**KENDRIYA VIDYALAYA SANGATHAN- CHENNAI REGION**

**SPLIT UP SYLLABUS-2021-2022**

**CLASS VI SOCIAL SCIENCE**

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| **TERM-I** | | | | | | | | | |
| **SL NO** | **MONTH** | **UNIT NO AND NAME** | **COMPETENCY /SKILL** | **NO.OF.**  **ONLINE PERIODS** | **LEARNING OBJECTIVES** | **TARGETED LEARNING OUTCOMES** | **PEDAGOGICAL PROCESS SUGGESTED AS PER ALTERNATIVE ACADEMIC CALENDAR** | **SOURCE** | **ASSESSMENT STRATEGY** |
| 1 | **April/May** | **History: Chapter 1**  What, Where, How and When? | 1. Identification  2. Analysis 3. Critical Thinking Familiarize the concepts of historical sources. 4.report writing  Interpretation. | 4 | 1. To understand skill and methods of historical inquiry and importance of date.  2. To know the ways to periodise history. | 1. Familiarise students with dates.  2. They will understand different tools to enquire about history and its correlation with geography. | 1.Show a video of ancient Egypt to show the ancient culture  2. Explain the relation of time and history with the help of time line.  3. Peer discussion about different artefacts archaeological evidences. | 1. Text book- What, Where, How and When.  2.Students may also avail the online material like- <https://youtu.be/omajagaozk0>  <https://youtu.be/3SYmQwfJosI>  <https://diksha.gov.in/play/collection/do_31312343374967603211410?contentId=do_3130837709414973441747> | 1. Map activity – Ganga, Indus, Narmada river.  2. Group discussion on importance ofDate, manuscripts.  3.Making list of different type of archaeological evidences  <https://diksha.gov.in/play/collection/do_31312343374967603211410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130894677972008961949>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_313065293888061440113845> |
|  | **April/May** | **Civics-Chapter-1**  Understanding Diversity | . Analyse-What does diversity add to our lives?  2. Correlation Analyses -Diversity in India and Unity in Diversity | 4 | Students will be able: - To understand that how diversity enhances their life.  To understand the different kind of features of the diversity like geographical, historical, cultural etc  To understand the contribution of the people irrespective of their different background they were together in the freedom movement. | Recognises various forms of  discrimination and understands  the nature and sources of discrimination. | Discuss with parents about the changes which have taken place over the years.  Analyze the different features of diversity like geographical, historical, cultural etc. | Textbook - Understanding diversity,  Children and may use the following resources and explore Social science e-resource available online.  <https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130837641890611201721>  <https://youtu.be/eF9XpTuvaIg> | 1.Collage or Scrapbook : cultural diversity,  2.group discussion on the topic - Has diversity helped in India's unification?  3. worksheets on the topic : Diversity in India  4. MCQ in Google forms |
|  | **April/May** | **Geography-**  **Chapter 1-**  The Earth in the Solar System | 1.  Identification- the order of the 8 planets  2. Analysis -Latitudes and Longitudes  3. critical Thinking -The possibility of life on other planets.  4. Observation -The sun and the Solar system | **4** | 1.The students will learn about the Solar System,  2. the order of the 8 planets, special words such as orbit and asteroid. | 1.Students will be able to identify the planets in the Earth's solar system.  2.Students will be able to determine and demonstrate the position of the planets from the sun. | 1.Demonstrate and Explain- Planets in the Solar System, Stars, Asteroids, Constellations and other Celestial bodies.  **2.Discuss and Debate**-  The possibility of life on other planets.  **3.Ideas for Action**  Prepare a skit themed on the Universe in which characters play roles of Stars, Sun, Moon, Earth, Saturn, Asteroids, Constellations, and other celestial bodies. You could also include a narrator in your team. | **Textbook- The Earth Our Habitat**  **Children and parents may use the following resources and explore Social Science e-resource available online,**  **e.g.:**  <https://diksha.gov.in/play/collection/do_31322182213745049614232?contentId=do_31322166971753267212427> | 1.Drawing diagram of the solar system and make a paper planetarium.  2.Group discussion on the topic-  How would the Earth be affected if it is taken: (a) too nearer or (b) too far from the Sun?  3.Worksheets, Google forms |
