

As per the **CISCE** Curriculum  
released in November 2016

# My World and I

**Social Studies**  
**for ICSE Primary School**

**Updated Edition**



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# Preface



*My World and I* is a new series of social studies books for classes 3 to 5, designed as per the New Curriculum released by the Council for the Indian School Certificate Examinations (CISCE) in November 2016. In this revised edition, the content has been enriched and updated.

In social studies all of us, as educationists and teachers, try to bring to children an understanding of the society in which they live. These books do this, starting with making children aware of their links and associations to the world that is closest to them — their home, school and surroundings — and moving on to other aspects of their world through topics that cover civics, geography and history. Thus the books follow the most fundamental and basic of teaching principles — from the known and familiar to the unknown and unfamiliar.

For effective teaching, the teaching/learning process must be child-friendly and child-centric. Without an enjoyable experience, learning does not take place. Therefore, in *My World and I*:

- the language has been kept simple
- vocabulary development is fostered through a simple glossary in each chapter
- thought-provoking in-text questions and discussion points stimulate the child's mind
- interesting 'Did You Know' nuggets linked to the text give an added dimension to the learning
- the activities provided are intrinsic to each chapter as they enhance fun-based learning
- the activities also help to develop individual and cooperative work habits; and
- there is a focus on building sensitivity and appropriate values towards the world and our society.

Thus, these books provide, in the words of the late Ms Ayesha Das, a much respected teacher-trainer:

'... the things that learning requires — interest, activity, repetition (but not monotony!), challenge, scope for individuality, imagination, visual impact'.

In conclusion, our heartfelt and grateful thanks to our team of editors at Oxford University Press for their unstinting support and encouragement at all times. We could not ask for a better or more dedicated and hardworking group of people to work with.


**Moneesha Sharma**  
**Amita Prasad**  
**Sheela Ramakrishnan**




# Syllabus

Key Concepts	Learning Outcomes
<b>Theme 1: The Story of the Past</b> <ul style="list-style-type: none"> <li>• Story of the Past—History</li> <li>• The need to study History</li> <li>• Need to compartmentalize History into Ancient, Medieval and Modern periods.</li> </ul> <b>Evidence in History—Sources of history</b> <ul style="list-style-type: none"> <li>• Archaeological sources.</li> <li>• Literary sources: Books and paper records.</li> <li>• Need to preserve sources, job of a historian and of an archaeologist.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the role and significance of historical events in today's context;</li> <li>• reflect orally and in writing on historical events;</li> <li>• differentiate between ancient, medieval and modern periods of history;</li> <li>• differentiate between archaeological and literary sources;</li> <li>• discuss the importance of preservation of sources to know history;</li> <li>• differentiate between the job of a historian and an archaeologist.</li> </ul>
<b>Theme 2: Almanac</b> <ul style="list-style-type: none"> <li>• Gregorian calendar.</li> <li>• Saka calendar.</li> <li>• Timeline (AD and BC).</li> <li>• Use of CE and BCE.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• differentiate between the Gregorian and Saka calendars;</li> <li>• draw a timeline and mark AD (CE) and BC (BCE) on it;</li> <li>• design a calendar on the basis of their understanding of the rules;</li> <li>• sequence events and mark them on a timeline;</li> <li>• identify and mark important dates on the school calendar.</li> </ul>
<b>Theme 3: Responsibilities of a Good Citizen</b> <b>Introduction to Civics</b> <ul style="list-style-type: none"> <li>• Definition of: Civics, Civic sense, Citizen.</li> <li>• Importance of being a good neighbour and a good citizen.</li> </ul> <b>Responsibilities of a good citizen:</b> <ul style="list-style-type: none"> <li>• Participation in elections.</li> <li>• Caring for public and private place for example—schools, hospitals, public transport, historical monuments, places of worship, parks, etc.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the term civic sense, and appreciate its significance;</li> <li>• describe and reflect on the term citizen;</li> <li>• demonstrate respect towards public and private property;</li> <li>• suggest measures for proper upkeep of public property;</li> <li>• initiate responsibilities for solving issues in school and in neighbourhood.</li> </ul>
<b>Theme 4: The Earth—Its Movements and Forms</b> <b>Motions of the Earth:</b> <ul style="list-style-type: none"> <li>• Concept of Axis</li> <li>• Rotation—Day and night</li> <li>• Revolution—Seasons</li> </ul> <b>The Four Domains of the Earth:</b> <ul style="list-style-type: none"> <li>• Lithosphere</li> <li>• Hydrosphere</li> <li>• Atmosphere</li> <li>• Biosphere</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• identify axis, rotation and revolution of the earth;</li> <li>• explain causes of day and night and seasons;</li> <li>• differentiate the four domains of the earth;</li> <li>• identify major landforms and water bodies;</li> <li>• locate oceans and continents on the map;</li> <li>• differentiate between physical and political maps;</li> <li>• use signs and symbols on the map;</li> </ul>





