



(Under the supervision of the Ministry of Education and Higher Education)

School Vision: To develop a purposeful and resilient institution to meet with the life-goals and aspirations of our children, parents and staff.

LESSON PLAN 2025 -26

Prepared By:	Ms. Pratibha	Class / Div:	5 MC
Subject:	Environmental Studies	Lesson Name: Lesson 9 India – Culture and Heritage	
Date: 27/4/25	Period: 1	Sub Topic: Define terms Culture and Heritage and types of heritage	
Learning Objective(s):	<p>Sstudents will be able to:</p> <ul style="list-style-type: none"> To check students' prior knowledge on the topic. Understand what heritage means. Identify different types of heritage – material (tangible) heritage and non – material (intangible) heritage Define the terms: culture, monuments 	Learning Outcome(s):	<p>Students will be able to:</p> <ul style="list-style-type: none"> To identify strengths and areas for improvement on the topic. define heritage, culture, and list the different components of heritage. Recognize examples of each type and appreciate the importance of protecting our heritage.
<p>Content Diagnostic Test Heritage, types of heritage Material heritage and Non - material heritage</p>	<p><u>Skill development</u></p> <p>Discussion, Elaboration, Real life connects, Analysing, Questioning, Communication, Explaining</p>	<p>Resources: - Pictures of monuments, dances, and natural sites - whiteboard - Markers</p>	<p>Reference book: Grade V EVS Textbook GK book as a reference for monuments</p>
Cross-disciplinary connection if any	History, English, Art, General knowledge, Tourism	Local and Global Connection/SDG	<p>Local Connection – Qatar Local museums like:</p> <ul style="list-style-type: none"> Museum of Islamic Art (MIA) National Museum of Qatar (NMoQ) <p>Preserve and display historic and modern paintings, helping citizens and visitors understand Qatar's culture and values.</p> <p>Global Connection - Pyramids of Giza (Egypt) – Ancient tombs reflecting religious beliefs and engineering skills.</p> <p>SDG 4: Quality Education – Ensure inclusive, equal and high-quality education and promote lifelong</p>

			learning opportunities for all.
		Qatar Values /Identity	Preservation - Protecting monuments for future generations.
Alignment to Vision and Mission:	Students to be innovators, entrepreneurs and acclaimed global professionals in areas of their interest.		
Time (40 min)	Teaching Learning Methodology/ strategies (Learner-centred teaching and learning Strategy)		Assessment
5 minutes	Introduction: (Include a recall of the previous learning and introduce the topic of the day).	<u>ACTIVITY 1: STARTER ACTIVITY</u> Recap of the previous knowledge - Activity: Diagnostic Test Discuss answers and ask questions based on the topic. What do you think we get from our grandparents or from the past? Let students share ideas like stories, songs, photos, traditions.	Oral Questions
25 minutes	Lesson Development & Instructions (Lesson explanation by doing activity)	<u>ACTIVITY 2:</u> Kick start activity – Students will do this activity in the textbook. Brief Explanation- Using a chart or slide, introduce the topic heritage and its type – Material heritage - These are things you can see, touch, and hold. They are physical objects or places from the past. Examples: <ul style="list-style-type: none"> • Monuments like the Taj Mahal • Old buildings and forts • Paintings, pottery, old clothes • Coins, tools, statues • Books and handwritten manuscripts Non- material heritage - These are things you cannot touch, but they are still part of our culture. They are passed down through speaking, doing, or showing. Examples: <ul style="list-style-type: none"> • Folk songs and music • Dances like Bharatanatyam or Bhangra • Festivals like Holi or Eid • Languages and stories • Customs, traditions, and recipes Show a short video on heritage and its type.	Participation in the class discussion What is material heritage? Name one example. Can you touch material heritage?