| 2 | **June** | **History: Chapter 2**  From Hunting – Gathering to Growing Food | 1. Observation  2. Identification  3. Aesthetic 4.interpretation  5. Case study Mehrgarh. | 3 | 1.Understand hunting and gathering as a way of life and its implication  2. Introduce learners to different tools of hunting and farming of ancient and modern times.  3.Understand the implication of farming and herding | 1. Appreciate and understand the way of life of hunters and gatherers.  2. Identify different archaeological evidences.  3. Locate important sites in outlined map of India.  4. Appreciate the diversity of domestication. | 1.Discuss with students the following-   * Compare Life of Hunters and gatherers and modern day. * How did they get the foods and what the used to wear. * Why did the move from one place to the other. * How did they settled in one place and started domesticating animals.   2. Show them map from text book and discuss about Mehrgarh civilisation.  3. Show different hunting tools. | 1.Text book- From Hunting – Gathering to Growing Food  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_312991120782721024114>  2.Students and parents may use the following resource and explore social science e-resources available online e.g. <https://diksha.gov.in/play/collection/do_31322468976644915211103?contentId=do_3132245110191636481516>  3.Images from Google arts and culture.  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31310214976589004811184> | 1. List the tools used by hunters and gatherers.  2.Why did hunters and gatherers moved from place to place  3. Pen paper test on the ways hunters and gatherers used fire.  4. Solving NCERT questions.  5.Map locating different caves and civilisation  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31308950157042483211047> |
|  | **June** | **Civics-Chapter2-**  Diversity and Discrimination  **(activity based, not to be evaluated for PT/HY/SEE)** | 1.dentification  2. Analysis 3. critical Thinking -Familiarize the concept of Diversity& Discrimination. | 1 |  |  |  |  | Activity: - Students will Make a list of fundamental rights.  2. Students will Make a list of things meant for girls and boys separately. |
| 3 | **July** | **History: Chapter 3**  In the Earliest Cities | 1.Explanation  2. Integration  3. Analysis Examines The Harappan civilisation, its important feature, location, art and culture, architecture food etc  4. Sense of collective belonging. | 4 | 1. Introduce learners with historic architectural pattern.  2. Familiarise the concept of urbanism.  3. Understand the settlement pattern, food lifestyle of Harappan civilisation. | 1. Explain the development of ancient cities.  2. Locate important historical sites. | 1. Show video and elaborate about the settlement pattern of Harappa.  2. Divide in group and discuss about the settlement pattern of ancient and modern cities.  3.Represent map of India and help them locate different ancient cities of India | 1.Text book- In the Earliest Cities  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911207999569921146>  Students and parents may also avail online material, e.g-  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31310136544055296011125>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131425175728619521155>  <https://youtu.be/rlONwxT9Nlc> | 1. Solvingncert questions.  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3130895540649574401594>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3130895424311623681583>  Locate ancient civilisation on outlined map of India. |
|  |  | **Geography-**  **Chapter 2-**  Globe: Latitudes and Longitudes | 1. Identification- Heat zones  2. Classification- Latitudes and Longitudes  3. Analyse- Standard Time, | **4** | 1.Students will understand how latitude and longitude are used to identify places on a map.  2.To identify the location of places. | 1.Students will be able to identify the latitude and longitude of a city on a map.  2.Students will be able to identify a city when the latitude and longitude are provided. | The learner be provided opportunities in pairs/groups/individually and encouraged to:  1.Identifytheequator,tropicofcancer,tropicofcapricorn,Articcircle,Antartic circle, northpole and southpole with the help of globe.  2.The longitudinal extent of own state.  3.Discussion on difference between the standard time and local time with the help of globe. | <http://www.ncert.nic.in/ncerts/l/fess202.pdf>  <https://www.slideshare.net/yaryalitsa/lines-of-latitude-and-longitude-powerpoint> | 1.Make a list of the exact locations of any 3 cities that you have visited or planned to visit.  2.Power point presentation explaining the concepts of meridians and parallels in detail.  **3.Discuss and Debate-** Arguments For and Against Using One Time for the Whole World |
