

Note: The scheme of work has been divided in to 22 weeks, assuming there are 3 periods in a week. Digital content refers to the digital content available on the website. (<https://oup.com.pk/digital-resources/9780190706982>)

Chapter Name	Number of Periods	Student Learning Outcomes (SLOs)	Skills	Resources	Learning Activities
The Earth in Space	3 (1 week)	<ul style="list-style-type: none"> Locate the position of the Earth in space. Define key terms such as orbit, axis, equator, and hemisphere Explain that the rotation of the Earth causes day and night and also affects different seasons and climates 	<ul style="list-style-type: none"> Analytical Thinking Map reading Geographical Knowledge 	<ul style="list-style-type: none"> Textbook (pg. 2-7) Atlas Globe A world map Photographs of the Earth and Moon from the NASA website Photocopied A4 sheets for all students 	<ul style="list-style-type: none"> Labeling diagram: Draw a large circle on one side of an A-4 sheet and a large plus sign on the other side and bring photocopies to the class. Distribute the sheets among the students. The students will be tasked to draw a line in the centre of the circle horizontally and label the Equator. They will label the two hemispheres, and the North Pole and the South Pole. On the other side they will label the cardinal directions and the intermediate directions. Digital content: Complete the Digital content activities for this chapter

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Our Country	3 (1 week)	<ul style="list-style-type: none"> • Locate Pakistan on a world map and globe. • Identify the physical features of Pakistan. • Compare the population densities of different parts of Pakistan • Identify the features and significance of Punjab and Sindh provinces. • Locate the famous landmarks of Islamabad, Lahore, and Karachi. • Identify the features and significance of Balochistan and Khyber Pakhtunkhwa provinces. • Locate famous landmarks of Quetta and Peshawar on maps. 	<ul style="list-style-type: none"> • Map reading • Geographical Knowledge • Cultural awareness • Historical understanding 	<ul style="list-style-type: none"> • Textbook (pg. 8-15) • Atlas • Globe • An enlarged physical map of Pakistan showing the neighbouring countries • Blank sheets of paper 	<ul style="list-style-type: none"> • Map making: Divide the class into groups and help them create a relief map of Pakistan using the materials they brought from home. They should refer to the relief map of Pakistan from their atlas for this activity. • Digital content: Complete the Digital content activities for this chapter
Climate	4 (1.5 week)	<ul style="list-style-type: none"> • Differentiate between weather and climate. • Identify the factors affecting climate • Identify the major climatic zones of Pakistan • Identify the use of different instruments to forecast the weather 	<ul style="list-style-type: none"> • Observation and data collection • Critical thinking • Environmental awareness 	<ul style="list-style-type: none"> • Textbook (pg. 19 - 25) • Globe • Atlas • Pictures showing different kinds of weather • Newspaper cuttings of weekly weather forecast of different cities 	<ul style="list-style-type: none"> • Digital Content: Complete the Digital content activities for this chapter • Creating a model: Construct a simple wind vane using a cardboard and straw. Observe the wind direction and record your observations using a compass

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Landforms	2 (1 week)	<ul style="list-style-type: none"> Describe how landforms are formed. Describe the physical features of Pakistan 	<ul style="list-style-type: none"> Observation and classification Geographical awareness Map reading 	<ul style="list-style-type: none"> Textbook (pg. 27 - 35) Pictures of the place before and after an earthquake A map of Pakistan showing the physical features Blank outline maps of Pakistan Colour pencils Pictures of rivers, plains, deserts, and valleys of Pakistan 	<ul style="list-style-type: none"> Digital Content: Complete the Digital content activities for this chapter Creating a model: Students can create models of landforms e.g. mountains, plateaus, deserts, etc. using clay or play dough
Land use: farming and forests	3 (1 week)	<ul style="list-style-type: none"> Describe the uses and kinds of soil Recognise that agriculture is the backbone of the country. Identify the use of various types of forests 	<ul style="list-style-type: none"> Geographical analysis Community awareness Resource management 	<ul style="list-style-type: none"> Textbook (pg. 37-44) An enlarged map of Pakistan Samples or pictures of different types of soil, e.g. alluvial soil, sandy soil, rocky soil Pictures of different kinds of farms and farm products and forests 	<ul style="list-style-type: none"> Digital Content: Complete the Digital content activities for this chapter Project: Organise a tree planting activity in school or students could plant small plants in pots

