



**Tamil Nadu Curriculum Framework 2025**  
**Proposed Draft Syllabus, Pedagogical Approaches and Assessment Strategies**  
**Social Science - Classes 3 to 5**

The primary Social Science curriculum provides children with an engaging and enjoyable learning experience rooted in local context and lived experiences. Through inquiry, discussion, projects, and field-based activities, classroom learning is connected to familiar settings such as home, school, neighbourhoods, communities, festivals, traditions, and simple maps and directions. This approach enables children to build concepts by linking learning to their everyday lives. The curriculum follows a spiral progression from personal to local, national, and global contexts. Constitutional values of equality, liberty, and justice, along with core Social Science values, are integrated through arts, music, life skills, and motor activities, helping children understand social relationships and develop responsible participation in society.

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG - 1. Myself &amp; Others - Exploring Self-identity and relationships with the world around</b>			
<b>C-1.1.</b> Knowing self; developing a positive self-image	<ul style="list-style-type: none"> <li>• Knowing Myself               <ul style="list-style-type: none"> <li>◦ Feeling good about who I am</li> <li>◦ My strengths, interests, and abilities</li> <li>◦ Understanding my feelings and expressing them kindly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Names and Identity               <ul style="list-style-type: none"> <li>◦ Being a child, student, and friend are important and valued identities. Understanding that respectful language matters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the Larger Community               <ul style="list-style-type: none"> <li>◦ Exploring how neighbourhoods, towns, and districts form a larger community connected through shared services, spaces, and institutions.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<p><b>C-1.2.</b> Understand different components of the world related to self-identity</p> <p><b>C-1.3.</b> Identify physical spaces related to self-identity</p>	<ul style="list-style-type: none"> <li>• We are All Unique and Equal               <ul style="list-style-type: none"> <li>◦ Everyone is special in their own way. Similarities and differences among classmates. Treating everyone fairly and kindly</li> </ul> </li> <li>• My Classroom Community               <ul style="list-style-type: none"> <li>◦ People in my classroom (friends, teachers, assistants) Working and learning together</li> <li>◦ Respectful Behaviour in Class: Listen to others; Always speak politely even when we disagree; Sharing, helping, and taking turns</li> <li>◦ Show tolerance and acceptance of differences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Our Immediate Community               <ul style="list-style-type: none"> <li>◦ Identifying the people, places, and roles that make up the community around us.</li> </ul> </li> <li>• School as a Community               <ul style="list-style-type: none"> <li>◦ Recognising the school as a shared community and identifying important spaces such as classrooms, playgrounds, library, and common areas.</li> </ul> </li> <li>• Rights and Responsibilities in School               <ul style="list-style-type: none"> <li>◦ Understanding students' rights and the responsibilities that help keep the school safe, fair, and welcoming for everyone.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating Differences               <ul style="list-style-type: none"> <li>◦ Recognising and valuing differences in language, culture, abilities, interests, and ways of life as strengths within a community.</li> </ul> </li> <li>• Questioning and Challenging Stereotypes               <ul style="list-style-type: none"> <li>◦ Identifying common stereotypes, understanding how they form, and learning to think critically and respectfully about people and groups.</li> </ul> </li> <li>• Important Places in the vicinity               <ul style="list-style-type: none"> <li>◦ Identifying key places in the district—such as administrative offices, transport hubs, cultural centres, hospitals, and markets—and understanding their roles in community life.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
	<ul style="list-style-type: none"> <li>• Safe and Healthy Boundaries               <ul style="list-style-type: none"> <li>○ Understanding personal space</li> <li>○ Classroom Do's and Don'ts</li> <li>○ Knowing when and how to ask for help</li> </ul> </li> <li>• Family and Relationships               <ul style="list-style-type: none"> <li>○ Identifying family members and valuing the role and contribution of each person in the family.</li> </ul> </li> <li>• Being Together:               <ul style="list-style-type: none"> <li>○ Experiencing gatherings in familiar settings such as school assemblies and neighbourhood festivals, family functions or fairs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Families and Extended Families               <ul style="list-style-type: none"> <li>○ Understanding nuclear and extended families as communities that share care, responsibilities, and traditions.</li> </ul> </li> <li>• Festivals and Gatherings               <ul style="list-style-type: none"> <li>○ Identifying festivals and fairs celebrated in the community and understanding why people celebrate together.</li> </ul> </li> <li>• Neighbourhood as a Community               <ul style="list-style-type: none"> <li>○ Exploring important spaces in the neighbourhood and how they support community life.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Community and Identity               <ul style="list-style-type: none"> <li>○ Examining how family, extended family, neighbourhood, and community traditions shape personal identity.</li> </ul> </li> <li>• Learning from People Around Us               <ul style="list-style-type: none"> <li>○ Reflecting on knowledge, skills, and values learnt from friends, family members, teachers, and community members.</li> </ul> </li> <li>• Celebrations and Social Bonds               <ul style="list-style-type: none"> <li>○ Analysing how festivals, fairs, and gatherings strengthen relationships and promote shared values.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
	<ul style="list-style-type: none"> <li>• Feelings at Gatherings               <ul style="list-style-type: none"> <li>○ Sharing what makes children feel happy, safe, and included during gatherings.</li> </ul> </li> <li>• My Neighbourhood Community               <ul style="list-style-type: none"> <li>○ Recognising the neighbourhood as a community and identifying important nearby places such as homes, parks, shops, and places of worship.</li> </ul> </li> <li>• Learning from Others               <ul style="list-style-type: none"> <li>○ Noticing what we learn from friends, family members, teachers, and other adults around us.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Community and Identity               <ul style="list-style-type: none"> <li>○ Understanding how family, school, and neighbourhood influence values, habits, and a sense of belonging.</li> </ul> </li> <li>• Important Places in the State               <ul style="list-style-type: none"> <li>○ Identifying key places in the state such as the capital, landmarks, and cultural or public institutions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Settlements               <ul style="list-style-type: none"> <li>○ Introducing and comparing villages, towns, and cities in terms of people, work, and living spaces.</li> </ul> </li> <li>• Important historical Places in the State               <ul style="list-style-type: none"> <li>○ Locating and explaining the roles of important administrative, cultural, and economic places in the state.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG - 2. Self-worth and rights - Understanding human needs and wants, self-worth and rights</b>			
<p><b>C-2.1. Human needs</b>            Understanding Myself and My Basic Needs            Understanding Others and their needs and Relationships (Respect, empathy, and interdependence)</p>	<ul style="list-style-type: none"> <li>• Understand the meaning of <i>needs</i> using simple examples.               <ul style="list-style-type: none"> <li>○ Identify basic needs of all living beings (food, water, shelter).</li> <li>○ Identify basic human needs (food, clothing, shelter, care, rest).</li> <li>○ Recognise the difference between <i>needs</i> and <i>wants</i>.</li> </ul> </li> <li>• Feelings and Emotions               <ul style="list-style-type: none"> <li>○ Identify common positive and negative feelings.</li> <li>○ Express feelings using words, drawings, or stories.</li> <li>○ Understand that feelings can change.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review basic needs and their importance               <ul style="list-style-type: none"> <li>○ Identify physical and emotional needs in self and others. Understand that different people may have different needs.</li> </ul> </li> <li>• Feelings and Emotions               <ul style="list-style-type: none"> <li>○ Recognise emotions in others.</li> <li>○ Sharing feelings respectfully. Learn to listen and respond with care.</li> </ul> </li> <li>• Connection to Others               <ul style="list-style-type: none"> <li>○ Understand close relationships (family, friends, teachers).</li> <li>○ Recognise interdependence—how people help each other.</li> <li>○ Value support, cooperation, and sharing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Human Needs               <ul style="list-style-type: none"> <li>○ Explain the difference between <i>needs</i> and <i>wants</i> with real-life examples.