|  | **July** | **History: Chapter 4**  What Books and Burials Tell Us  **( Activity based, Not to be evaluated for PT/HY/SEE)** | 1.Application  2. Integration  3. Critical Thinking  4. Analyse the Important Vedas and its types.  Varna System: Social structure in early historic periods.  5. Sense of collective belonging. | 1 | 1. To understand the importance of Vedas.  2. Critically analyse the social, economic and religious background of Vedic civilisation.  3. Acquire knowledge about social category.  4)Able to explain different types of occupation etc. | 1. Appreciate different types of development that were taking place in the subcontinent.  2. Analyse rituals and belief system that existed in ancient times and its impact on present day life. | 1. Preparation of project on Vedic civilisation. | Text book- What Books and Burials Tell Us ( Activity based, Not to be evaluated for PT/HY/SEE)  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911208158658561147> |  |
|  | **July** | Civics-Chapter 3-  What is Government | 1.Listing - Levels of Government & its role  2. Discussion - Types of Government.  3. Correlation – Levels of the Government  4.Analyses -the work of the Democratic  Government | 3 | Students will be able :-  Understand meaning of government. Why it is necessary and Howit work at different level?  Understand types of government.  to differentiate between Democratic, Monarchy and Dictatorship Government.  gain knowledge about the democratic functioning of  government. Will able to explain about Women’s Suffrage  movement | Identifies various levels of the  government local, state and union | Discuss with parents about the changes of different type of Government.  Describes the role of governmentto understand its complexity. | Textbook  <https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312795719749500928110546>  <https://youtu.be/eJ_2-ZTeHEs> | 1.Group discussion :  the rights provided in the constitution for every citizen.  Functions of government.  2. Activity: forms of government.  3.MCQ in Google form |
| 4 | **August** | **History Chapter 5**  Kingdoms, Kings and an Early Republic  **( Activity based, Not to be evaluated for PT/HY/SEE)** | 1.Coordination  2.Speaking  3.decision making  4.inference  5.Familiarise  6.Ashvamedha  Yajna and varna system.  7. Janapada and Mahajanapada. | 1 | 1. Know the different ways of ruling.  2. Know the important Janapada and Mahajanapada.  3. Critically analyse the different factor responsible for the formation of Janapada and Mahajanapada. | 1. Differentiate Janapada and Mahajanpada.  2. Understand the rigid caste system of that era.  3. Critically analyse the reason for the existance of caste system. | 1. Preparation of individual power point presentation on Varna system.  2. Early janapada and mahajanapada. | Text book-Kingdoms, Kings and an Early Republic **( Activity based, Not to be evaluated for PT/HY/SEE)**  [https://diksha.gov.in/play/collection/do\_31310347509336473611046? contentId=do\_3129911208278507521146](https://diksha.gov.in/play/collection/do_31310347509336473611046?%20contentId=do_3129911208278507521146) |  |
|  | **August** | **Geography-**  **Chapter 3-**MotionsoftheEarth | 1. Classification - between rotation and revolution of the earth  2. Discussion - discussion on the revolution of earth and Seasons  3. Correlation Analyse- Formation of seasons | **4** | 1.To understand difference between rotation and revolution of the earth.  2.To empower the students to reason why the sun is in different places in the sky at the different times. | Student will be:  1.Able to explain that Earth tilts on its axis.  2.To explain that due to rotation and the tilt of the Earth we have different seasons.  3.To identify the different seasons. | 1.Demonstration and discussion on the revolution of earth and Seasons by using models and audio-visual materials to understand motions of the earth.  2.Role play on the rotation and revolution of the earth.  3.Learner participation in a discussion on the topic ‘Cycle of seasons’ | DIKSHA platform link- <https://diksha.gov.in/play/collection/do_31322182213515673614229?contentId=do_31322166965329100812354>  video link  <https://youtu.be/MsX4MLgxKYs> | 1.Make a drawing to show the inclination of the earth.  2.With the help of parents and teachers find out the reasons of:   * Different parts of the Earth receive sun-rays at different angles, because... * The areas near the Equator are some of the hottest places in world, because... |
|  | **August** | **Geography-**  **Chapter 4-**  Maps | . 1.Identification – Types of map  2. Analyse- The Components of Map 3. critical Thinking Familiarize- What is a Scale.Plan.  4.report writing  Interpretation- Conventional Symbols.  Essential components of maps: distance, directions, and symbols | **4** | 1.To develop basic skills of map reading  2. To understand the need of map and its components | 1. Learner will be able to use maps.  2.Know various components associated such as symbols to locate directions and places | 1.Difference between globe and map and importance of map to be discussed with appropriate examples.  2.Presentation of different types of maps for better learning and understanding.  3.Components of maps will be explained to understand how it helps in reading map.  4.Learners may be encouraged to do the activities given in the chapter under the supervision of an adult or a teacher may demonstrate them. | <https://ncert.nic.in/ncerts/l/fess204.pdf>  <https://youtu.be/v2T5QYbvpBc> | 1. Complete the fig 4.4 given on page no. 27.  2. Drawan outlinemap from your home to school and home to market. |
|  | **August** | **Civics-Chapter 4-**  Key Elements Of A Democratic Government | 1.Listing - The ways of peoples Participation  In Government  2. Discussion - Other ways of  Participating  3.Critical Thinking- About the need to resolve conflict  4.Analyse-Equality and Justice | 3 | Students will be able :-  To explain about racial discrimination in  South Africa.  To know people participation can be through election and  public opinion.  To analyse that conflict occurs when people of different cultures, religion, regions or economic background do not get along with each other or some other feel they are being discriminated.  Examine Case study of Kaveri river water dispute.  To know about their rights like right to vote and about our  constitution | To know about their rights like right to vote and about our  constitution | Learner may be encouraged to know about the democracy and features of democratic Government. | Textbook  <https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3131453590456156161987>  <https://youtu.be/je7ZEvO2l7Y> | 1. Group discussion on the topic "equality and justice".  2. Activity: make a list of public participation.  3. Worksheet on the topic "kaveri river water dispute".  4.MCQ in Google form |
| 5.. | **September** | **History: Chapter 6**  **New Questions and Ideas**  **( Revision & Half Yearly Examination)** | 1.Application  2. Integration  3. Critical Thinking  4. Analyse The story of Buddha.  Upanishad and language used to compose Vedas. | 4 | 1. To understand the importance of Buddhism as religion and its impact on people.  2.Understand the meaning and importance of  3. Upanishads.  Learn about Jainism and sangha. | 1. Appreciate the teaching if Buddha.  2. Outline the basic features of religion and its impact on social life.  3. Learn about different religious places. | 1. Show video and images of monastery and religious places.  2. Discuss about the teachings of Buddha.  3. Explain Jainism as a way of life.  4. Elaborate different story of Upanishad. | Text book- New Questions and Ideas.  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911208402042881148>  <https://youtu.be/jqOL1OSx4Tk>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31316939148503449611705>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31311843956782694411663> | 1. MCQs on Buddhism and Jainism Upanishads.  2.NCERT questions  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929080903270417768>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131091859859210241363> |
| **TERM-II** | | | | | | | | | |