10 minutes	Closure (Conclusion)	<u>ACTIVITY 3:</u> Sorting Game Show pictures or give flashcards and let students sort them into the correct type of heritage.	
Homework:	Read lesson.		
Differentiated learning	SEN	Nil	
	High Achievers:	Student can able to differentiate material heritage and non-material heritage independently.	
	For Students who need improvement:	Student can able to differentiate material heritage and non-material heritage with the guidance of teacher.	
Post Class Reflection			

Date: 27/4/25	Period: 2	Sub Topic: Material heritage - Monuments	
Learning Objective(s):	Students will be able to: <ul style="list-style-type: none"> Understand the meaning of material heritage. Identify examples of India's material heritage. Appreciate the value of monuments, sculptures, objects, and artifacts. 	Learning Outcome(s):	Students will be able to: <ul style="list-style-type: none"> Understand the importance of preserving them. Develop a sense of pride and responsibility toward their heritage.
Content Material heritage Monuments - Taj Mahal, Sanchi Stupa, Golconda Fort, Rani -ki -Vav	<u>Skill development</u> Discussion, Elaboration, Real life connects, Analysing, Questioning, Communication, Explaining ,	Resources: Pictures of famous monuments and artifacts (optional) Whiteboard and markers Short video or slide presentation	Reference book: Grade V EVS Textbook GK book as a reference for monuments
Cross-disciplinary connection if any	History, English, Art, General knowledge, Tourism	Local and Global Connection/SDG	Local Connection – Al Zubarah Fort – A UNESCO World Heritage Site, showing Qatar's trading and defense history. Barzan Towers – Historic watchtowers for protection.

			Global Connection - Great Wall of China (China) – Built for defense; a wonder of the world. SDG 4: Quality Education – Ensure inclusive, equal and high-quality education and promote lifelong learning opportunities for all.
		Qatar Values /Identity	Understanding -Learning from global monuments and appreciating world culture.
Alignment to Vision and Mission:	Ensuring students are resilient and future-ready through both academic and personal excellence.		
Time (40 min)	Teaching Learning Methodology/ strategies (Learner-centred teaching and learning Strategy)		Assessment
5 minutes	Introduction: (Include a recall of the previous learning and introduce the topic of the day).	<u>ACTIVITY 1: STARTER ACTIVITY</u> Ask students: “Have you seen the Taj Mahal or any old building? What did you like about it?”	Oral Questioning
25 minutes	Lesson Development & Instructions (Lesson explanation by doing activity)	Brief Explanation – Using a chart or slide, introduce the topic Material heritage - monuments - Describes historical buildings, monuments as a source of knowledge about the past. Monuments are big, important structures built a long time ago to remember people, events, or traditions. They are a very important part of our material heritage because they tell us about our history, art, and culture. • State the location and historical importance of Sanchi Stupa, Taj Mahal, Golconda Fort, and Rani-ki-Vav customs. Taj Mahal (Agra) – A beautiful white marble tomb built by Emperor Shah Jahan. Qutub Minar (Delhi) – A tall tower built long ago by Qutub-ud-din Aibak. Red Fort (Delhi) – A large red sandstone fort, symbol of India’s freedom. Gateway of India (Mumbai) – Built to welcome King George V and Queen Mary. Charminar (Hyderabad) – A famous mosque with four minarets. Show a short video on monuments.	How can we protect our monuments? Why are monuments important?

		<u>ACTIVITY 2:-</u> Group Work: Divide students into small groups. Each group picks one monument/artifact and makes a quick chart mentioning: <ul style="list-style-type: none">• Its name• Location• Importance• How we can protect it Writing higher order question in the notebook related to material heritage.	
10 minutes	Closure (Conclusion)	<u>ACTIVITY 3:</u> Picture study textbook page no 149	
Homework:	Collect and paste any 2 or 3 monuments in your notebook.		
Differentiated learning	SEN	Nil	
	High Achievers:	Students will be able to explain monuments name, location and its importance independently.	
	For Students who need improvement:	Support struggling learners with visuals and one-on-one assistance during the activities.	
Post Class Reflection			

Date: 28/4/25	Period: 3	Sub Topic: Material heritage - Paintings	
Learning Objective(s):	students will be able to: <ul style="list-style-type: none"> • Understand what material heritage is, especially paintings. • Identify famous historical paintings of India. 	Learning Outcome(s):	Students will be able to: <ul style="list-style-type: none"> • Appreciate the importance of preserving paintings. • Express their ideas about heritage through art.
Content Material heritage Paintings- Warli painting	<u>Skill development</u> Discussion, Elaboration, Real life connects, Analysing, Questioning, Communication, Explaining	Resources: Pictures of famous paintings	Reference book: Grade V EVS Textbook