</li> <li>○ Connect basic needs to dignity and well-being.</li> <li>○ Understand that unmet needs affect individuals and communities.</li> </ul> </li> <li>• Feelings and Emotions               <ul style="list-style-type: none"> <li>○ Understand emotional well-being and mental safety.</li> <li>○ Practise managing strong emotions positively.</li> <li>○ Show empathy and support for others.</li> </ul> </li> <li>• Connection to Others               <ul style="list-style-type: none"> <li>○ Understand wider interdependence (school, neighbourhood, community).</li> <li>○ Recognise the importance of helping and caring for others.</li> <li>○ Value cooperation and shared responsibility.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<p><b>C-2.2.</b> Understand human dignity in relation to self and others</p> <p><b>C-2.3.</b> Identifies basic human rights in relation to self and others</p>	<ul style="list-style-type: none"> <li>• Safety               <ul style="list-style-type: none"> <li>○ Learn simple safety rules:                   <ul style="list-style-type: none"> <li>○ At home, school, On the road</li> <li>○ Identify trusted adults for help.</li> </ul> </li> </ul> </li> <li>• Identity and Self-Worth               <ul style="list-style-type: none"> <li>○ Recognise personal identity (name, family, likes).</li> <li>○ Understand that everyone is special and valuable.</li> <li>○ Learn to say “no” and ask for help when uncomfortable.</li> </ul> </li> <li>• Goals and Achievement               <ul style="list-style-type: none"> <li>○ Understand what a goal is.</li> <li>○ Set simple short-term goals (finishing work, learning a skill).</li> <li>○ Feel happy and proud when goals are achieved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Safety               <ul style="list-style-type: none"> <li>○ Understand physical and emotional safety.</li> <li>○ Learn safety rules:                   <ul style="list-style-type: none"> <li>○ In public places</li> <li>○ Online basics (age-appropriate)</li> <li>○ Practise safe and responsible behaviour.</li> </ul> </li> </ul> </li> <li>• Identity and Self-Worth               <ul style="list-style-type: none"> <li>○ Respect own feelings and opinions.</li> <li>○ Respect others’ emotions and differences.</li> <li>○ Learn respectful ways to stand up for oneself.</li> </ul> </li> <li>• Goals and Achievement               <ul style="list-style-type: none"> <li>○ Set short-term goals and track progress.</li> <li>○ Understand effort and teamwork.</li> <li>○ Celebrate achievements of self and others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Safety               <ul style="list-style-type: none"> <li>○ Understand physical and psychological safety.</li> <li>○ Apply safety rules in:                   <ul style="list-style-type: none"> <li>○ Public spaces</li> <li>○ Emergencies (basic awareness)</li> <li>○ Know how and when to seek help.</li> </ul> </li> </ul> </li> <li>• Identity, Self-Worth, and Dignity               <ul style="list-style-type: none"> <li>○ Understand human dignity and self-respect.</li> <li>○ Respect the worth and rights of others.</li> <li>○ Stand up against unfair or unsafe behaviour respectfully.</li> </ul> </li> <li>• Goals, Purpose, and Achievement               <ul style="list-style-type: none"> <li>○ Set both short-term and long-term goals.</li> <li>○ Understand how goals give direction and purpose.</li> <li>○ Reflect on achievements, effort, and learning from mistakes.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG – 3. Exploring the contributions of local institutions to school and community life.</b>			
<b>C-3.1.</b> Awareness and recognition of local institutions.	<ul style="list-style-type: none"> <li>• Identify local institutions in the neighbourhood (school, post office, hospital, police station, library, temple, mosque, church, park).               <ul style="list-style-type: none"> <li>○ Understand what these institutions do in simple terms.</li> <li>○ Recognise how local institutions help people in everyday life.</li> <li>○ Identify people who work in these institutions and their roles.</li> <li>○ Show respect for community helpers and shared spaces.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe how different local institutions support the school and community.               <ul style="list-style-type: none"> <li>○ Understand how institutions work together (e.g., hospitals and schools during health camps).</li> <li>○ Explore how institutions meet community needs such as safety, health, learning, and recreation.</li> <li>○ Recognise the importance of rules, cooperation, and shared responsibility in institutions.</li> <li>○ Appreciate the role of volunteers and service workers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the contributions of local institutions to community well-being and development.               <ul style="list-style-type: none"> <li>○ Understand how institutions protect rights, safety, and dignity.</li> <li>○ Explore real-life examples of community service and support systems.</li> <li>○ Discuss how citizens, including children, can support and care for local institutions.</li> <li>○ Participate in simple community or school-based initiatives (cleanliness drives, awareness campaigns, library use).</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>C-3.2.</b> Recognise the people and institutions that help and maintain a community.	<ul style="list-style-type: none"> <li>● Identifying the institutions that support us in daily life <ul style="list-style-type: none"> <li>○ School, Transport/Road, Sanitation, Hospital, Police Station, Fire Station, Bank, Post office.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identifying the people who support <ul style="list-style-type: none"> <li>○ Within the Classroom.</li> <li>○ At School.</li> <li>○ At home.</li> </ul> </li> <li>● Direct support - Anganwadi workers, Teachers, Traffic Police, Bus/Auto drivers/conductors, Sanitary workers, Doctors, Nurses, Bank/Post office staff, Librarians, fire fighters including Emergency Numbers.</li> <li>● Indirect support - Farmers, Dairy producers, Construction workers, Plumbers, Electricians, Road workers, Train engine drivers etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding Money. <ul style="list-style-type: none"> <li>○ Medium of exchange.</li> <li>○ Savings and understanding value of Money.</li> <li>○ To compare prices</li> </ul> </li> <li>● Government / service support provided by: <ul style="list-style-type: none"> <li>○ Panchayat</li> <li>○ District</li> <li>○ State Government (Town/Municipality / Corporation)</li> </ul> </li> <li>● Participation of people - Model voting in class on a theme.</li> <li>● Understanding basic Economy.</li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG – 4. Exploring the role of Arts and Sports in community life.</b>			
<p><b>C-4.1.</b> Understands the importance of art and entertainment in maintaining a harmonious community life.</p> <p><b>C-4.2.</b> Identifies local art forms and sports forms.</p> <p><b>C-4.3.</b> Recognises and appreciates the people who entertain us.</p>	<ul style="list-style-type: none"> <li>● Identifying and naming the games played - likes and dislikes.</li> <li>● Identifying and naming the various art forms performed by the children -</li> <li>● Identifying art forms the children watch and enjoy <ul style="list-style-type: none"> <li>○ At school.</li> <li>○ At home - via media.</li> <li>○ In the immediate environment</li> </ul> </li> <li>● Impact of sports and arts in human emotions.</li> <li>● Identifying ways to thank the performers</li> </ul>	<ul style="list-style-type: none"> <li>● What does team games and group art forms do to help build harmonious relationships?</li> <li>● Traditional art forms of Tamil Nadu.</li> <li>● Traditional sports / games of Tamil Nadu.</li> </ul>	<ul style="list-style-type: none"> <li>● Roles of sports and arts in building the community.</li> <li>● Important arts and sports personalities of Tamil Nadu.</li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG - 5. Providing a basic understanding of History - from local to global</b>			
<p><b>C-5.1.</b> Basic understanding of History. My Life and the Past Around Me</p> <p><b>C-5.2.</b> Understanding the history of the State and neighbourhood</p> <p><b>C-5.3.</b> History of Human kind.</p> <p><b>C-5.4.</b> Natural History.</p>	<ul style="list-style-type: none"> <li>• Personal history, imagination, and sense of time               <ul style="list-style-type: none"> <li>◦ Understanding <i>past, present, and future</i> through daily life examples.</li> <li>◦ Imagining how a daily-use object (toothbrush, comb, dress, pot, book) has changed over time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Place, people, and cultural continuity.               <ul style="list-style-type: none"> <li>◦ Understanding history as stories of people, places, and events.</li> <li>◦ Exploring famous historical monuments in Tamil Nadu.</li> </ul> </li> <li>• Narratives from the history of Tamil Nadu, including:               <p>The Five Landscapes of <i>Tamilakam</i> (Kurinji, Mullai, Marutham, Neithal, Palai). Everyday life of farmers, traders, and crafts people.</p> </li> </ul>	<ul style="list-style-type: none"> <li>• Human evolution, civilisation, and natural history</li> <li>• Understanding the meaning of culture and <i>civilization</i>.</li> <li>• Learning key features of early civilizations:               <ul style="list-style-type: none"> <li>◦ Settlements and farming</li> <li>◦ Occupations and trade</li> <li>◦ Rules, leadership, and cooperation</li> <li>◦ Beliefs, culture, buildings, and tools</li> </ul> </li> </ul> <p>Exploring civilization in Tamil Nadu with reference to Vaigai (<i>Keeladi</i>) Porunai (<i>Adhichanallur, Sivagalai</i>)</p>

