

Class – IV
Environmental Studies
EVS – I (80 hours)

Sr. No.	Topic / Theme	Time Frame	Subject matter.	Activity / TLM	Evaluation
1.	Aryans & other invaders	5 hrs.	<ul style="list-style-type: none"> • Coming of Aryans, Kussan, saka. • Indobectrain, Parthian, muslims & Europeans, main stress should be given on the coming of Muslims & European. 	To tell the story about the coming of different invaders in India.	Questions based on text.
2.	India	30 hrs.	Location , Area, Population, neighbouring countries. No. of states & their capitals & union territories with their capitals.	<ul style="list-style-type: none"> • Showing map of different states with their capitals • Location of India on world the map. 	Question sbased on text. <ul style="list-style-type: none"> • make a chart of various states & their capitals.
3	(a). Northern mountaineous range.		<ul style="list-style-type: none"> • Extent of major Himalayan Ranges, Peaks & 	<ul style="list-style-type: none"> • Show the Northern mountain ranges on the map of 	Ask question based on text . <ul style="list-style-type: none"> • Show different states

			<p>Passes of northern mountaineous ranges, rivers, glaciers, climate, lakes, forests etc.</p> <ul style="list-style-type: none"> • The expansion of Himalayas in H.P. State which are situated between these mountain eousranges & their location on the map. • Tourist places, crops, culture, , industries, religious places, etc. can be introduced. <p>Major Himalayan mountaineous, ranges Peaks, Passes, Major rivers, glaciers and lakes.</p>	<p>India.</p> <ul style="list-style-type: none"> • Location of states situated in the northern mountaineous ranges. • Ask the students to trace the map of India & Locate through symbols on the map. 	<p>situated in northern mountain ranges on the map of India.</p> <ul style="list-style-type: none"> • Draw & colour northern mountaineous range.
	(b). Northern		Location, extent, importance of	<ul style="list-style-type: none"> • Locate the location of 	Questions based on text.

	Plains.		northern plains, soils, climate, rivers, states situated in northern plain crops culture, industries religious places, tourist places, life of people. Map showing Gangetic and Bramputra Plain	northern plain on the map of India <ul style="list-style-type: none"> • Location of rivers on the map of India. • Trace the map of northern plain and locate various positio of crops, industries, tourist places by symbols. 	Name of states situated in northern plain & location on the map of India.
	(c) Western desert (Thar desert) of India.		What is desert? Extent, climate, rivers, culture, tourist places, life of people, religious places, crops etc. Map of Thar desert	<ul style="list-style-type: none"> • To locate the position of desert on the map of India. • Model of desert. 	<p>Questions based on text.</p> <ul style="list-style-type: none"> • Total area of desert in India. • How desert is different from other geographical area.
(d)	Deccan Plateau.		Extent No. of states with their capitals, soil, climate, rivers, crops, life of people, culture, lakes, industries,	<ul style="list-style-type: none"> • Model of plateau. • Location of different states in the Deccan plateau on the 	<p>Question based on text.</p> <ul style="list-style-type: none"> • Locate various rivers of Deccan plateau on the map.

			religious places. Map showing deacon electrum and the area fall on various states with their capital.	map of India.	
(e)	Indian Costal Plains & Islands.		Extent No. of states situated in the costal plains & Island with their capitals. The island and the island where river Ganga mingles in the May of Bangal.	Model of Island.	<ul style="list-style-type: none"> • Question based on text. • Difference between island & Main land. • Different parts of eastern costal plains & western costal plains.
4	Natural Resources & Their Uses	30 hrs.	What are natural resources (Meaning) soil, water, forest, air, minerals, animals etc. their general uses.		Questions based on text.
5	Soil		Formation of soil, types of soil, different types of soil for crops.	<ul style="list-style-type: none"> • By rubbing stones formation of soil can be shown. • By collecting different types 	Questions based on text.

				<p>of soil from surrounding area can be shown.</p> <ul style="list-style-type: none"> • Different types of soil can be shown in different part of India on the map by symbols 	
6	Water		<ul style="list-style-type: none"> • Importance of water in our daily life. • Uses of water. • Hydroelectricity. • Causes of water pollution. • Need to protect pure water. 	<ul style="list-style-type: none"> • Model showing generation of hydroelectricity. • To find out the causes of water pollution in surrounding area. • To locate the different dams build in India on the map. 	<ul style="list-style-type: none"> • Question sbased on text. • Uses of water. • Conservation of water. • Need to protect water.
7	Forest & Wild Life.		<ul style="list-style-type: none"> • Uses of forests. • Different types of forests. • Deforestation. • Cause of deforestation • Impact of forest 	<p>Visit a nearby Sanctuary with the help of forest department.</p>	<p>Questions based on text.</p> <ul style="list-style-type: none"> • Herbarium.

			<p>on human life.</p> <ul style="list-style-type: none"> • How forest provide shelter to wild life. • Conservation of wild life & forest. 		
8	Minerals		<ul style="list-style-type: none"> • What are minerals? • -Different types of mineral • - main minerals and their importance in daily life. 	<ul style="list-style-type: none"> • locate the position of various minerals on the map of India. • prepare a list of minerals used in daily life. 	<p>Questions based on text.</p> <ul style="list-style-type: none"> • To prepare a list of different minerals with their use. • Places where different minerals are found.
9	Human Resource	4 hr	<ul style="list-style-type: none"> • What is human resource? • Story of human development • Health and education, proper food, clothing, shelter etc. 	<ul style="list-style-type: none"> • Make a list of various members of families of surrounding area. • Sources of income of various families of surrounding area. 	<ul style="list-style-type: none"> • Questions based on text. • Ask the student various sources of income to their family

10	Transport and Communication	5hr	<ul style="list-style-type: none"> • Meaning of transport, types of transport land. air and water land transport – • Railways and road transport. • Water transport • Air transport <p>Old and new means of transport means of communication old and new Pigeon, news-paper, magazine, T.V., radio, computer, internet, Telephone, Fax, e-mail etc, state and National Highways.</p>	<ul style="list-style-type: none"> • Prepare charts of different means of transport. • Collect various stamps • Prepare models of different vehicles. 	<p>questions based on text. prepare scrap book of various means of transport and communication.</p>
11	Our Administration	4 hr	<ul style="list-style-type: none"> • Knowledge of constitution. • How govt. is formed. • Our govt. • Election of centre and state govt. <p>Organization of</p>	<ul style="list-style-type: none"> • Mock parliament & flow diagram chart showing relation between centre govt. and state govt. 	<p>Question based on text.</p>

			constitutional Assembly		
12	National Symbols	2 hr	<p>Meaning of national symbols</p> <ul style="list-style-type: none"> • Flag • Song (Vande Matram) • National Anthem (Jana-Gana-Man) • National Animal • National Bird • National Flower • National Fruit • National Emblem • Rules of using national symbols (When and how) 	<ul style="list-style-type: none"> • Ask the students to prepare a small national flag. • Discuss the topic in the morning Assembly. • Prepare charts of national Anthem and national song. 	<ul style="list-style-type: none"> • Ask Questions based on text. Quiz based on chapter.
13	Physical and Mental Health		<ul style="list-style-type: none"> • Meditation, physical exercises dance, song, games, debate handwriting etc. for over all development. 		

Class – IV
EVS – II Natural Science

Sr. No.	Topic/ Theme	Time Frame	Subject Matter	Activity/TLM	Evaluation
Unit - I Family & Environment					
1	Living World and Environment	08 hrs	<ul style="list-style-type: none"> • Interdependence of plants and animals • How can we save plants? • Protection of animals and other living things • Knowledge of herbivores, carnivores and omnivores. • Food chain, showing interdependence 	<ul style="list-style-type: none"> • By showing charts, interdependence of plants and animals, can be explained • A visit to a Zoo and a garden can be arranged. • To show students different animals and plants and explaining their interdependence 	<ul style="list-style-type: none"> • Questions based on text e.g. fill up the blanks and matchings. • Write a few names of herbivores, carnivores and omnivores • To draw diagrams of small food chains in notebook
2.	Plants – Their Parts and Functions	08 hrs	<ul style="list-style-type: none"> • Parts of a plant • Root, stem, fruit, flowers, seed and leaves etc. 	<ul style="list-style-type: none"> • To show a live plant and differentiate various 	<ul style="list-style-type: none"> • To draw a plant and label all the parts. • Questions

			<ul style="list-style-type: none"> • Functions of different parts of a plant e.g. leaves help in manufacturing food through process of Photosynthesis • Uses of plants • Knowledge of roots. • Knowledge of aerial roots e.g. Peepal, Bargad, etc. 	<p>parts and their functions.</p> <ul style="list-style-type: none"> • Celebrate vanmahotsav and let them know the significance of plants. • Observe and collect different types of roots. 	<p>based on text with fill-ups and matchings</p> <ul style="list-style-type: none"> • Name some roots eaten by people.
3	Animals	08 hrs	<ul style="list-style-type: none"> • Knowledge about different animals. • Uses of animals in daily life, e.g. milk-giving, load-carrying, etc. • Knowledge of animals which show group behaviour, e.g. herds, group elephants & sheep • Basic idea of Bee-Hive and honey collection is to be given • An idea is to be 	<ul style="list-style-type: none"> • To draw pictures of animals giving milk, carrying load, yielding wool. • Write a story of animals which move in groups. • To show bee-hive in a garden and let them observe 	<ul style="list-style-type: none"> • Questions based on a few animals list some animals with or without hair. • List some animals which move in groups.

			given about animals with long hair and uses of animal's hair.	how bees and other insects come to flowers and collect nectar.	
Unit – II					
Food					
4	Food and Nutrition	09 hrs	<ul style="list-style-type: none"> • Importance of food • Essential nutrients of food i.e. protein, carbohydrates, fats, minerals, vitamins, water, etc. • Good food habits • Mid-day meal in schools • Preservation of food • Malnutrition and its bad effects on health. • Balanced diet. • Taste of different types of food <p>Knowledge of</p>	<ul style="list-style-type: none"> • Make a list of food items which are taken in breakfast, lunch and dinner. • During recess good food habits can be discussed. • Collect different types of cereals in small packets. • Taste different samples of food and ask 	<ul style="list-style-type: none"> • Write a few good food habits. • What type of mid-day meals should be given to children • questions based on text.

			teeth - Permanent and milk teeth.	children about their taste.	
Unit - III					
Things We Make & Do					
5.	Force, Work and Energy	10 hrs	<ul style="list-style-type: none"> • Meaning and definition of work with example(s). • Meaning and definition of force and how it affects. • Energy:- sources, types of energy, e.g. mechanical, electrical, potential, kinetic, etc. • Conversion of energy from one form to another 	<ul style="list-style-type: none"> • Activity like when we apply force on table what happens? • By rubbing hands, we can show conversion of energy from one form to another 	<ul style="list-style-type: none"> • Relation between work and force. • Differentiate between work and energy. • Questions based on text.
Unit – IV					
6.	Light, Solar System	08 hrs	<ul style="list-style-type: none"> • Knowledge of Planets revolving round the Sun. • Satellites of planets. • How day and 	<ul style="list-style-type: none"> • Model of solar system. • With the help of torch and ball, 	<ul style="list-style-type: none"> • What is Solar System? • Name natural satellite of the earth.

			<p>night are formed.</p> <ul style="list-style-type: none"> • Galaxy of stars, constellations. • Knowledge of nearest and farthest planet. 	<p>concept of day and night can be told.</p>	<ul style="list-style-type: none"> • Write the names of Planets. • Questions and fill-ups based on text.
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Unit – V

7	Pollution	08 hrs	<ul style="list-style-type: none"> • Meaning and definition of pollution • Types of pollution. • Air, noise, pollution. • How to prevent/ check pollution. • Waste materials in our homes (rural & urban wastes) 	<ul style="list-style-type: none"> • Students can be taken to nearby water source and can be asked about pollution of the source. • Cut and paste pictures regarding pollution-related problems and a wall magazine can be prepared. • - A debate on pollution can be 	<ul style="list-style-type: none"> • List a few things thrown away as garbage waste • How can waste materials be reused? • Discuss a few ways to reduce waste.
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