

Dawood Public School
Social Studies
Course Outline 2018-2019
Grade: III

Books:

Mackay Frances, Christine Moorcroft. (2013). World Watch 3 and Skill Book; Social Studies for Primary Schools by Frances Mackay Christine Moorcroft; Oxford.

Monthly Course Distribution

Month	Contents	Pages
August	Being a good citizen The Indus Valley	77-83 41-47
September	Maps	29-35
October	Gandhara	48-54
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	Islamabad Ancient Egypt	2-7 55-62
February	Ancient Greece Mountains	63-69 13-20
March	Rubbish and recycling	21-28
April	Revision for Final Examination	
May	Final Examination	

Syllabus Content

August 2018

Chapter 12: Being a Good Citizen

Pages: 77-83

Content	Learning objectives
<p>Fair Play: When people are treated in a way so that they have an equal chance or an equal part of something.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ citizen ➤ fair • Express ideas regarding fairness in daily life.
<p>Kindness: Treating people well and thinking about what they need and how to help them.</p>	<ul style="list-style-type: none"> • Define the term 'kindness'. • Discuss why the value of kindness is very important. • Discuss how a society might be if people were not kind to one another. • Identify some ways in which people can be kind to one another.
<p>Honesty: The quality of being truthful.</p>	<ul style="list-style-type: none"> • Define the term 'honest'. • Differentiate between honesty and dishonesty. • Share some experiences to highlight the benefits of truthfulness. • Discuss the effects of honesty on society.
<p>Respect for others: Due regard for the feelings, wishes, or rights of others.</p>	<ul style="list-style-type: none"> • Define the term 'respect'. • Develop awareness about the impact of respecting each other. • Differentiate between respect and disrespect.
<p>Rules Rules tell us what you should and should not do.</p>	<ul style="list-style-type: none"> • Define the term 'rules'. • Discuss the importance and effects of rules. • Share some experiences to highlight the importance of rules. • Design some rules for given scenarios.
<p>Grooming and Behaviour It is important to appear well groomed with clean clothes, polished shoes and a happy behavior at all times</p>	<ul style="list-style-type: none"> • Develop an awareness for good manners <ul style="list-style-type: none"> ➤ To listen carefully to everyone and pay attention to elders ➤ To talk politely with everyone ➤ To walk without a slouch and sit up straight

Key words:

citizen, fair, kindness, honest, respect, rules, slouch

Practice Questions:

1. Describe the qualities of good citizens.
2. How is the young boy helping the old lady in the given picture?

Activity:

- Students will engage in role play to demonstrate the importance and benefits of honesty, kindness and discipline.



Content	Learning Objectives
<p>Location of Indus Valley: The Indus Valley lies on the banks of river Indus in India, Afghanistan and Pakistan. The Indus Valley Civilization was larger than modern day Pakistan.</p>	<ul style="list-style-type: none"> • Name the largest river of Pakistan. • Identify the ‘source’ and ‘mouth’ of the River Indus. • Define the terms: <ul style="list-style-type: none"> ➤ civilization ➤ source of river ➤ mouth of river ➤ river valley • Develop an awareness of the feature ‘river valley’. • Describe the location of the Indus Valley. • Explain how the River Indus was useful for the people of the Indus Valley. • Develop awareness that all rivers offer similar uses to the people living around it.
<p>Early civilizations of Indus Valley: The Indus Valley has been found as one of the earliest civilizations in human history. Areas of life were discovered at many places, including Harappa and Mohenjo-Daro.</p>	<ul style="list-style-type: none"> • Discuss the meaning of ‘early civilization’. • Discuss the characteristics which make a ‘civilization’. • Identify, on a given map of Pakistan, the location of the following: <ul style="list-style-type: none"> ➤ Harrapa ➤ Mohenjo-Daro ➤ Mehrgarh • Identify the position of River Indus on the map of Pakistan.
<p>Settlement of People in Indus Valley: Different objects such as jewellery, coloured stones etc were found along the River Indus. This indicated the remains of the village Mehrgarh.</p>	<ul style="list-style-type: none"> • Define the term ‘remains’. • Name the Stone Age village found in Balochistan. • Discuss how Balochistan has progressed since the time of Stone Age.
<p>Life style of the Indus Valley people: The people of the Indus Valley were discovered to have lived in brick houses built on planned streets. The city had high walls which helped the in-charges to check all activities of its people. Stores for grains were found which showed that the people did trading.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ planned city ➤ officials ➤ trading • Describe the houses of the Indus Valley Civilization. • Suggest what the discovery of high walls could mean. • Differentiate between modern houses and those of the Indus Valley Civilization. • Name the profession which archaeologists found for the people of Indus Valley.