Competencies	Content		
	Class - III	Class - IV	Class - V
	<ul style="list-style-type: none"> <li>• Listening to stories from home</li> <li>• Stories from everyday life in early Tamil society (homes, food, clothing, games).               <ul style="list-style-type: none"> <li>◦ Recognising that history can be learned through stories, objects, and people’s memories.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Famous people from Tamil history.               <ul style="list-style-type: none"> <li>◦ Listening to stories about changes in towns, villages, schools, and lifestyles shared by elders.</li> <li>◦ Narratives from other parts of India to understand shared and diverse histories.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the role of rivers in the evolution of humankind, with examples such as life along the <i>Cauvery</i>.</li> <li>• Understanding natural and protected spaces:               <ul style="list-style-type: none"> <li>◦ Examples of sanctuaries, national parks, and biosphere reserves from Tamil Nadu .</li> </ul> </li> <li>• Understanding that some places are important for both <i>natural</i> and <i>historical</i> reasons.</li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG - 6. Exploring the components of the Earth &amp; the Natural environment</b>			
<p><b>C-6.1.</b> Understanding of Earth and its components.</p> <p><b>C-6.2.</b> Understanding of different components of the natural environment.</p> <p><b>C-6.3.</b> Identifying the natural forms in the immediate environment.</p> <p><b>C-6.4.</b> Understanding the impact of land forms in human evolution.</p>	<ul style="list-style-type: none"> <li>● Drawing attention to the features of various land forms in the immediate environment - like rivers, ponds, lakes, mountains, hills, fields, forests.</li> <li>● Identifying the life forms in each of these land forms - like fish in water bodies, monkeys on hills etc.</li> <li>● Connection of the land forms with human life - What purposes does it serve?</li> </ul>	<ul style="list-style-type: none"> <li>● Different kinds of landforms. Examples               <ul style="list-style-type: none"> <li>○ Characteristics of each landform.</li> <li>○ Impact of landforms on climate and human life.</li> <li>○ Major landforms in Tamil Nadu - Water bodies mountains, coastal regions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Components of Earth.</li> <li>● Continents &amp; Oceans.</li> <li>● Water bodies: oceans, Seas, lakes, rivers, Gulf, Bay, Lagoon, Peninsula, Island, Strait, Waterfall, ponds, streams.</li> <li>● Importance of water and conservation.</li> <li>● Major landforms of India - rivers, plateaus and mountains</li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG - 7. Understanding the movement of the Earth and its impact on life</b>			
<p><b>C - 7.1.</b> Understanding different movements of the Earth.</p> <p><b>C - 7.2.</b> Understanding the impact of the movements on Earth's life.</p>	<ul style="list-style-type: none"> <li>● Basic directions.</li> <li>● Understanding directions through the Sun's direction. <ul style="list-style-type: none"> <li>○ Sun's direction during different times of the day.</li> </ul> </li> <li>● Sketch the Classroom.</li> <li>● Sketch the School.</li> <li>● Sketch the shadow through the day.</li> <li>● Seasonal lifestyle changes. <ul style="list-style-type: none"> <li>○ Clothing, Food, Festivals, Fruits &amp; Vegetables</li> </ul> </li> <li>● Benefits of adapting to seasonal food and clothing.</li> </ul>	<ul style="list-style-type: none"> <li>● Seasonal patterns.</li> <li>● Different components to measure seasons. <ul style="list-style-type: none"> <li>○ Temperature, rainfall, wind.</li> </ul> </li> <li>● Climate and Weather</li> <li>● Impact of weather on daily human life.</li> <li>● Impact of weather on plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>● Seasonal Cycle and Climate. <ul style="list-style-type: none"> <li>○ Indian seasons (Summer, Rainy, winter).</li> <li>○ South West and North east monsoons - An introduction.</li> </ul> </li> </ul>