Thanjavur painting Madhubani painting		Whiteboard and markers Short video or slide presentation	
Cross-disciplinary connection if any	History, English, Art, General knowledge, Tourism	Local and Global Connection/SDG	<ul style="list-style-type: none"> Local Connection - Islamic Calligraphy Art (Middle East and Qatar) – Beautiful Arabic writing as art. Global Connection - Egyptian Wall Paintings – Ancient Egyptian life shown on pyramid walls. SDG 4: Quality Education – Ensure inclusive, equal and high-quality education and promote lifelong learning opportunities for all.
		Qatar Values /Identity	<ul style="list-style-type: none"> Responsibility to preserve for future generations (value of preservation).
Alignment to Vision and Mission:	Students to be innovators, entrepreneurs and acclaimed global professionals in areas of their interest.		
Time (40 min)	Teaching Learning Methodology/ strategies (Learner-centred teaching and learning Strategy)		Assessment
5 minutes	Introduction: (Include a recall of the previous learning and introduce the topic of the day).	<u>ACTIVITY 1: STARTER ACTIVITY</u> <ul style="list-style-type: none"> Teacher asks: "Have you ever seen old paintings in a museum or palace?" Show pictures of paintings (example: Ajanta cave paintings, Madhubani painting, etc.). Introduce Material Heritage and how Paintings are a part of it. 	Oral Questioning Why are paintings important?
25 minutes	Lesson Development & Instructions (Lesson explanation by doing activity)	<u>ACTIVITY 2:</u> Material heritage includes physical creations like paintings that have cultural value. Focus on Paintings: <ul style="list-style-type: none"> Ancient paintings give us clues about how people lived. Some paintings show daily life, nature, or history. Examples: Madhubani Paintings (Bihar, India) – Bright colorful folk paintings Show a short video on material heritage paintings.	How can we protect and respect them? Name one famous ancient painting.

10 minutes	Closure (Conclusion)	ACTIVITY 3: Activity time textbook page no 140	
Homework:	Art Connection: - Create a beautiful Warli painting refer textbook page no 139. Discussion: After drawing, each student shares how their drawing shows respect for their heritage		
Differentiated learning	SEN	Nil	
	High Achievers:	Students will be able to identify type of paintings and its importance independently.	
	For Students who need improvement:	Support struggling learners with visuals and one-on-one assistance during the activities.	
Post Class Reflection			

Date: 30/4/25	Period: 4	Sub Topic: Material heritage – Sculptures and coins	
Learning Objective(s):	students will: <ul style="list-style-type: none"> Understand what material heritage is. Learn about ancient sculptures and coins of India. 	Learning Outcome(s):	Students will be able to: * Recognize the importance of preserving sculptures and coins. Develop respect and pride for India's rich history.
Content Material heritage – Sculptures and coins	<u>Skill development</u> Discussion, Elaboration, Real life connects, Analysing, Questioning, Communication, Explaining	Resources: Real coins (old or current coins) Magnifying glass Whiteboard and markers Short video or slide presentation	Reference book: Grade V EVS Textbook
Cross-disciplinary connection if any	History, English, Art, General knowledge, Tourism	Local and Global Connection/SDG	Local Connection - Katara Cultural Village – Modern cultural center preserving art, architecture, and traditions. Global Connection - Eiffel Tower (France) – Symbol of innovation and French art. SDG 4: Quality Education – Ensure inclusive, equal and high-quality education and promote lifelong learning opportunities for all.