<p>Archaeologist: A person who describes the places of past, their religion, languages, lifestyle etc.</p>	<ul style="list-style-type: none"> • Define the term 'archaeologist'. • List some things which archaeologists might find and study. • Identify objects from The Indus Valley Civilization.
<p>Religious beliefs: People of Indus Valley worshipped statues according to the guidance of their priest. Statues of gods and goddesses were found in their houses.</p>	<ul style="list-style-type: none"> • Define the term 'priest'. • Identify the Priest-King statue from Mohenjo-Daro. • State the objects of worship of the people the Indus Valley. • Develop awareness that there are multiple religions in the world. • Develop awareness that all religions have scholars who help and guide the people.
<p>The end of the Indus Valley Civilization: At about 3000 BC this great civilization began to fall.</p>	<ul style="list-style-type: none"> • Differentiate between BC and AD. • Define the term 'ruins'. • Differentiate between 'ruins' and 'remains'. • List some of the reasons for the end of the Indus Valley Civilization.

Key words:

civilization, ancient, remains, planned city, officials, trading, archaeologist, priest, ruins, source, mouth

Practice Questions:

1. Identify the image seen in the picture.



2. How did the Indus Valley civilization end?

Activity:

- Students will be shown a documentary on the Indus Valley Civilization.

Content	Learning Objectives
<p>Making plans: A plan is a drawing of something.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ map ➤ plan ➤ symbol ➤ key ➤ features ➤ landforms ➤ cartography • Differentiate between a plan view and a side view. • Differentiate between physical features and landforms. • Develop awareness about cartography and cartographers. • Read the key of a map or a plan. • Identify the symbols on a map or a plan.
<p>Finding places on a map: Grid squares help us to find the exact location of any place or an object on a map. Maps are useful for different professions.</p>	<ul style="list-style-type: none"> • Locate given places on a map. • Locate features on a map. • Name some professions which would use maps in their work.
<p>Using compass directions: A compass tells us about directions and helps us to find our way to different places.</p>	<ul style="list-style-type: none"> • Name the four directions as shown on a compass. • Develop awareness about directions without the use of a compass. • List some ways of telling direction without the use of compass. • Point out the four directions from the classroom: <ul style="list-style-type: none"> ➤ with the use of compass ➤ without the use of compass • State how a compass is useful. • Discuss some scenarios where a compass may be required.
<p>Physical maps and satellite maps: Maps that show features are called physical maps. Satellite maps show us what the world looks like from space.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ physical map ➤ satellite map • Develop an understanding that features include: <ul style="list-style-type: none"> ➤ desert ➤ mountain Range ➤ river ➤ sea • Read the physical map of Pakistan by using the given key.
<p>Aerial photos: Aerial photos show us what a place looks like from above.</p>	<ul style="list-style-type: none"> • Define the term 'aerial photo'. • State why aerial photos are useful.

Key words:

map, plan, symbol, key, feature, landform, cartography, cartographers, physical map, satellite map, aerial photos

Practice Questions:

1. Label the map: Satellite/ Physical.



2. Describe how aerial photos are taken.

Activity:

- Students will use a compass to experience the concept of directions in physical form as well as on a map.

October 2018

Chapter 8: Gandhara

Pages: 48-54

Content	Learning Objectives
<p>An Ancient Kingdom: Gandhara: The kingdom of Gandhara was located in the area which is now mainly in Peshawar.</p> <p>We can see collection of Gandhara art in Taxila, the main city of Gandhara which was located on the Silk Road.</p> <p>Silk Road is a track that went through high mountains and river valleys used by early traders of China for trading silk.</p>	<ul style="list-style-type: none"> • Define the following terms: <ul style="list-style-type: none"> ➤ kingdom ➤ mountain passes ➤ Buddhism ➤ Budha ➤ Buddhist ➤ Stupa ➤ monk ➤ monastery ➤ excavation • Identify the location of Gandhara on a map. • Describe the location of Gandhara. • State what is the 'Silk Road'. • State why 'Silk Road' is called by this name. • Name the main city of Gandhara. • Name the founder of Buddhism. • Name the religion of the people of Gandhara. • Name and compare the places of worship for the religions of the world. • Discuss the names of some countries where Buddhism may be in current practice.
<p>Buddhism: Teachings of Prince Siddhartha Gautama.</p>	<ul style="list-style-type: none"> • State some biographic facts about Prince Siddhartha Gautama • Identify the statue of the founder of Buddhism. • Name the title given to Prince Siddhartha Gautama.
<p>GandharaArt: Archaeologists found arts & craft from Gandhara. These included carved pictures, statues and pottery etc.</p>	<ul style="list-style-type: none"> • Develop an awareness about the similarities between Indian and Ancient Greek art. • Identify and name the Greek kings who visited Gandhara.