Competencies	Content		
	Class - III	Class - IV	Class - V
<b>CG - 8. Learning about different modes of Transport &amp; Communication</b>			
<p><b>C-8.1.</b> Identifies and classifies various modes of transport (land, water, air).</p> <p><b>C-8.2.</b> Recognises old and modern means of communication.</p>	<ul style="list-style-type: none"> <li>• Ancient modes of transport:</li> </ul> <p>Animals (Bullock cart, Horse Cart)</p>	<ul style="list-style-type: none"> <li>• Transport around us. Land, water, air.</li> <li>• Land transport. <ul style="list-style-type: none"> <li>◦ Different types.</li> </ul> </li> <li>• Communication devices that you know.</li> </ul>	<ul style="list-style-type: none"> <li>• Modern modes of communication: <ul style="list-style-type: none"> <li>◦ Telephone.</li> <li>◦ Digital communication.</li> </ul> </li> </ul> <p>Modes of communication from recent past: Postal services / Telegrams</p>
<b>CG 9: Exploring Space</b>			
<p><b>C-9.1.</b> Understanding the various features of space.</p> <p><b>C-9.2.</b> Describes the complete lunar cycle.</p>	<ul style="list-style-type: none"> <li>• Night sky observation. <ul style="list-style-type: none"> <li>◦ Stars and Moon.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stars and constellations</li> <li>• Phases of the Moon</li> <li>• Lunar cycle.</li> </ul>	Tides

<p>Integration of Arts</p>	<p>Learners engage in</p> <ul style="list-style-type: none"> <li>● Drawing &amp; painting (self, family, community, nature, landforms)</li> <li>● Collage making (identity, festivals, environment, seasons)</li> <li>● Clay modeling (people, objects, artefacts, landforms)</li> <li>● Poster making (safety, dignity, environment, community roles)</li> <li>● Puppet making, storytelling and simple role-play, Folk art, song and movement (local arts and traditions)</li> <li>● Observation sketches (phases of the moon, weather, plants)</li> <li>● Group murals, models, maps (classroom, school, neighbourhood, routes)</li> <li>● Timelines, picture sequencing (personal history, then-now)</li> <li>● Nature-based art (leaf rubbings, seed art, landscape art)</li> </ul>
<p>Integration of Life Skills</p>	<p>Learners develop</p> <ul style="list-style-type: none"> <li>● Self-awareness and emotional understanding, empathy and caring for others</li> <li>● Respecting personal and social boundaries</li> <li>● Communication and cooperation through team work while exploring identity, relationships and community roles</li> <li>● Decision-making, problem-solving and adaptability and coping with change through projects on environment, seasons, transport and local institutions</li> <li>● Observation, inquiry and organisation of ideas and sequencing are nurtured through history, geography and space-related themes</li> </ul>

<p>Integration of Values</p>	<p>Learners develop</p> <ul style="list-style-type: none"> <li>● Values such as equality, dignity, self-worth, self-respect, being respectful, inclusion, responsibility and care, kindness and compassion through lived classroom experience</li> <li>● Respect for diversity while exploring families, communities and cultures</li> <li>● Human dignity, safety, cooperation and mutual support through discussions on rights, well-being and institutions.</li> <li>● Appreciation for labour, service and cooperation through engagement with community helpers and governance structures</li> <li>● Environmental responsibility and sustainability through sustained interaction with nature, land forms, water and climate</li> <li>● Cultural pride, harmony and gratitude through arts, sports, heritage and history</li> </ul>
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**Note:** The syllabus integrates age-appropriate art activities, life skills and values within the content and across related curricular elements.

### **Pedagogical Process**

The pedagogical process for Social Science in Classes III to V places strong emphasis on collaborative learning, peer interaction and interdisciplinary project work. Children learn primarily through group activities, shared inquiry, discussions, role-play, art and craft, simple field-based explorations and projects that integrate language, mathematics, environmental studies, arts and life skills. Teachers function as facilitators, closely observing learners' participation, communication, cooperation and emerging understanding. Regular opportunities are provided for children to speak, narrate, reflect and gradually build the ability to write independently and coherently, using their own words. Learning spaces actively celebrate children's voices through displays of group work, drawings, maps and project outputs, accompanied by encouraging "happy notes" from teachers that reinforce confidence and joy in learning.

## **Assessment Strategies**

Assessment is primarily formative, observation-based and learner-friendly, with minimal and light examinations and low emphasis on formal written tests. Teachers assess learning through continuous observation, group interactions, project outcomes, oral presentations, reflective conversations and students' evolving writing. Individual learner profiles are maintained to capture academic growth, social skills, interests and competencies over time. Students' work across the year—projects, reflections, drawings, maps and short writings—is systematically collected as portfolios or folders, providing a holistic record of learning. These portfolios, along with narrative reports, are shared with parents to communicate progress meaningfully, highlight strengths and support the child's overall development rather than ranking or comparison.