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Water and Power	4 (1.5 week)	<ul style="list-style-type: none"> Describe the water cycle. Recognise the different sources of water used in Pakistan. Recognise the various means of generating power Recognise the different natural resources of Pakistan 	<ul style="list-style-type: none"> Resource management and distribution Problem-solving Civic responsibility 	<ul style="list-style-type: none"> Textbook (pg. 45 – 53) An enlarged map of the world showing physical features Pictures of lakes, river, glaciers, dams, barrages, tube wells, solar pumps, hydroelectric power stations, atomic power stations, some metallic minerals and non-metallic minerals; things made of copper, silver, gold, iron, rock salt. 	<ul style="list-style-type: none"> Research: <ul style="list-style-type: none"> Students to research about the solar and wind energy parks in Pakistan. Pakistan has some of the largest glaciers in the world-Research about these glaciers and share information with the class Homework: Ask an adult at home about the natural resources found in your province. Make a list and share information in class. Digital Content: Complete the Digital content activities for this chapter
State and Government	3 (1 week)	<ul style="list-style-type: none"> Define and differentiate between the terms citizen, global citizen, and digital / cyber citizenship Differentiate between rights and responsibilities Explain civic sense by giving examples (traffic rules, keep the environment clean, WASH) Define state and government Describe the basic characteristics of the constitution of Pakistan 	<ul style="list-style-type: none"> Civic sense Decision-making and analysis Social and political awareness Communication 	<ul style="list-style-type: none"> Textbook (pg. 55 – 58) 	<ul style="list-style-type: none"> Discussion: Ask students to select any two rights and responsibilities. Have a class discussion about how students enjoy these rights and show responsibilities. Digital Content: Complete the Digital content activities for this chapter

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		<ul style="list-style-type: none"> • Recognise the right and responsibilities of citizens as defined by the constitution • Describe the organs of a government: legislature, executive, judiciary • Distinguish between rules and laws and describe how they help create a just and healthy political environment in a country • Identify the qualities of a leader • Define the term general elections • Describe the formation and function of political parties • Describe how they contest elections according to their manifesto 			<ul style="list-style-type: none"> • Research: Ask students to select a local leader in any field (education, sports, charity, etc.). Find out about their key contributions towards the development of community. • Role play: Organise a role play in class to focus on different leadership roles with the aim of solving problems of the community. Students to select a topic and choose to play the role of a class monitor, the mayor of a city.
Peace and Conflict	3 (1 week)	<ul style="list-style-type: none"> • Define the terms 'conflict' and 'peace' • Discuss and assess the role of the UN in maintaining world peace. • Identify issues that cause conflicts and look at ways to resolve them. 	<ul style="list-style-type: none"> • Critical thinking • Communication • Empathy • Conflict resolution • Teamwork • Ethical reasoning 	<ul style="list-style-type: none"> • Textbook (pg. 58 – 62) • Pictures of the aftermath war, of peaceful places, and of the UN peace keeping forces, meetings in the Security Council and General Assembly 	<ul style="list-style-type: none"> • Group Activity: Students in groups can find out more information about any of the following: the Security Council, General Assembly, UNICEF, UNESCO, and FAO. • Digital Content: Complete the Digital content activities for this chapter

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People and Work	3 (1 week)	<ul style="list-style-type: none"> Describe what a census is List the factors taken into account to conduct a census Identify the different kinds of industries in Pakistan 	<ul style="list-style-type: none"> Cognitive and analytical skills Social awareness Civic understanding 	<ul style="list-style-type: none"> Textbook (pg. 63 – 69) A map from the atlas showing population Pictures of people doing different kinds of jobs Sticky notes. 	<ul style="list-style-type: none"> Discussion: Ask students which professions they might consider for themselves. Students should also give reasons for their responses. Digital Content: Complete the Digital content activities for this chapter
Money	3 (1 week)	<ul style="list-style-type: none"> Define economics. Differentiate between needs, wants, and desires. Define the terms: opportunity cost, budget, and savings. 	<ul style="list-style-type: none"> Economic knowledge Financial literacy Critical thinking Decision making Reflective thinking 	<ul style="list-style-type: none"> Textbook (pg. 70 – 75) 	<ul style="list-style-type: none"> Digital Content: Complete the Digital content activities for this chapter
Our Past	3 (1 week)	<ul style="list-style-type: none"> Describe the main features of the Indus Valley Civilisation. Identify the ancient empires in the subcontinent. Explain the impact of the ancient civilisation on the subcontinent. Make a timeline of the great events that took place during the rule of the great empires. 	<ul style="list-style-type: none"> Chronological thinking Cultural and social awareness Historical analysis Creative Expression 	<ul style="list-style-type: none"> Textbook (pg. 76 –80) Pictures of different artefacts found in the Indus Valley during the excavation World map A map of the subcontinent A map of Pakistan 	<ul style="list-style-type: none"> Project: Show the students pictures of the different kinds of artefacts found in Mohenjo-Daro. Divide the class into groups and give each group some molding clay. They should make the toys, the statue of the priest, the dancing girl, the toy bullock cart, the seal, and the clay pots found in the excavations. Display them in class as project work on Mohenjo Daro. Digital Content: Complete the Digital content activities for this chapter