Key words:

kingdom, mountain pass, Buddhism, Buddha, Buddhist, stupa, monastery, excavation, Greek

Practice Questions:

1. Where is Gandhara located?
2. Identify the image as seen in the picture.



Activity:

Students will be shown a documentary on Gandhara.

November 2018

REVISION FOR MID-YEAR EXAMINATION 2018

December 2018

MID-YEAR EXAMINATION 2018

January 2018

Chapter 1: Islamabad

Pages: 2-7

Content	Learning Objectives
<p>Provinces of Pakistan: Pakistan is divided into different parts called Provinces which are further divided into cities. Each province has its own provincial capital which works with the National capital.</p>	<ul style="list-style-type: none">• Define and provide examples for the following terms:<ul style="list-style-type: none">➤ province➤ provincial capital➤ capital city• Identify on map:<ul style="list-style-type: none">➤ provinces of Pakistan➤ capital cities of each province• Name the provinces of Pakistan• Name the capital cities for each province of Pakistan.
<p>Islamabad – The capital city of Pakistan: Islamabad became the capital city of Pakistan in 1967 replacing Karachi. It is located in the North East of Pakistan, south of the Margalla Hills.</p>	<ul style="list-style-type: none">• Name the capital of Pakistan before Islamabad.• State the location of Islamabad.• State some facts about Islamabad.• Name the foothills of the Himalayas that lie in Islamabad.• List some animals which are found in the Margalla Hills.• State the source of water for Islamabad.

<p>Other Main Cities of Pakistan</p> <p>Lahore, Karachi, Quetta and Peshawar are provincial capitals</p> <p>Sialkot is famous for the sports goods industry.</p> <p>Faisalabad is important for all the textile mills.</p> <p>Most of the country's citrus fruits and mangoes are grown in Sargodha</p> <p>The newest port has been constructed at Gwadar.</p>	<ul style="list-style-type: none"> • Name the provincial capitals. • List some important cities in Pakistan. • State the importance of the following cities in Pakistan: <ul style="list-style-type: none"> ➤ Faisalabad ➤ Sialkot ➤ Gwadar ➤ Sargodha • Differentiate between planned city and unplanned city.
<p>Climate of Islamabad</p> <p>Islamabad has hot humid summers and mild wet in winters.</p>	<ul style="list-style-type: none"> • Define the following terms: <ul style="list-style-type: none"> ➤ climate ➤ monsoon • Describe the climate of Islamabad. • Compare the climate of Islamabad with the climate of Karachi.
<p>People and education</p> <p>Islamabad being the capital city provides quality lifestyle to the people living there. Pakistan offers very good higher education at various universities across the country.</p>	<ul style="list-style-type: none"> • Compare the lifestyle of Karachi and Islamabad • List some famous educational institutions of Pakistan.
<p>Landmarks of Islamabad:</p> <p>Every year tourists visit Islamabad to see the beautiful landmarks it offers.</p> <p>Faisal Mosque has been designed by Vedat Dolkay, a Turkish architect.</p> <p>The National Monument at Shakarparian Hills is shaped like a flower. Each petal represents a province.</p>	<ul style="list-style-type: none"> • Identify the following landmarks of Islamabad: <ul style="list-style-type: none"> ➤ Shah Faisal Masjid (Faisal Mosque) ➤ National Monument of Pakistan ➤ Shakarparian Hills ➤ Daman-e-Koh ➤ Islamabad National Park ➤ Islamabad Zoo • Discuss the difference between Faisal Mosque and other mosques. • Differentiate between a park and a zoo • State what is represented by each petal of the National Monument at Shakarparian Hills. • Name the architect which designed the Faisal Mosque.

Key words: provinces, planned city, capital city , climate, monsoon, architect

Practice Questions:

1. When was Islamabad declared the capital of Pakistan?



2. Discuss the climate of Islamabad.

Activity:

Students will be shown a documentary on Islamabad and The Margalla Hills.