Key Concepts	Learning Outcomes
<b>Major Landforms:</b> <ul style="list-style-type: none"> <li>Mountains, plateaus and plains, deserts</li> <li>Continents and oceans</li> <li>Water bodies: oceans, seas, lakes and rivers</li> </ul> <b>Types and elements of Maps:</b> <ul style="list-style-type: none"> <li>Types of maps (physical, political)</li> <li>Scale</li> <li>Sign and symbols; Use of colours.</li> </ul>	<ul style="list-style-type: none"> <li>identify the purpose of using different colour schemes on the map;</li> <li>use scale and directions in mapping.</li> </ul>
<b>Theme 5: Our State</b> <ul style="list-style-type: none"> <li>Location of states on the map of India.</li> <li>Neighbouring states/waterbodies.</li> <li>State and its capital.</li> <li>Important cities.</li> <li>Landforms and rivers.</li> <li>Climate</li> <li>Vegetation</li> <li>Agriculture—Types of crops.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>locate the state they live in on the map of India;</li> <li>locate the capital, important cities, landforms and rivers on the state map;</li> <li>learn about the climate (seasons), vegetation and agricultural crops;</li> <li>appreciate the cultural heritage of the state they live in.</li> </ul>
<b>Theme 6: India—Unity in Diversity</b> <b>India—Physical Divisions</b> <ul style="list-style-type: none"> <li>The Himalayas</li> <li>Northern Plains</li> <li>Peninsular plateau</li> </ul> <b>Major Rivers of India</b> <ul style="list-style-type: none"> <li>Perennial and non-perennial (Krishna, Kaveri, Mahanadi, Narmada, Indus, Ganges, Yamuna, Brahmaputra)</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>Population</li> <li>Language</li> <li>Festivals</li> <li>Food Habits</li> <li>Unity in Diversity</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>identify the major physical divisions of India;</li> <li>locate major mountains, hills, rivers, plateaus on the map of India;</li> <li>identify similarities and differences in the lives of people in India;</li> <li>appreciate unity despite diversities in their country.</li> </ul>
<b>Theme 7: Pollution—Its Impact on the Environment</b> <ul style="list-style-type: none"> <li>Pollution—meaning</li> <li>Causes, effects and prevention of pollution.</li> <li>Waste disposal (Conserving the environment, Reduce, Recycle and Reuse)</li> <li>Case studies of air, water and noise pollution.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>discuss various causes of pollution in the surrounding/environment;</li> <li>enlist kinds of pollution (their causes and effects).</li> <li>identify the causes of pollution.</li> <li>enumerate the effects of pollution.</li> <li>sensitize the children about the importance of preventing pollution.</li> <li>suggest ways to reduce various kinds of pollution.</li> <li>demonstrate sensitivity towards right methods of waste disposal.</li> </ul>





# Key Features

*My World and I*, the new series of social studies books for classes 3 to 5, introduces students to social studies in a simple and easy way. This revised edition contains thoroughly enriched and updated content. Each book of the series helps students to develop an understanding of key concepts and ideas by relating these to the child's immediate environment.

## Learning Tools

- A stimulating activity at the start of the chapter introduces the child to the content.
- *Remember* helps in quick recapitulation of the important points of the chapter.
- *New Words* explains difficult words in a simple manner.

## Assessment Tools

- Ample *Exercises* reinforce learning.
- A *Look Back* contains questions for year-end revision.

## Interesting Information

- *Did you know?* provides interesting snippets of information.

## Extended Learning

The following elements in the chapter help develop **essential skills** as suggested by the **CISCE** curriculum guidelines:

- *Think and answer* encourages critical thinking and learning.
- *Discuss* helps develop observation, listening and communication skills.
- In-text questions motivate children to go beyond the textbook and develop creative thinking.
- *Values and Life Skills* facilitates individual introspection and reasoning skills.
- *Things to Do* contains picture study questions which develop analytical skills, and individual and group activities which provide hands-on experience and make learning fun and interactive.
- Covers transactional processes (TP) mentioned in the new CISCE syllabus for enhancing the concepts. <sup>(NEW)</sup>
- Subject integration is included in each theme as suggested by the syllabus (SI). <sup>(NEW)</sup>

Each book of the series has a **Teacher's Manual**, which includes lesson plans, the complete answer key to the coursebook and worksheets given in the **Oxford Educate**, additional questions and answers, a glossary and model test papers with answer keys.

The **Teacher's Manual** is accompanied by digital teaching and learning aids—**Oxford Educate** and an interactive **Test Generator**. These resources will help teachers in creating meaningful learning-teaching experiences.

**Oxford Educate** is an exciting digital teaching aid that integrates an e-book with interactive teaching tools and learning materials. It includes animations, lesson plans, worksheets, learning objectives, and answer keys for each chapter. Each of these teaching aids is provided at the relevant pages of the e-book. This innovative resource includes interactive tools to support teaching and assessment, such as zoom in or out, sticky notes, hide text, spotlight, a pencil, an eraser, and a highlighting pen.

It is accompanied by an easy-to-use **Test Generator** which is an innovative, effective assessment tool, designed to benefit teachers by enabling them to create a variety of test papers. It includes an extensive pool of questions, such as multiple choice, true or false, fill in the blanks, and answer the following questions. Answers are provided for efficient and effective evaluation.

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