| **SL NO** | **MONTH** | **UNIT NO AND NAME** | **COMPETENCY /SKILL** | **NO.OF.**  **ONLINE PERIODS** | **LEARNING OBJECTIVES** | **TARGETED LEARNING OUTCOMES** | **PEDAGOGICAL PROCESS SUGGESTED AS PER ALTERNATIVE ACADEMIC CALENDAR** | **SOURCE** | **ASSESSMENT STRATEGY** |
| 6. | **October** | **History: Chapter 7**  Ashoka, The Emperor Who Gave Up War | 1. Observation  2. Identification  3. Aesthetic  4.interpretation  5. Analyse the Concept of Dhamma by Ashoka. | 4N | 1. Understand the transformation of Ashoka as human being.  2. Analyse various issues that led to Kalinga’s war and its outcomes.  3. Understand Ashoka’s way of Dhamma. | 1. Comprehend the difference between kingdom and empire.  2. Understand how and why Ashoka transformed.  3. Appreciate Ashoka’s way of Dhamma. | 1. Introduce the concept of empire to the learner by showing them image.  2. Discuss Ashoka’s transformation and Kalinga’s war.  3. Debate on war and expansion of empire. | Text book- Ashoka, The Emperor Who Gave Up War  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911208504033281149>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31318289867426201611121>  <https://youtu.be/n9n5qFEU_WQ>  Google arts and culture | 1. NCERT solutions.  2. Quiz on Kalinga’s war and dhamma of Ashoka.  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_313109186267774976144> |
|  | **October** | **Geography-**  **Chapter 5-**  MajorDomainsoftheEarth | 1.Observation- to recognise different  domains of earth and their interrelation  2. Identification- Of major Continents and its size  3.Analyse-  How major Continents were formed.  4.Map Skill-Continents and oceans | **3** | 1.To understand interrelationship of the realms/domains of the earth  To know and locate continents and oceans on the map | 1.Learner will be able to recognise different  domains of earth and their interrelation.  Locates the continents and oceans on the map. | 1.Explore students’ ideas about the spheres of the Earth by previous knowledge test.  2.Use clay modeling or diagrams to develop understanding about lithosphere, atmosphere, hydrosphere and biosphere.  **3.Discuss and debate**-Which is the most important domain? Is it the hydrosphere, the atmosphere, the lithosphere, or the biosphere? Why?  4.On the outline map of world mark different continents and oceans. | <http://www.ncert.nic.in/ncerts/l/fess205.pdf>  <https://www.slideshare.net/stevepius129/major-domains-of-the-earth-80693201#:~:text=These%20life%20supporting%20systems%20are,%2CAtmosphere%20%2CHydrosphere%20and%20Biosphere.&text=Lithosphere%20is%20the%20solid%20in,force%20is%20known%20as%20atmosphere%20>.  <https://youtu.be/wYYakyS_HOg> | 1.Play the game given on Page no. 38 under the heading “For Fun” in e- classroom.  2.Project work-  How Continents were formed, and there were only two continents at the beginning after the formation of the earth. Find out which those two continents were. Also find the continent to which India was connected before it became a part of Asia.  Or  Interview some friends and relatives and find five great ideas to solve the problem of pollution. |
| 7. | **November** | **History: Chapter 8**  Vital Villages, Thriving Towns | 1.Conceptualisation  2. Classification  3. Design/Synthesis  Life of people in cities about 2500 years ago revealed through  Jatakas and accounts of traveller’s, remains  of ancient buildings  4.Observation-Social structure of  villages of North and South India. | 4 | 1.Explain the increased use of iron tools for the benefit of  Agriculture.  2. Different irrigation practices for intensification of agricultural yield.  3. Know the role of the people belonging to different categories.  4.Understand  growth of cities about 2500 years ago.  5. Understand the importance of towns and villages. | 1. Demonstrate a variety of early urban centres-coastal towns capitals religious centres.  2.Students will be able to:  discuss the benefit of iron tools  Analyse the methods adopted by people to  increase agricultural production.  3.Understand the Social structure  in Indian villages | 1. Show the video of agricultural production. And explain the process of formation of towns.  2. Divide the children in groups and discuss the use of iron tools in the agricultural production increase.  3. Elaborate the social structure of Indian villages.  4.Conduct debate on following topic-“modern technology and ancient technique” | Text book- Vital Villages, Thriving Towns  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911208661319681147>  <https://youtu.be/NCp93xbSwWM>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131870344457338881579>  Image from Google art and culture | 1. NCERT Solutions.  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929168873881617887>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929176275353617772> |
|  | **November** | **Civics-Chapter 5-**  Panchayati Raj | 1. Analysis -The work of Gram Sabha  2. critical Thinking – About the role ofThe Gram Panchayat  3.Familiarize the concepts of Gram Sabha& Gram Panchayat  4.report writing  Interpretation-  Three levels of  Panchayat | 4 | Students will be able :-  To know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat.  To analyze the task of Gram Panchayat to  implement development programmes for all villages that come under.  To know the different sources of funds for Gram Panchayat  To know peoples participation in the  Panchayati Raj system at different level. | Describes the role of government,  especially at the local level in order  to understand its complexity. | Describes and analyses functions of gram panchayat and find out the sources of funds for gram panchayat. | Textbook - PANCHAYATI RAJ.  <https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_312795719865303040111780> | 1.Group discussion on the topic "functions of Panchayat"  2. Activity : collect the information about source of funds for the panchayat.  3. MCQ in Google form |
|  | **November** | **Geography-**  **Chapter 6-**  MajorLandformsoftheEarth | 1.  Identification -Major relief features of the earth  2. Analyse – Two processes -internal process &external process  3. critical Thinking Familiarize the concepts of Types of Mountains,Glaciers.  4.report writing  Interpretation- Landforms and the life of the people.. | **4** | To understand major landforms of the earth | Students will identify and describe different types of landforms. | 1.Introduce the lesson by telling and discussing with students interesting facts about the Earth. For example: One-fourth of the Earth’s surface is covered by land.  The land on the Earth is not the same everywhere.. Landforms can affect the weather, climate, and lifestyle of a community.  Develop a definition of landforms that includes some examples through discussion.  Discussion should include the impact of landforms on a community. For example, landforms affect where people live and build their communities.  Have students write down the vocabulary word landform and the definition in their notebooks.  **ModelMaking-LandForms**  1.Learner may be asked to colour the landforms and give a brief description in his/her own words in the class.  2.Discuss and Debate- the Over-Use of Natural Resources Developing landforms as tourist destinations. | PPT Presentations  <https://ncert.nic.in/textbook/pdf/fess206.pdf>  <https://www.slideserve.com/luther/major-landforms-of-the-earth> | 1.What kind of landforms are found in your state? Based on the reading of this  chapter, say how they are of use to the people.  2.Map Skills  1. On an outline map of the world, mark the following :  (a) Mountain ranges: Himalayas, Rockies and Andes.  (b) Plateau : Tibet.  . |
| 8. | **December** | **Civics-Chapter 6-**  Rural Administration | 1. Analysis -The work of Police  3.Familiarize the concepts of Area of the Police  Station  4.Critical thinking-Maintenance of land Record,A new law | 3 | Students will be able :-  Understand the functioning and responsibility of police  circles and the officials responsible for a peaceful environment at all levels.  To analyze the role of patwari, who is responsible for the maintenance of land records and the  collection of land revenue.  To Analysis of the governmental action in securing equality of women by passing laws. | Describes the functioning of rural  local government body in sectors  like health and education | Learner may be encouraged  To collect the information about functioning of Police official and how to resolve the conflicts among the people or groups. | Textbook - RURAL ADMINISTRATION.  <https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31316939735196467211707> | 1. Group discussion on the topic"role of Patwari, Tehsildar and District collector "  2. Prepare a report on – Hindu succession amendment act 2005.  3. MCQ in Google form |