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Early History of Islam	3 (1 week)	<ul style="list-style-type: none"> Describe the key social and political events in the life of Hazrat Muhammad ﷺ Discuss the rule of the Rightly Guided Caliphs. Discuss the rulers of the Umayyad and Abbasid dynasties 	<ul style="list-style-type: none"> Chronological thinking Cultural & Religious Literacy Critical thinking Ethical reasoning 	<ul style="list-style-type: none"> Textbook (pg. 80 – 84) Internet connection Laptop / desktop 	<ul style="list-style-type: none"> Research: Students to research about the Treaty of Hudaibiya and discuss the importance of and honouring agreements. Digital Content: Complete the Digital content activities for this chapter
A History of Pakistan	3 (1 week)	<ul style="list-style-type: none"> Describe the role of Quaid-e-Azam رحمه الله عليه, Allama Iqbal رحمه الله عليه, and Mohtarma Fatima Jinnah in the creation of Pakistan. Explain the region / province's contribution in the creation of Pakistan Describe the role of minorities in the development of Pakistan 	<ul style="list-style-type: none"> Chronological thinking Historical Analysis Map reading Spatial awareness Empathy and reflection 	<ul style="list-style-type: none"> Textbook (pg. 85 – 89) 	<ul style="list-style-type: none"> Documentary: Show a documentary on Minar-e-Pakistan using Internet Discussion: Students to be given some speeches by Quaid-e-Azam رحمه الله عليه to be read. Ask them to talk about the key messages in class. Digital Content: Complete the Digital content activities for this chapter.

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Communication and Transport	3 (1 week)	<ul style="list-style-type: none"> Define what is communication. Differentiate between forms of communications. Identify old and new means of communications Identify a means of transport for communication. Know development of roads and highways for the country's progress. 	<ul style="list-style-type: none"> Historical and developmental understanding Civic and economic awareness Critical thinking and problem solving Communication 	<ul style="list-style-type: none"> Textbook (pg. 90 – 97) An old telephone A cell phone Newspaper A few envelopes 	<ul style="list-style-type: none"> Research: Students to research about the new bridges, roads, and highways built in their towns, cities or provinces. Digital Content: Complete the Digital content activities for this chapter
Religion and Language	3 (1 week)	<ul style="list-style-type: none"> Define culture. Describe the different religions in the subcontinent. Appreciate that there should be respect and tolerance of all religions. Recognise 'language' as a major part of culture. Identify the different languages of Pakistan. 	<ul style="list-style-type: none"> Social and cultural awareness Comparative thinking and analysis Critical thinking Personal Reflection 	<ul style="list-style-type: none"> Textbook (pg. 98 – 101) Pictures of various temples, churches, picture of various festivals, weddings, clothes, and foods 	<ul style="list-style-type: none"> Exploration: Ask the students to find pictures of places of worship of different religions in their city and identify them. Digital Content: Complete the Digital content activities for this chapter

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Culture	3 (1 week)	<ul style="list-style-type: none"> • Identify art as major aspect of culture. • Name different forms of dance performed in Pakistan. • Learn that music is a part of our history. • Name various musical instruments. • Describe how art and architecture reflect the culture of a place. • Identify kind of art found in Pakistan. • Explore literature specific to cultures. • List the foods Pakistan is famous for. • Identify the festivals celebrated in Pakistan. • Identify the games played in Pakistan 	<ul style="list-style-type: none"> • Social and cultural awareness • Critical thinking • Communication 	<ul style="list-style-type: none"> • Textbook (pg.102 – 111) • Pictures of various kinds of musical instruments, truck art, festivals, and games • Video showing various folk dances and a video on Pakistani artists and writers • Samples of different spices used 	<ul style="list-style-type: none"> • Art: Students can create truck art in class. • Celebrate culture: Ask students to learn a sentence in any regional language and speak in class. teachers to assign these languages so all could be covered. They could use the Internet to help with this activity. • Digital Content: Complete the Digital content activities for this chapter
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Animal Rights	3 (1 week)	<ul style="list-style-type: none"> • Explain the term 'rights' in their own words. • Identify the basic rights for all living things. • Realise the need to respect these rights. • Understand that animals must be treated with care and kindness. • Realise that our religion also emphasises on kindness towards animals. • Identify organisations that protect animal rights 	<ul style="list-style-type: none"> • Environmental awareness • Civic responsibility • Communication 	<ul style="list-style-type: none"> • Textbook (pg. 112 – 116) • Pictures of different animals, and of different zoos 	<ul style="list-style-type: none"> • Debate: Students should have a class debate about whether animals should be kept in zoos or in their natural habitats. • Digital Content: Complete the Digital content activities for this chapter
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