Content	Learning Objectives
<p>Egypt and the River Nile: Egypt lies in the north east of the continent of Africa. River Nile is the main source of water which flows through the desert and drains in Mediterranean Sea.</p>	<ul style="list-style-type: none"> • State the location of Egypt. • Define the term 'desert'. • Develop awareness that 'desert' is a 'feature'. • Name the river that flows through Egypt. • List some ways in which the River Nile was useful for the Ancient Egyptians. • Recall the uses of River Indus and recap that all rivers have similar uses.
<p>Living in the Desert: The houses in Ancient Egypt were built with bricks made from mud mixed with straw.</p>	<ul style="list-style-type: none"> • Describe the ways in which the Ancient Egyptians kept their houses cool. • Discuss why people of Ancient Egypt needed to keep their houses cool. • Differentiate between life in a city and life in a desert. • Name some other deserts in the world
<p>Pyramids and Mummies: Egyptians made mummies of their dead. They believed that a person's spirit would go on to another life after their death. The rich and strong Pharaohs were buried in their pyramids with their personal belongings.</p>	<ul style="list-style-type: none"> • Define the following terms: <ul style="list-style-type: none"> ➤ Soul House ➤ Mummy ➤ Pyramid ➤ Pharaoh ➤ temple ➤ slave • Describe the Ancient Egyptian beliefs about life after death. • State who the Ancient Egyptians worshipped. • State why the Pyramids were built. • Develop awareness that the great Pyramids are a wonder of history.
<p>Pharaoh: The Pharaoh was the King of Ancient Egypt. Tutankhamen became a Pharaoh when he was nine years old and died when he was almost eighteen. Remesis II was also known as the Great Sphinx. Hatshepsu was the first female Pharaoh. Cleopatra was the last female Pharaoh. Egypt holds important history which tourists go to see.</p>	<ul style="list-style-type: none"> • Describe why the Pharaohs liked to keep slaves. • Develop awareness that slavery is disrespectful for people. • Develop awareness for the importance of each Pharaoh: <ul style="list-style-type: none"> ➤ Tutankhamun ➤ Remesis II ➤ Hatshepsu ➤ Cleopatra • List the wonders which Egypt offers to tourists.

<p>Hieroglyphs: Egyptian writing was pictorial which is known as 'hieroglyphs.' They used leaves of Papyrus plant to make a type of paper.</p>	<ul style="list-style-type: none"> • Define the term 'hieroglyph'. • Name the plant which Ancient Egyptians used to make paper. • Develop awareness for the various times in history where people wrote on things besides paper. • Name some material which might be used for writing instead of paper.
---	---

<p>Key words: Soul house, Pyramids, Mummy, Pharaoh, slave, temple, hieroglyph</p> <p>Practice Questions:</p> <ol style="list-style-type: none"> 1. Name the river which flows through Egypt. 2. Identify the Pharaoh as seen in the picture. <p>Activity: Students will be shown a documentary on the Egyptian Civilization.</p>	
---	---

February 2019

Chapter 10: Ancient Greece

Pages: 63-69

Content	Learning Objectives
<p>Location of Greece: Greece is in the continent of Europe. The capital of Greece is Athens.</p>	<ul style="list-style-type: none"> • Develop awareness for 'continents'. • Identify the continents on a World Map. • Name the seven continents in the world. • Name the continent where Greece is located. • Name the capital of Greece.
<p>Traders and sailors: The Greek were traders. They traded olives and olive oil to other lands and got wheat, corn and cloth in return. Greeks were also sailors who built big trading ships and small fishing boats.</p>	<ul style="list-style-type: none"> • Define the following term: <ul style="list-style-type: none"> ➤ cargo ➤ trader • State the term used for the people who belong to Greece. • Name the crop Greece is famous for. • Name the three activities which the Greek were famous for. • Identify different types of sea vessels: <ul style="list-style-type: none"> ➤ sailboat ➤ fishing boat ➤ oil tanker ➤ passenger ship ➤ aircraft carrier • Describe the uses of the different types of sea vessels. • Develop awareness about 'landlocked' countries and 'coastal' countries. • Discuss some advantages of being a coastal country.