|  | **December** | **History: Chapter 9**  Traders, Kings and Pilgrims | 1.Observation  2. Identification- New Kingdoms along  the coasts.  3. Aesthetic- The spread of Buddhism.  The Sense of collective Belonging.  4. interpretation- The story of silk route. | 4 | 1. Critically analyse trade relations with Rome.  2. Collaboratively find out the need for traders to explore the sea routes.  3.Students will know and understand  New kingdoms along the coast  Goods traded and exchanges  Ruling families of south  Satvahanas as lords of Dakshinapath  4. Compare and contrast the role muvendar and Satvahanas. | 1. Understand the significance of name silk route.  2. Locate silk route in the map.  3.Creatively generate ideas on why kings tried to  control silk route.  4.Critically reason out why Buddhism spread far and  wide. | 1. Show photos of silk route on map and video of trade.  2. Guide students to create script on the topic and conduct role play.  3. Discuss the life of Buddha and motivate children.  4. Communicate clearly about difference between old and new form of Buddhism.  5.Explain basic ideas and values of various religions and systems of thought during ancient period | Text book- Traders, Kings and Pilgrims  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911208818442241150>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31319707356761292811921>  <https://youtu.be/vn3e37VWc0k>  Image from Google arts and culture | 1. NCERT solutions.  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929201913856017888>  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929214048665617890>  Locate silk route on world map. |
|  | **December** | **Civics-Chapter 8-**  Rural Livelihood  **(activity based, not to be evaluated for PT /HY /SEE)** | 1. Listing 2. Correlation Analyses the lifestyle of people in villages | 1 |  |  |  |  | Activity: collect the information about the functioning of people living in rural areas. |
| 9 | **January** | **History: Chapter 10**  New Empires and Kingdoms | 1.Conceptualisation-Gupta Dynasty  Harshvardhana and the important ruling  dynasties in south  India.  2. Analyse-Development of  administrative system  A new kind of army.  3. interpretation-Assemblies in the  southern kingdom.  Life of ordinary  people | 3 | 1.Students will know and understand  What are Prashastis and what they tell us.Samudra Gupta’s Prashasti  2.Learners would be able to explain the development of different administrative systems and a new kind of  army. | 1. Students will know about Gupta dynasty.  2. Discuss and Explain the ThePrashasti of Ruling kings of south India.  3.Compare and contrast their administrative  systems from the earlier ones.  4.Distinguish the key features that made the army  new and different from earlier ones. | 1. Show image and video on kings and kingdoms.  2. Discuss about Harshavardhana, and different inscriptions.  3. Describe the events indicating towards the expansion in international trade, art, architecture and their contribution to the Indian history. | Text book- New Empires and Kingdoms  <https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3129911209048309761151>  <https://youtu.be/sHFMafYYF18>  Image from Google arts and culture. | 1. NCERT solution.  2. MCQs on kings and Inscriptions. |
|  | **January** | **Civics-Chapter 7-**  Urban Administration | 1.Analyse -The work of the ward councilor  And administrative  staff  2.Critical Thinking-How does the  Municipal  Corporation get its money?  3.Discussion- On a community protest | 3 | Students will be able :-  To develop collaboration by taking part in  the discussion the issues and problems faced by the people living in urban areas.  To know Election of ward councillors and Mayor by the citizens.  to know the different sources of money of Municipal corporation.  learn civic sense and need of different ways to protestfor unjust (citizenship) | Describes the functioning of urban  local government body in sectors  like health and education. | Learner may be encouraged  To observe functioning of Municipality /Corporation. Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas. | Textbook - URBAN ADMINISTRATION.  <https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3131870725739069441585> | 1. Group discussion on Municipal corporation and Municipal Council.  2. Activity - identify and examine the problems in a ward.  3. MCQ in Google form |
|  | **January** | **Geography-**  **Chapter 7-**  Our CountryIndia | 1.  Identification- geographical features of India.  2. Analyse-The location of India in the world  3.Listing- Neighbours of India  4.critical Thinking Familiarize – The Political& Administrative Divisions of India  EBSB | **3** | 1.To Identify geographical features of India.  2.To locate India on a map.  **Interdisciplinary with Languages**-  To describe the history and culture of India. | 1. Will be able to identify the physiographic features of India.  2.Will locate different  states/UT/neighbouring countries,  mountains, plateaus, rivers and  deserts of INDIA on the political  Map of India.  Students will develop the sense of belongingness towards our country | 1. Through guided questions, close monitoring and informal observation, the teacher will be able to assess student’s ability and understanding of the physiographic division of India.  2. With the help of appropriate charts/model/ppt understanding about the concept will be developed.  3. Basedontheabovediscussion,studentswillbeasked to mark Indian States and Neighbours, Longitudinal and Latitudinal Expansion of India on the outline political map of India.  4.Showcase the ideas to Promote Cultural Harmony in the Country | <https://ncert.nic.in/textbook/pdf/fess207.pdf>  <https://youtu.be/CLwFEDQzdvc> | **1.Learner may be asked to do Case study on-**   * Creating More States in India * Top Ideas to Save the Rivers of India   **2.MapSkill-TourisminIndia**  Indiaisfamousforitstourism.Findoutatleast10touristplacesof India and name the states in which they are found. LocateandlabelthestatesonthepoliticalmapofIndia.  **Note:**Informationandmapworktobedoneinthenotebooks. |
| **10.** | **February** | **Civics-Chapter 9-**  Urban Livelihood  **(activity based, not to be evaluated for PT /HY /SEE)** | 1. Listing 2. Correlation Analyses the lifestyle of people in cities | 1 |  |  |  |  | Activity : collect the information about the functioning of people living in urban areas. |
|  | **February** | **History: Chapter 11**  **Buildings, Paintings and Books**  **( Activity based, Not to be evaluated for PT/HY/SEE)** | 1. Map skills-Iron piller,stupas and temples built. | 1 | 1. Learn about the temple, Puranas, structure of society described in the old books. | 1. Recall about different books and its author. | 1. Preparation of scrap book of Different Stupas and temple of India. | Text book- Buildings, Paintings and Books |  |
|  | **February** | **Geography-**  **Chapter 8-**  India Climate, Vegetation and wildlife | 1. Observation- Major seasons of India.  2. Identification- Factors affecting the climate of India.  3. Analyze-Why are forests necessary?  Why we need to protect the wild life.  **(Revision for SEE examination)** | **4** | 1.To describe the influence of land, climate, vegetation, and wildlife on human life  2.To value the need for conserving natural vegetation and wildlife | 1.Learner will be able to explain the influence of land, climate, vegetation, and wildlife on human life  2.Learner will show sensitivity towards the need for conserving natural vegetation and wildlife | 1.Discuss the ‘Let’s have fun’ part given on the page no. 57 to create a strong connection about different seasons.  2.Collection of pictures and photographs of forests to be shown for better understanding of Natural vegetation.  3.Discuss the fig 8.6 given on page no. 61 for comprehend learning of importance of forests.  4.List 5 large-scale poaching case to draw attention towards the conservation of wildlife. | PPT presentation  <https://www.slideshare.net/Tejashazare/india-wild-life-climate-and-vegetation-2> | 1. Make a list of trees in your neighborhood and collect pictures of plants, animals and birds and paste them in your copy.  2.Google form-MCQ Questions |
| **11.** | **March** |  | **SEE Examination** |  |  |  |  |  |  |

**Note:**1.The following chapters are meant only for subject enrichment activity and not to be evaluated for PT/I TERM/SEE.( Teachers should explain the lesson to the students and guide them to do the activity based on concepts)

1. History- Chapter 4. What books and burials tell us.

Chapter 5.Kingdoms,kings and an early Republic.

Chapter 11.Buildings, paintings and books.

1. Civics- Chapter 2. Diversity and discrimination.

Chapter 8.Rural Livelihood.

Chapter 9.Urban Livelihood.

2. Pedagogical processes, Source and Assessment Strategies given above are suggestive only