		Qatar Values /Identity	Pride - Feeling proud of Qatar's achievements and rich history.
Alignment to Vision and Mission:	Students to be innovators, entrepreneurs and acclaimed global professionals in areas of their interest.		
Time (40 min)	Teaching Learning Methodology/ strategies (Learner-centred teaching and learning Strategy)		Assessment
5 minutes	Introduction: (Include a recall of the previous learning and introduce the topic of the day).	<u>ACTIVITY 1: STARTER ACTIVITY</u> Start with a question: → "Have you ever seen an old statue or an ancient coin in a museum or book?" Show pictures of: <ul style="list-style-type: none"> • A sculpture (example: Nataraja, Ashoka Pillar) • An ancient coin (example: Gupta dynasty coin, Mughal coins) • Briefly introduce: "These old sculptures and coins are part of our material heritage because they help us understand our past." 	. Oral Questioning Why Sculptures are Important? Why Coins are Important?
25 minutes	Lesson Development & Instructions (Lesson explanation by doing activity)	<u>ACTIVITY 2:</u> Sculptures of India: <ul style="list-style-type: none"> • Meaning: Art made by carving stone, metal, or wood into shapes. • Famous Examples: <ul style="list-style-type: none"> ◦ Ashoka Pillar (Sarnath) – Stone pillar with lion capital (national emblem). Coins of India: <ul style="list-style-type: none"> • Meaning: Ancient coins made of metal used as money. • Famous Examples: <ul style="list-style-type: none"> ◦ Mauryan Coins – Punch-marked coins made of silver. ◦ Gupta Dynasty Coins – Gold coins showing kings. ◦ Mughal Coins – Coins with Persian inscriptions. • "Our sculptures and coins are treasures from our ancestors. We must respect and preserve them." <u>ACTIVITY 3:</u> Coin Rubbing Art: Place a coin under a sheet of paper. Rub a crayon or pencil over it. The coin's design will appear like magic!	Name one famous sculpture and one ancient coin.

		Take Qatar's coin and an Indian coin. Perform coin rubbing art on both the coin and observe symbols, language and date.	
10 minutes	Closure (Conclusion)	ACTIVITY 4: Check your progress Textbook page no 141	
Homework:	Learn word galaxy		
Differentiated learning	SEN	Nil	
	High Achievers:	Students will be able to explain sculptures and coins independently.	
	For Students who need improvement:	Support struggling learners with visuals and one-on-one assistance during the activities.	
Post Class Reflection			

Date: 1/5/25	Period: 5	Sub Topic: Non-material Heritage	
Learning Objective(s):	students will: <ul style="list-style-type: none"> Understand the meaning of non-material (intangible) heritage. Identify and give examples of dance, music, theatre, and puppetry from India. 	Learning Outcome(s):	Students will be able to: * Appreciate the importance of preserving traditions, cultures, and performing arts.
Content Non-material Heritage – Dance and music, Theatre, Puppetry	<u>Skill development</u> Discussion, Elaboration, Real life connects, Analysing, Questioning, Communication, Explaining	Resources: Short video clip or slide presentation or music recording Whiteboard and markers	Reference book: Grade V EVS Textbook
Cross-disciplinary connection if any	History, English, Art, General knowledge, Tourism	Local and Global Connection/SDG	Local Connection - Traditional Qatari Ardah dance Traditional sword dance performed during celebrations. Global Connection - African Tribal Songs and Drums.

			SDG 4: Quality Education – Ensure inclusive, equal and high-quality education and promote lifelong learning opportunities for all.
		Qatar Values /Identity	Preservation - Keeping traditions alive by practicing them and teaching others.
Alignment to Vision and Mission:	Ensuring students are resilient and future-ready through both academic and personal excellence.		
Time (40 min)	Teaching Learning Methodology/ strategies (Learner-centred teaching and learning Strategy)		Assessment
5 minutes	Introduction: (Include a recall of the previous learning and introduce the topic of the day).	<u>ACTIVITY 1: STARTER ACTIVITY</u> Start by asking: → "Have you ever seen a dance show, a play, or puppet show? What did you enjoy about it?" Show a short clip or image (e.g., a traditional dance or a puppet show). Explain: → "Dance, music, theatre, and puppetry are parts of our non-material heritage. They tell us stories, teach us values, and keep traditions alive!"	Oral Questioning Participation in class discussion and activity. What is Non-Material Heritage?
25 minutes	Lesson Development & Instructions (Lesson explanation by doing activity)	<u>ACTIVITY 2:</u> Non-Material Heritage refers to the traditions, songs, dances, customs, skills, festivals and knowledge passed down from one generation to another. It is something we cannot touch like a building or a coin, but we can experience it (we feel, hear, or see them) — through language, music, dance, celebrations, and traditions. Dance and Music: <ul style="list-style-type: none"> India Examples: <ul style="list-style-type: none"> Dance: Bharatanatyam, Kathak, Bhangra Music: Classical music (Carnatic, Hindustani), folk songs Theatre: <ul style="list-style-type: none"> India: <ul style="list-style-type: none"> Traditional theatre like Yakshagana (Karnataka) and Kathakali (Kerala). Puppetry: <ul style="list-style-type: none"> India: 	

