li>• Oral and written</li> </ul>

				of eclipses with the help of a torch, football and a cricket ball	questions based on text
			<b>Unit - V</b>		
8	Science in Human Life	6 hrs	<ul style="list-style-type: none"> <li>• Industrialization, green revolution, medical science etc. Importance of science in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion about green revolution</li> <li>• Models of radio, TV engine, thermometer etc. can be prepared in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on text</li> <li>• Make a list of renewable and non Renewable resources.</li> </ul>
			<b>Unit – VI Pollution</b>		
9.	Pollution and Protection of Environment	8 hrs	<ul style="list-style-type: none"> <li>• Types of pollution, water and soil pollution, etc.</li> <li>• How water pollution can be prevented by sanitisation of locality</li> <li>• Pollution by polythene</li> <li>• Domestic waste</li> </ul>	<ul style="list-style-type: none"> <li>• A visit to the locality to show smokeless chulhas, solar cookers, solar geysers, etc.</li> <li>• Use of polythene can be discouraged by recitation of a poem</li> <li>• By use of bio</li> </ul>	<ul style="list-style-type: none"> <li>• Question based on text</li> <li>• Locate a few sources of water - pollution in the locality</li> <li>• During exams how noise - pollution affects studies</li> </ul>

			<p>utilization for preparation of electricity manure and bio gas</p> <ul style="list-style-type: none"> <li>• Noise pollution and its harms</li> <li>• Acid rain, global warming, green house effect (introduction) garbage disposal.</li> </ul>	<p>gas in villages and use of eco-friendly refrigerators pollution can be prevented</p> <ul style="list-style-type: none"> <li>• Charts showing greenhouse effect</li> </ul>	
10	Accidents and First aid	4 hrs	<ul style="list-style-type: none"> <li>• Meaning of accidents, types of accidents (water, fire, poison, animals, electricity, gas cylinder, roads, air etc) first aid and its importance. First aid kit, Rules of the Road .</li> </ul>	<ul style="list-style-type: none"> <li>• Charts showing different types of accidents which can occur in day-to-day life, to give knowledge about First aid kit to the students. There should be First aid kit in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions based on text.</li> </ul>