<p>Gods and Goddesses: The Greek worshipped many gods and goddesses. They believed these gods and goddesses lived in temples at the top of Mount Olympus.</p> <p>The beliefs of Ancient Greek were based on myths and legends.</p>	<ul style="list-style-type: none"> • State who the Greek worshipped. • State why 'Mount Olympus' was important for the people of Ancient Greece. • Name the stories which formed Greek beliefs.
<p>The wooden horse of Troy: It is a story about how Greek soldiers played a clever trick on Trojans to win the battle.</p>	<ul style="list-style-type: none"> • Develop awareness of the story of the wooden horse of Troy. • Discuss the effects of playing a trick on people. • Differentiate between funny tricks and mean tricks.
<p>The Olympic Games: The Olympic Games are held after every four years each time in a new country. These Games were first held more than 2700 years ago in Greece in a place called Olympia. They held competitions of chariot racing, short and long jumps, horse racing, etc.</p> <p>The five ring symbol for the Games are representative of each continent</p>	<ul style="list-style-type: none"> • Discuss how nations come together to compete at the Olympic Games. • Name some of the competitions which are part of the Olympic Games. • Define the terms: <ul style="list-style-type: none"> ➤ stadium ➤ athlete • State when Olympic Games were held for the first time. • Name the first venue for the Olympic Games. • List some differences between modern Olympic Games and old ones.
<p>Athens: Athens was the largest and the capital city of Greece with no king. People of Athena chose their leaders by voting. They used white and black stones as their votes.</p> <p>The chosen leaders would meet at Acropolis to decide on matters.</p>	<ul style="list-style-type: none"> • State which method was used to select a leader in Athens. • Define the term 'vote'. • State what was used in the system of voting in Athens. • Name the hill where the Athens leaders would meet.

February

Chapter 3: Mountains

Pages: 13-20

Content	Learning Objectives
<p>What are mountains? Mountains are areas of high land consist of different parts.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ mountain ➤ base ➤ slope ➤ summit ➤ valley ➤ foothills • Label the different parts of a mountain.
<p>Mountain ranges: A group or chain of mountains close together is called a mountain range. Famous mountain ranges of each continent are:</p>	<ul style="list-style-type: none"> • Define the term 'mountain range'. • Name the mountain ranges in each continent

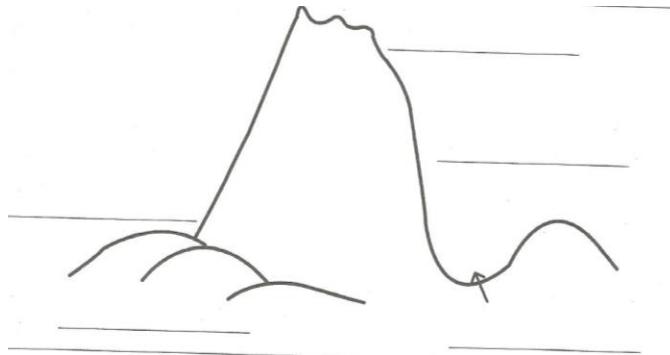
<ul style="list-style-type: none"> • Asia: The Himalayas <ul style="list-style-type: none"> ➤ Highest peak of the world, Mount Everest is located in this range. • Africa: Atlas • Europe: Alps • South America: Andes <ul style="list-style-type: none"> ➤ Longest range of the world • North America: Rockies • Australia: The Great Dividing Range. 	<ul style="list-style-type: none"> • Name the highest mountain peak of the world and the mountain range where it is located. • Develop awareness that the Margalla Hills in Islamabad are the foothills of the Himalayan Range. • Name the longest mountain range of the world. • Name the continent where the longest mountain range of the world is located.
<p>Mountain Passes: A mountain pass is a route through a mountain range. Two of the famous mountain passes in Pakistan are:</p> <ul style="list-style-type: none"> • Khunjerab Pass in Gilgit Baltistan • Khyber Pass in Peshawar 	<ul style="list-style-type: none"> • Define the term 'mountain pass'. • Name the country connected to Pakistan through the Khyber Pass. • Name the country connected to Pakistan through the Khunjerab Pass.
<p>Life in the mountains: Many people around the world live on or near mountains. They use natural resources for their needs. Most homes in the mountains are built from adobe bricks which are made from soil which is dried hard in the sun. Hunza is a mountainous area of Pakistan. The weather here allows many fruits to grow. Farmers in Hunza build terraces to grow crops. The mountains are also rich in minerals and gem stones.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ natural resources ➤ terraces ➤ mining • List the natural resources which are found in the mountains in Pakistan. • Describe an 'adobe house'. • Describe some difficulties which are faced by people living on mountains. • List some fruits grown in Hunza. • State why the people of Hunza are some of the healthiest people in the world.
<p>Animals living in the mountains of Pakistan: The snow leopard, markhor and musk deer are found in the mountains of Northern Pakistan. All three are endangered species. Markhor is the national animal of Pakistan.</p>	<ul style="list-style-type: none"> • Name some of the animals which are found in the mountains of Pakistan. • Name the national animal of Pakistan. • Identify, from pictures, some of the animals found in the mountains of Pakistan.
<p>Why animals become endangered. The loss of animal habitat by the destructive lifestyles of human beings often leads to animals becoming endangered.</p>	<ul style="list-style-type: none"> • Define the terms: <ul style="list-style-type: none"> ➤ endangered species ➤ extinct ➤ habitat • Develop awareness about the difference between 'extinct' and 'endangered'. • Develop awareness for why some animals around the world are endangered. • Develop an awareness of animals which are extinct. • Discuss how wildlife can be protected • Discuss what the world may be like if there were no animals.
<p>Uses of mountains: People visit mountains to enjoy. They participate in camping, hiking, climbing, skiing and trekking which results in erosion.</p>	<ul style="list-style-type: none"> • Define the following term <ul style="list-style-type: none"> ➤ erosion ➤ trekking/hiking • List some of the reasons that attract people to mountains

Key words:

mountain, hill, base, slope, summit, valley, mountain range, mountain pass, terrace, mining , erosion, adobe, natural resources, habitat, endangered, trekking , hiking

Practice Questions:

1. Define mountain.



2. Label the different parts of a mountain.

Activity:

- Students will gather information with pictures about any famous mountain of the world and display it on the chart.

March

Chapter 4: Rubbish and Recycling

Pages: 21-28

Content	Learning Objectives
Ramis's rubbish A story about litter which tells that once a person drops litter, others blindly starts following him/her steps and then we complain about dirty smell and pollution without thinking may be WE ourselves were the reason of this pollution.	<ul style="list-style-type: none">• Discuss the behavior which cause littering• Discuss the comparisons between clean surroundings and dirty surroundings.• Develop awareness that every single piece of litter can change our surroundings.• Develop awareness that rubbish must either be recycled or thrown in the dustbins.
What is litter and rubbish: Litter is anything that is left lying in open places. Rubbish is anything we no longer need or want for example: broken T.V, broken toys and furniture, etc. Materials which cannot be broken down into the soil are 'non-biodegradable'. Materials which are broken down by bacteria and become a part of the soil are called 'biodegradable'.	<ul style="list-style-type: none">• Define the terms:<ul style="list-style-type: none">➤ litter➤ rubbish• List some examples of litter• List some examples of rubbish.• Develop awareness that biodegradable litter is important in gardening.• Develop an awareness that plastic is the most difficult material to decompose.
Problems caused by litter: Litter makes places messy, kills animals that eat it, pollutes water, causes diseases and make us ill.	<ul style="list-style-type: none">• Describe the negative impacts of litter on our environment.
Don't be a litter bug! Reduce, Reuse and Recycle: Reduce means having less rubbish. Reuse is to find ways to use the same things again. Recycle means to treat things that have already been used so they can be useable again.	<ul style="list-style-type: none">• Define the terms:<ul style="list-style-type: none">➤ disposable➤ reuse➤ reduce➤ recycle• State an alternative to throwing rubbish.

	<ul style="list-style-type: none"> • State the 3Rs and identify the international symbol that represents them. • Complete given Venn diagrams to show examples of 3Rs. • Suggest methods for minimizing waste.
<p>How are cans recycled? Old cans are collected to make new cans which are squashed in a factory in the form of big bales. The bales are then cut into little pieces which are later melted in hot oven. The melted metal is poured into a mould to make bars which are rolled to make flat sheets. Finally, these flat sheets are used to make cans again.</p>	<ul style="list-style-type: none"> • Discuss why cans should be recycled. • Complete the cycle of how to recycle the tin cans

Key words:

rubbish, litter, disposable, reduce, reuse, recycle, biodegradable, non-biodegradable

Practice Questions:

1. Differentiate between the following pictures.



Activity:

Students will make a toy with recycled empty bottles, bottle caps and boxes.

April 2019

REVISION FOR FINAL TERM 2018-2019

May 2019

FINAL TERM EXAMINATION 2018-2019