		<ul style="list-style-type: none">○ String puppetry (Kathputli from Rajasthan), Shadow puppetry (Tholu Bommalata from Andhra Pradesh). <p>Importance of Dance, Music, Theatre, and Puppetry:</p> <ul style="list-style-type: none">• Teach stories, history, and values.• Help celebrate festivals and special events.• Teaches values like kindness, courage, and respect.• Bring communities together.• Keep languages and cultures alive.. <p><u>ACTIVITY 3:</u> Heritage Circle Game:</p> <ul style="list-style-type: none">• Form a circle.• Each student shares one non-material heritage they know (e.g., a dance, a festival, a song).• Teacher can play a short clip of a Qatari traditional song or festival video to make it lively.	
10 minutes	Closure (Conclusion)	<u>ACTIVITY 4:</u> Name one dance, one music style, one theatre, and one puppetry form you learned today."	
Homework:	Nil		
Differentiated learning	SEN	Nil	
	High Achievers:	Students will be able to explain non-material heritage independently.	
	For Students who need improvement:	Support struggling learners with visuals and one-on-one assistance during the activities.	
Post Class Reflection			

Date: 1/5/25	Period: 6	Sub Topic: April Assignment discussion	
Learning Objective(s):	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> Understand the key concept or skill covered in the workbook section 	Learning Outcome(s):	Students will be able to: * Apply knowledge through independent or paired practice.

	<ul style="list-style-type: none"> Complete exercises accurately with guidance 		
Content Lesson 1 Growing plants Workbook exercise	Skill development Remembering, Thinking skill, Analyzing, Observation skills, Writing skill, Applying, Recollecting, Drawing	Resources: Workbook exercise questions	Reference book: Grade V EVS Textbook
Cross-disciplinary connection if any	Agriculture, General Knowledge, Art, English	Local and Global Connection/SDG	Local Connection - Hydroponic Farming: Many farms in Qatar use hydroponics and vegetative propagation (e.g., growing mint, basil, lettuce through cuttings) to support sustainable food production. Global Connection - Maintains global plant biodiversity and contributes to climate regulation (through forest growth). SDG 4: Quality Education – Ensure inclusive, equal and high-quality education and promote lifelong learning opportunities for all.
		Qatar Values /Identity	Environmental Awareness- The Qatar National Vision 2030 supports education that balances modern knowledge and tradition.
Alignment to Vision and Mission:	Ensuring students are resilient and future-ready through both academic and personal excellence.		
Time (40 min)	Teaching Learning Methodology/ strategies (Learner-centred teaching and learning Strategy)		Assessment
5 minutes	Introduction: (Include a recall of the previous learning and introduce the topic of the day).	ACTIVITY 1: STARTER ACTIVITY Brief review of the lesson to activate prior knowledge.	Completion and accuracy of workbook exercises.
25 minutes	Lesson Development & Instructions (Lesson explanation by doing activity)	ACTIVITY 2: Workbook Exercise Assign specific workbook exercise questions 1 to 5 on page no.1 and 2) Picture study, fun time and challenge time questions page no 3 to 6	Participation during reading and discussion. Oral question and

		Practical learning page no 7 Let students work individually or in pairs. Walk around the class to assist and give feedback.	answers
10 minutes	Closure (Conclusion)	ACTIVITY 3: Check & Discuss Answers: Go over the answers as a class. Let students correct their own work. Clarify any confusion or common mistakes	
Homework:	Nil		
Differentiated learning	SEN	Nil	
	High Achievers:	Students will be able to do the answers of workbook exercise questions independently.	
	For Students who need improvement:	Allow pair work or verbal answers for students needing extra support.	
Post Class Reflection			

Reviewed / Approved By: HOD/ Subject In charge Name: Ms. Kaveri

Signature:

Date: