

KENDRIYA VIDYALAYA Ballygunge

Split up Syllabus-2021-22

For Class - VI
SOCIAL SCIENCE

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 6	Month- APRIL&MAY	LESSON: -1 WHAT WHERE HOW AND WHEN
Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies	
<ul style="list-style-type: none"> <input type="checkbox"/> To understand the skills and methods of historical inquiry <input type="checkbox"/> To understand the different ways to periodise Indian history and Geography associated with it. <input type="checkbox"/> To evaluate various sources for the period in India and problems faced by historians while using certain sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Familiarize the learner with the major developments to be studied <input type="checkbox"/> Develop an understanding of the significance of geographical terms used during the time frame. <input type="checkbox"/> Illustrate the sources used to reconstruct history 	<ul style="list-style-type: none"> <input type="checkbox"/> Pair and share activity <input type="checkbox"/> Written assignments involving inference, interpretation 	

SAMPLE ACTIVITY 1 Observe the sources of history and answer the questions that follow –



1 Name some other written sources of history? 2 What is the difference between Manuscript and Inscription? 3 Can you think of advantages of writing on hard surface?

SOCIAL SCIENCE (Geography)	TENTATIVE NO OF PERIODS REQUIRED- 6	Month- APRIL&MAY	LESSON: -1 THE EARTH IN THE SOLAR SYSTEM	
Skill /Concept/Competency		Target Learning Outcomes		Suggestive Strategies
<ul style="list-style-type: none"> • Understanding • Identification • Creativity • Application 		<ul style="list-style-type: none"> • Knows about the Universe & Solar system. • Knows about various planets & earth as a unique planet. 		<ul style="list-style-type: none"> • Individual task • Group activity • Pair and share • Visit to a planetarium
SAMPLE ACTIVITY:-TLO: Knows about the universe and solar system.				



Look at the picture and answer the following:

1. Which is the nearest planet to the sun?
Name the only planet which supports life?

2. Which is the biggest planet in solar system?

3.

SOCIALSCIENCE (CIVICS)	TENTATIVE NO OF PERIODS REQUIRED 5	Month- APRIL&MAY	LESSON: -1 UNDERSTANDING DIVERSITY
Skill /Concept/Competency		Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • Evaluate • Observe • Understanding • Analyze 		<ul style="list-style-type: none"> □ Appreciate various forms of diversity. □ Develops sensitivity towards pluralism & interdependence. 	<ul style="list-style-type: none"> • Individual task • Group activity • Collage Making

SAMPLE ACTIVITY 1TLO : Express divergent views with respective gender discrimination



1. What do you see in these pictures? 2. Why were the female & male presented differently? 3. What does your family expect of you? 4. How do you think the boy & girl will feel in each situation?

SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 5	Month APRIL&MAY	LESSON: -2 ON THE TRAIL OF THE EARLIEST PEOPLE
Skill /Concept/Competency		Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To understand the skills and methods of historical expansion Understand Hunting and gathering as a way of life, its implications Introduce the learners to stone tools and their use 		<ul style="list-style-type: none"> Appreciate the skills and knowledge of hunter gatherers. Identify stone artifacts as archaeological evidence, making deductions from them. 	<ul style="list-style-type: none"> Individual task Group activity Project file

SAMPLE ACTIVITY: -TLO--

Identify stone artifacts as archaeological evidence, making deductions from them

Identification of tools



Identify the tools and write how these tools were used by hunter gatherers.

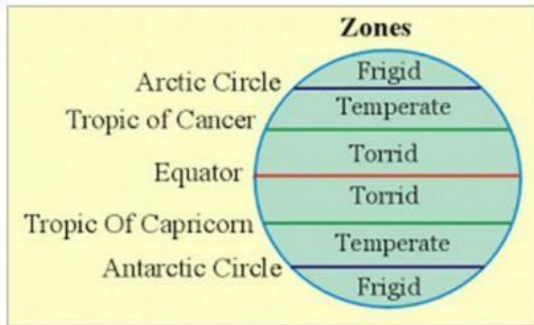
SOCIAL SCIENCE (Geography))	TENTATIVE NO OF PERIODS REQUIRED- 5	Month- JUNE	LESSON:-2 GLOBE:LATITUDES& LONGITUDES
Skill /Concept/Competency	Target Learning Outcomes		Suggestive Strategies
<ul style="list-style-type: none">• Observation• Recall• Differentiate• Discover	<ul style="list-style-type: none">• Identifies the location of heat zones on globe.• Knows about latitudes and longitudes.		<ul style="list-style-type: none">• Individual task• Group activity• Puzzle &crossward

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SAMPLE ACTIVITY 2

TLO :Identifies the location of heat zones on globe

PICTURE BASED:



1. Which zone is the coldest zone of the earth?

2. Which zone lies between tropic of Cancer and tropic of Capricorn?

3. Name the zone which has moderate climate.

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 5	Month- JUNE	LESSON:-3 FROM GATHERING TO GROWING FOOD
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To understand the Implications of farming and herding Learners will be identified with the Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. 	<ul style="list-style-type: none"> Appreciate the diversity of early domestication. Identify the material culture generated by people in relatively stable settlements Understand strategies for analyzing these 	<ul style="list-style-type: none"> Individual task Group activity Project File

SAMPLE ACTIVITY 1-

TLO-- Identify the material culture generated by people in relatively stable settlements.



Trace the history of evolution of food hunter to food gatherer.

SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 5	MONTH JULY	LESSON: -4 IN THE EARLIEST CITIES
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Skill /Concept/Competency

Target Learning Outcomes

Suggestive Strategies/ Activities

<ul style="list-style-type: none"> <input type="checkbox"/> To understand the settlement pattern of the Harappan Civilisation. <input type="checkbox"/> Introduce the learners to the Unique architectural features. <input type="checkbox"/> Learners to acquaint with the process, meaning of urbanism. 	<ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the distinctive life in cities. <input type="checkbox"/> Identify the archaeological evidence of urban centers. <input type="checkbox"/> Understand how this is used to reconstruct processes such as craft production 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual task <input type="checkbox"/> Group activity
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SAMPLE ACTIVITY 1-

TLO- Identify the archaeological evidence of urban centers.



What is a seal? For what purpose it was used by Harappans?

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 5	Month- JULY	LESSON:-5 WHAT BOOKS AND BURIALS TELL US
Skill /Concept/Competency		Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • To understand importance of Vedas • Introduce the learners to the contemporary chalcolithic settlement • Learners to acquaint with the process of Burials. 		<ul style="list-style-type: none"> • Reinforce the skills of archaeological analysis already developed. • Appreciate that different developments, taking place in different parts of the subcontinent simultaneously. 	<ul style="list-style-type: none"> • Individual activity • Group activity • Project file

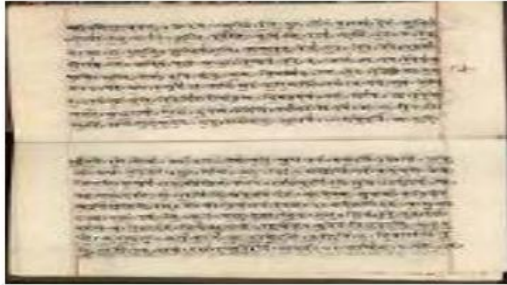
You have identified the manuscript and based on your information answer the following questions-

1. What is Rig Veda?

2. Where was this manuscript on birch bark found?

SAMPLE ACTIVITY 1-

TLO- Reinforce the skills of archaeological analysis already developed



SUBJECT: SOCIAL SCIENCE (geography)	TENTATIVE NO OF PERIODS REQUIRED- 5	Month- JULY	LESSON:-3 MOTION OF THE EARTH
Skill /Concept/Competency		Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • Understanding • Recall • Interpret • Differentiate 		<ul style="list-style-type: none"> • Knows about the movements of the earth. • Compares the impacts of rotation and revolution. 	<ul style="list-style-type: none"> • Individual task • Group activity • Pair & share

SAMPLE ACTIVITY 1**TLO: Compares the impacts of rotation and revolution.****CHART WORK:**

Make a chart on the comparative table on the given basis:

	Rotation	Revolution
Picture presentation		
Meaning		
Result		

SOCIAL SCIENCE (POLITICAL SCIENCE)	TENTATIVE NO OF PERIODS REQUIRED- 5	MONTH- JULY	LESSON:-2 DIVERSITY&DISCRIMINATION
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> Evaluate Observation Understanding Analyze 	<ul style="list-style-type: none"> Express divergent views with respective gender discrimination and positive attitude towards person with disability 	<ul style="list-style-type: none"> Collage Making Comprehension based & Group discussion

P.T.1 (SYLLABUS UPTO JULY)

SOCIAL SCIENCE (CIVICS)	TENTATIVE NO OF PERIODS REQUIRED- 6 + 6	MONTH- AUGUST	LESSON: - 3.WHAT IS GOVERNMENT. 4.KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies
<input type="checkbox"/> Define, Tell <input type="checkbox"/> Explain <input type="checkbox"/> Apply <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluate	<input type="checkbox"/> Understanding the government, the levels of government, types of government <input type="checkbox"/> Articulates on the working of the Government <input type="checkbox"/> Shows interest in finding the problem faced by people	<input type="checkbox"/> Individual task <input type="checkbox"/> Group activity <input type="checkbox"/> Classification game, <input type="checkbox"/> Source based analysis

SAMPLE ACTIVITY 1

TLO – Understanding the government , the levels of government ,types of government

ROLE PLAY

1. The teacher would divide the class into two teams.
2. Topic will be assigned to the each team.
3. Each team will enact a skit shown in the functions of a monarchical & democratic government.

SAMPLE ACTIVITY 2

TLO – Articulates on the working of the Government

ELECTION PROCEDURE

1. Divide the class into two groups
2. Group –A will nominate their leaders & Group-B elects their leaders.
3. Both groups should prepare their own charter containing rights & duties of the students.

SUBJECT: SOCIAL SCIENCE (GEO)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- AUGUST	LESSON:-4 MAPS
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies

<ul style="list-style-type: none"> <input type="checkbox"/> Identification <input type="checkbox"/> Remember <input type="checkbox"/> Discover <input type="checkbox"/> Differentiate 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies various types and components of maps. Knows about the plan and sketch 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual task <input type="checkbox"/> Group activity <input type="checkbox"/> Demonstration <input type="checkbox"/> Map skill
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SAMPLE ACTIVITY 1

TLO: Knows about the component of maps.

Look at the map and answer the following questions



- a) Draw a cross on the right corner of map and write the cardinal direction?
- b) Which is the northern most state of India?

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- AUGUST	LESSON:-6 KINGS KINGDOMS&EARLY REPUBLICS
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies
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<ul style="list-style-type: none"> <input type="checkbox"/> To understand the importance of early Republics To understand that the Varna system exists in the society 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the concept of the state and its varieties. <input type="checkbox"/> Understand the rigid caste system of that era Understand the growth of Early States- Janapadas to Mahajanapadas 	<ul style="list-style-type: none"> • Individual activity • Cooperative Learning • Group work
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SAMPLE ACTIVITY 1

TLO- Understand the growth of Early States- Janapadas to Mahajanapadas

Read the passage carefully to understand and answer

In the 16th century BC, ancient India had a number of kingdoms which emerged during the Vedic Age. This period saw socio-economic development along with religious and political developments across the Indo-Gangetic plain. These permanent settlements led to the evolution from janapadas to mahajanapadas. By sixth century BC, the centre of major political activity shifted from western part of Gangetic plain to the eastern part, comprising the present day Bihar and eastern UP. Major reason for this shift was, the fertile lands of this area with better rainfall and rivers, their closeness to iron production centers also played a key role. In fact, it was the increased use of iron tools and weapons that enabled small states to become kingdoms, known as Mahajanapadas.

1. What is Mahajanapadas?
2. Name the 16 Mahajanapadas?
3. What does the term janapada mean?
4. How are Republics different from monarchies?

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 7	MONTH- SEPTEMBER	LESSON:-7 NEW QUESTIONS &IDEAS
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> To understand the importance of Religions <input type="checkbox"/> To understand the system of Ashrams 	<ul style="list-style-type: none"> <input type="checkbox"/> Outline the basic features of religion, and the context in which they developed and flourished. 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual activity <input type="checkbox"/> Cooperative Learning

	Introduce excerpts from sources relating to these traditions.	□ Group work
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SAMPLE ACTIVITY 1-

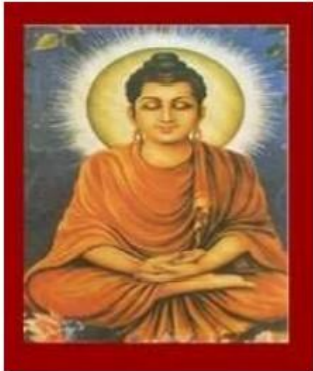
TLO -- Outline the basic features of religion, and the context in which they developed and flourished.

Gayatri Mantra

1 Are you familiar with these mantras? When do we use it?

ॐ भूर्भुवः स्वः तत्सवितुर्वरेण्यं । भर्गो देवस्य धीमहि, धियो यो नः प्रचोदयात् ॥ :

SAMPLE ACTIVITY 2



Write ten lines on the life of Gautama Buddha

SUBJECT: SOCIAL SCIENCE (CIVICS)	TENTATIVE NO OF PERIODS REQUIRED- 7	MONTH- SEPTEMBER	LESSON:-5 PANCHAYATI RAJ
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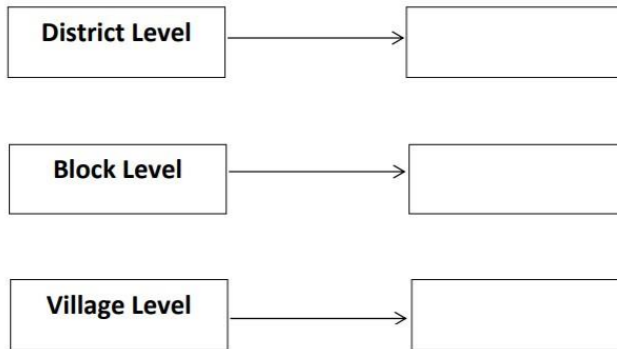
Skill/competency /concept	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> EXPLAIN NOTE WRITING COMPARING ANALYZING 	<ul style="list-style-type: none"> Understanding the Gram Sabha, Gram Panchayat & the 3 levels of Panchayat Articulates on the working of the Panchayat Samiti Shows interest in finding the problem faced by people. 	<ul style="list-style-type: none"> Individual task Group activity Classification game, Source based analysis

SAMPLE ACTIVITY 1 TLO –Understanding the Gram Sabha, Gram Panchayat & the 3 levels of Panchayat

CHART BASED

Use the list below to complete the chart & answer the questions.

Gram Sabha, Panchayat Samiti, Zila Parishad



1. Name the primary unit of governance in the Panchayati Raj System.
2. Who makes development plans at the district level?
3. Who is the head of Gram Panchayat.

Revision& Half yearly exam--September

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 8	MONTH- OCTOBER	LESSON:-8 ASHOKA THE EMPEROR
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Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To understand the expansion of the empires To understand the system of administration 	<ul style="list-style-type: none"> Introduce the learners to concept of empire. Show how inscriptions are used as sources. 	<ul style="list-style-type: none"> Presentations (group & individual) Picture Comprehension Conducting interview of historical figures Dramatization of historical events

SAMPLE ACTIVITY 1—

TLO-- Show how inscriptions are used as sources

Picture Comprehension



View of the Pillar at [Vaishali](#).

Write few lines about the pillar.

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 8	MONTH- OCTOBER	LESSON:-9 VITAL VILLAGES THRIVING TOWNS
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Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To understand the importance of towns and villages To acquaint the learners with Agricultural intensification 	<ul style="list-style-type: none"> Demonstrate the variety of early urban centers— coastal towns, capitals, religious centers. Illustrate the use of archaeological material including coins, sculpture, as well as textual sources to reconstruct social and economic histories. 	<ul style="list-style-type: none"> Presentations (group & individual) Collage Making /Class Magazine Picture Comprehension

SAMPLE ACTIVITY 1-

TLO--Illustrate the use of archaeological material including coins, sculpture, as well as textual sources to reconstruct social and economic histories

Iron Tools- just think?



SUBJECT: SOCIAL SCIENCE (GEO)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- NOVEMBER	LESSON:-5 MAJOR DOMAIN OF THE EARTH
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> Explain Relate Design Compare 	<ul style="list-style-type: none"> Knows about major domains of the earth Understands the inter relationship between natural and human environment. 	<ul style="list-style-type: none"> Individual task Group activity Role play Hands on activity

SAMPLE ACTIVITY 1

TLO: Knows about major domains of the earth

GRID PUZZLE:

In this grid are hidden the names of continents and oceans. Look for them and write down their names and colour them in grid also.

N	O	R	T	H	A	M	E	R	I	C	A
H	P	T	O	M	U	D	F	G	N	U	T
T	A	D	Y	K	S	K	J	H	D	J	L
H	C	E	J	P	T	L	M	B	I	N	A
E	I	U	A	F	R	I	C	A	A	T	N
G	F	R	K	G	A	E	R	S	N	G	T
X	I	O	S	D	L	Y	T	I	E	B	I
F	C	P	A	Z	I	U	I	A	D	V	C
A	J	E	V	C	A	R	C	T	I	C	H
A	N	T	A	R	T	I	C	A	S	F	T
S	O	U	T	H	A	M	E	R	I	C	A

Names of continents

Names of oceans

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

SUBJECT: SOCIAL SCIENCE (GEO)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- NOVEMBER	LESSON:-6 MAJOR LANDFORMS OF THE EARTH
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • Explain • Relate • Identification • creativity 	<ul style="list-style-type: none"> • Knows about major landforms of the earth • Understands the inter relationship between various landforms and human settlement. 	<ul style="list-style-type: none"> • Individual task • Group activity • Pair and share • Hands on activity

SAMPLE ACTIVITY 1

TLO: Understands the inter relationship between various landforms and human settlement.

SCRAP BOOK:

List out some information to show various differences on the life style of people who live in plains, mountains and plateau.

Mountains	Plains	Plateau

Collect the pictures in favour of your information and make a scrap book

SUBJECT: SOCIAL SCIENCE (CIVICS)	TENTATIVE NO OF PERIODS REQUIRED- 6,6	MONTH- NOVEMBER	LESSON:-6&7 RURAL ADMINISTRATION URBAN ADMINISTRATION
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Skill/Competency/ Concept	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • Discuss/Describe • Evaluation/ Appreciation • Classify 	<ul style="list-style-type: none"> • Understanding the work of the Police • Understanding the work of rural and urban administration. • Shows interest in finding the problem faced by people. 	<ul style="list-style-type: none"> • Individual task • Group activity • Classification game • Poster Making, Slogan Writing

SAMPLE ACTIVITY 1

- **TLO:-**Understanding the work of urban administration.

PICTURE BASED

Observe the picture & answer the following questions.



- What are the activities going on in these pictures?
- Who takes care of the sanitation of the town?
- Who is responsible for ensuring that the diseases do not break out in the city?
- Find out the other functions of the municipality.

P.T.-2 (Syllabus upto November)

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- DECEMBER	LESSON:-10 TRADERS KINGS& PILGRIMS
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Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To understand the Conquerors from distant lands: north western and western India. To evaluate the extent and spread of Buddhism: north India to Central 	<ul style="list-style-type: none"> Introduce the idea of different contexts of contact between distant lands, and the motivating forces Examine the implications of journeys within the subcontinent. Illustrate the use of textual and visual material for reconstructing the religious histories 	<ul style="list-style-type: none"> Presentations (group & individual) Collage Making Picture Comprehension Symposium/ Seminar Narrative Writing

SAMPLE ACTIVITY 1-

TLO--Illustrate the use of textual and visual material for reconstructing

Narrative Writing



Task - Imagine you to be a woman in the 16th century India. In a narrative describe the religious

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- DECEMBER	LESSON:-11 NEW EMPIRES &KINGDOMS
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Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To understand the rise of empire age To observe and evaluate the expansion and growth of kingdoms 	<ul style="list-style-type: none"> Introduce the idea that strategies of expansion differs Explain the development of different Administrative systems. Understand how <i>prasastis</i> and <i>caritas</i> are used to reconstruct political history. 	<ul style="list-style-type: none"> Individual activity Group activity Project file Map skill

SAMPLE ACTIVITY 1—

TLO-- Understand how *prasastis* and *caritas* are used to reconstruct political history



Observe and interpret the following--

1. What are the glowing terms used in the Prasastis?
2. Describe what the Prasastis are highlighting.
3. Who was the court poet of Samudra Gupta?

SUBJECT: SOCIAL SCIENCE (GEO)	TENTATIVE NO OF PERIODS REQUIRED- 6	MONTH- JANUARY	LESSON:-7 OUR COUNTRY INDIA
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • understanding • Remember • Identification • creativity 	<ul style="list-style-type: none"> • Identifies broad physiographic divisions of India. • Knows about broad categories and some physical features of his/her surroundings 	<ul style="list-style-type: none"> • Individual task • Group activity • Jigsaw puzzle of map • Hands on activity

SAMPLE ACTIVITY 1

TLO: Identifies broad physiographic divisions of India

MAP ACTIVITY



SUBJECT: SOCIAL SCIENCE (CIVICS)	TENTATIVE NO OF PERIODS REQUIRED- 5,5	MONTH- JANUARY	LESSON:-8 &9 RURAL LIVELIHOOD URBAN LIVELIHOOD
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Skill/Competency/ Concept	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> • Interpret/Explain • Classify • Differentiate 	<ul style="list-style-type: none"> • Understanding the different ways of living, work & activities • Articulates on differences in the living & working conditions of rural & urban area. • Shows interest in finding the problem faced by people. 	<ul style="list-style-type: none"> • Individual task • Group activity • Survey • Debate • Collage Making

SAMPLE ACTIVITY 1 TLO:-Understanding the different ways of living, work & activities.

PICTURE BASED

See the picture & write the answers of the questions given below.



1. _____



2. _____



3. _____



4. _____

SUBJECT: SOCIAL SCIENCE (HISTORY)	TENTATIVE NO OF PERIODS REQUIRED- 8	MONTH- FEBRURY	LESSON:-12 BUILDINGS PAINTINGS & BOOKS
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Skill /Concept/Competency	Target Learning outcomes	Suggestive Strategies
<ul style="list-style-type: none"> To introduce to the learners the Literature, including the Puranas, the epics, other Sanskrit and Tamil works. Learners to identify Architecture including early monasteries and temples, sculpture, painting, (Ajanta); Science 	<ul style="list-style-type: none"> Develop a sense of appreciation of textual and visual traditions of the period. Introduce excerpts from texts and visual material for analysis and appreciation. 	<ul style="list-style-type: none"> Presentations (group & individual-dramatization) Collage Making Picture Comprehension Symposium/ Seminar Narrative Writing

SAMPLE ACTIVITY 1

TLO-- Develop a sense of appreciation of textual and visual traditions of the period.





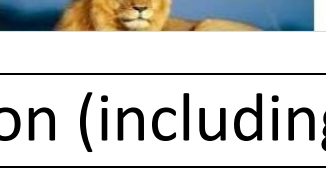


SUBJECT: SOCIAL SCIENCE (GEO)	TENTATIVE NO OF PERIODS REQUIRED- 8	MONTH- FEBRURY	LESSON:-8 INDIA CLIMATE & WILDLIFE
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Skill /Concept/Competency	Target Learning Outcomes	Suggestive Strategies
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<input type="checkbox"/> understanding <input type="checkbox"/> Application <input type="checkbox"/> Identification <input type="checkbox"/> Analyzing	<input type="checkbox"/> Knows about the climate,vegetation and wildlife of India. <input type="checkbox"/> Appreciates the bio diversity of the country	<input type="checkbox"/> Individual task <input type="checkbox"/> Group activity <input type="checkbox"/> Jigsaw puzzle of map <input type="checkbox"/> Hands on activity <input type="checkbox"/> Picture Based Learning
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Match the pictures with the correct option:

COLUMN A	COLUMN B
	Kaziranga national park
	Gir national park
	Ranthambhor national park
	Ladakh
	Thar desert

Revision (including 10% of term-1)

Session Ending Exam- March

CLASS- VII

SUBJECT- SOCIAL SCIENCE

Name of the Chapter	Number of periods	Month	TARGETED LEARNING OUTCOMES	CONCEPT AND SKILL	ASSESSMENT STRATEGY
Geography 1. Environment	4	April	1. Understands the inter relationship between natural environment and human habitation 2.Takes interest in exploring the surroundings, observes the details	- Observation - Explanation - Differentiate - Co-relate	Tick the correct answer: 1. Which one of these is a part of natural environment? i)tree iii)school ii) road iv) house 2.Which one of these is a biotic component? i)soil ii) rainwater iii) rose plant iv)oxygen 3.Give one word for the following : A.The surroundings and the conditions in which we live, constitute our _____ . B. The solid crust of the earth is known as _____.
History 1. Tracing Changes Through A Thousand Years	7	April	1.Critical Appraisal of changes in the subcontinent with time Comprehension of passages from primary sources and appreciates its basic thrust. 2. Finding out differences/similarities between learner's own life and surroundings with the one depicted in the visual.	1.Evaluation 2.report writing 3.Interpretation,4.Notes making 5.summarizing 6.Observation, 7.interpretation, 8.critical thinking, 9.analysis	1.What are the sources of Medieval History? 2.Divide time period of Indian history into Ancient, Medieval and Modern Periods? 3.What is the importance of written sources of Medieval History? 4. Divide time period of Indian history into Ancient, Medieval and Modern Periods?
Civics 1. On Equality	5	April	1.Introduce the learner to political equality Social inequality, Economic inequality 2.Equality in Indian democracy 3.Issues of equality in other democracies	- Understand - Identify - Analysis - Thinking Skill - Explain Co relation with practical life	1.What is the voting age in India? 2.What is meant by Universal adult franchise? 3.What do you mean by Political Equality? 4. Fill in the blanks- India is a-----Country.
History 2. New Kings	7	May/June	- List and present significant political, economic, social and cultural developments 1.Correlate India's past with	- Listing, - Presentation	1. Which Battle was favourable for Mohammad Ghori? 2. Whose statues were built in great numbers in the

and Kingdoms			contemporary developments of other parts of the world.	- Explanation - Discussion, - correlation, - analysis	Chola Period?
Geography 2. Inside Our Earth	4	May/June	1. Takes interest in exploring the interior of the earth 2. Knows about the types of rocks	- Identification Interpret Recall - Analyzing	Fill in the blanks : 1. Limestone is metamorphosed into _____ (marble/slate) 2. The change of one type of rock into another in a cyclic manner is called _____ (conversion/rock cycle)
History 3. The Delhi Sultan	5	July	- Presentation and explanation of major developments and takes interest in exploring his/her area - Preparing a write up and drawing a sketch of the building.	- Presentation , - Analysis, - Summarizing - Presentation , - sketching	1. Write a note on Qutub Minar? 2. Who was the Real founder of Muslim Empire in India? 3. Why is Muhammad Tughlaq known as a learned failure?
Geography 3. Our Changing Earth	5	July	1. Knows about the various land forms of the earth 2. Understands the earth's movement and their effect.	- Identification - Explain Remember - Analyzing	Give one word answer: 1. The molten rock inside the volcano is known as _____. 2. The depositional feature of glacier is _____.
Civics 2. Role of Govt. In Health	5	July	- Introduce the learner to Private and public health care system. - Health care in India. - Health care and equality.	- Analyze - Compare & Contrast - Explain - Classify - Evaluate	1. What are the two broad categories of healthcare services? 2. Explain any two main features of Public health services. 3. Explain any two main features of Private.
History 4. The Mughal Empire	5	July	1. Shows understanding of the political history of the period. 2. Discussing with observations peer group ; reading textual sources	Presentation, Explanation quizzing - integration, - correlation inference, - critical thinking, analysis interpretation inference	Why is Akbar known as a Great king in the history of India? 1. How Akbarnama and Ain-i-Akbari are useful to reconstruct history? 2. Give the correct sequence of Mughal emperors as they ruled in India.
Geography 4.. Air	5	July	- Knows about the various gases present in the atmosphere & significance of different layers of atmosphere - Knows the various aspects of weather and climate. - Develops sensitivity towards the protection of environment.	- Identification - Relate Interpret Analyzing	a) Where is the ozone layer? i) Mesosphere ii) Troposphere iii) Exosphere iv) Stratosphere b) The day to day condition of the atmosphere is called : i) Weather ii) Rain iii) Climate iv) Pressure

Civics 3.How	4	August	- Introduce the learner to Election procedure in a democratic set up. - Role of MLA or Minister Working of the government	- Understand Explain Appreciate the election system in India - Create Relate Discover Observe Research	1. Who is an MLA?
the state Govt Works					2.How did the MLA become Minister? Who is the Governor of your state? Who is the Chief Minister of your state?
Civics 4. Growing up as Boys & Girls	4	August	- understand that gender is a social construct and not determined by biological difference - learn to interrogate gender construction in different social and economic contexts - to link everydaypractises with the creation of inequality and question it	-Analyze Contrast - Explain - Classify	1.Why domestic workers' wages are often very low? 2. Mention the most important activity on the Samoan Islands in 1920s. 3. What do we teach boys and girls from a very young age?
History 5. Rulers and Buildings Geography 5. Water	4 3	August August	- Describes and reflects on the varieties of monumental architecture - Understands the importance of Water resources - Knows about the various movements of water Reflects environmentalconcerns in his/her behavior.	-Description, -reflection -Explain - classification -Analyzing	1.How construction of Mosque in India has peculiar features of Architecture? 2.Give the details of Taj Mahal as Architectural wonder in the World? 3.Answer in one word: A. What is the other name of hydrologic cycle? _____ B. What is the cause for the occurrence of tides? _____
Civics 5.Women change the World	8	September	- Who does what work Rigid expectation about women and men in our society - Learning for change Women's movement	- Create Explain Design - Relate - Classify	1.What is stereotyping? Give two examples of gender stereotyping. 2. How did the role of gender in India change over the ages? 3. Why is the birth of a girl child often seen as something to be sorry about? 4. Who was first woman prime minister of India?
History 6. Towns, Trader & Craftsperson 's	7	September	- Attempts to find out the differences/similarities between present day Urban centers with the one discussed in the chapter.	-Critical thinking, - analysis interpretation - inference	1.On the Map mark the important Urban centres of India? 2. Name 5 Pilgrimage centres of India?
REVISION FOR EXAM	7	September			

Geography 6. Natural Vegetation & Wild life	9	October	<ul style="list-style-type: none"> - Knows about various types of natural vegetation and understands the importance of Biodiversity - Reflects environmental concerns in his/her behavior. 	<ul style="list-style-type: none"> - Explain -Design - Creativity - Analyzing 	<p>1. Give one word for the following: The tropical evergreen forests are also known as the_____</p> <p>2. Tropical deciduous forests are also known as _____</p>
History 7. Tribes, Nomads & settled Communities	5	November	- Infers that different regions, people and communities had contributed towards the making of the history of mankind .	<ul style="list-style-type: none"> - Integration, - correlation, - inference, - critical thinking, - analysis - interpretation - inference 	<p>1. Individual Activity – Make a detailed chart of various pastoral communities in India, the regions they belong to, their livelihoods etc.</p> <p>2. Group Activity – Divide the class into groups and prepare a project report on any one tribal society in present India.</p>
Geography. 7. Human Environment - Settlement, Transport & Communication	4	November	<ul style="list-style-type: none"> - Knows the influence of land & climate on human settlement. - Knows about various means of transport and important airports and port cities. 	<ul style="list-style-type: none"> - Remember/recall Describe - Creativity - Classification 	<p>1. Tick the correct answer:</p> <p>a. Which of the following is an example of mass communication?</p> <p>i) Television iii) telegraph ii) Telephone iv) letter</p> <p>b) The Trans-Siberian railway runs between Vladivostok and :</p> <p>i) Moscow iii) St. Petersburg ii) Paris iv) London</p>
Civics 6. Understanding Media	4	November	- Introduce the learner to different types of Mass Media Media and Technology Media and Money	<ul style="list-style-type: none"> - Recall - Explain - Relate - Analyze 	<p>1. What are called mass media? What is electronic media?</p> <p>2. Give some examples for the means of Communication in the ancient world.</p>
Civics 7. Understanding advertising	4	November	<ul style="list-style-type: none"> - Building brands and brand value - Brand value and social value - Advertising and democracy - Effects of advertising 	<ul style="list-style-type: none"> - Clarity of thought Oratory skill Design Produce - Relate - Show 	<p>1. What does advertisement do? What is the impact of the advertisement in our life?</p> <p>2. What are social advertisements?</p>

History 8. Devotional Paths to The Divine	5	December	- Discuss major belief system and takes interest in exploring their surroundings.	- Discuss inference - interpretation	1. Who are Bhakti saints? 2. What was their thinking and preachig?
Geography 8. Human Environment InteractionsThe Tropical	5	December	- Appreciates the cultural differences existing in the world. - Knows about life of people of tropical and sub tropical region.	-Understanding Creativity - Differentiate - Analyzing	Answer in one word: 1. The river Amazon originates in the 2. The teak, sal and mahua are varieties of

and the Subtropical Region					
Civics 8. Market Around Us	4	December	-Introduce to learner to various type of markets eg. Weekly Market , Shops in neighborhood Shopping complexes and malls - Chain of markets - Markets and equality	- Analyze - Logical - presentation - Relate - Create Categories - Explain	1. Who are the sellers in the weekly market? 2. What are the different kinds of shops that you find in your neighborhood?
History 9. The Making of regional Cultures	4	January	Listens to others, negotiates differences, - makes rules for better functioning of the group and also takes decisions collectively.	- Coordination, - negotiation, Speaking, decision making inference,	1. How did various languages and Literature flourish in the Medieval world?
Geography. 9. Life in the Temperate Grassland	4	January	- Appreciates the cultural differences existing in the world. - Knows about life of people of temperate grasslands and deserts	- Understanding - Identification - Creativity - Application	1. Who are Bedouins? 2. What are oasis? 3. What do the people of Sahara do to protect themselves from hot winds? 4. Why is Kimberley famous for? 5. What are ranches?
Civics 9. A Shirt in the Market	6	January	- Introduce the learner to Market and equality - Who are the gainer in the market	- Writing skill - Estimate - Analyze	1. Who is the gainer in the market? 2. People who don't gain much in the market .

History 10. 18th Century Political Formation	3	January	- Likes to explore her surroundings and takes initiative in talking to elders and consulting the library to collect popular tales.	- Exploration, - taking initiatives	1. Individual Activity – Collect the pictures of some famous Rajput rulers, Later Mughal Rulers and Peshwas of the Marathas and Guru Gobind Singh and paste in the scrap book . 2. Group Activity –Divide the class in group of ten students each. Each group will collect the informations on the Marathas / Rajputs /Sikhs and share this collected information with other students of the clas
Civics 10. .Struggle for Equality	2	January	- Introduce the learner to different ways of Struggles for equality - The Indian Constitution as a living document	- Understand - Criticize - Explain - Analyze	1. -----the person who purchases a thing from another person, firm or agency. 2. -----is the trader who sells goods to consumer. 3. -----the person who purchases a thing from another person, firm or agency. 4. -----is the trader who sells goods to consumer. 5. -----is the person who earns his livelihood by
					doing manual labour. 6. -----is a person who sells goods 7. abroad.---- -----is the person who earns his livelihood by doing manual labour. 7. -----is a person who sells goods abroad.
Geography. 10. Life in the Desert	6	February	- Appreciates the cultural differences existing in the world. - VKnows about life of people of temperate grasslands and deserts	- Understanding - Identification - Creativity - Application	1. Who are Bedouins? What are oasis? What do the people of Sahara do to protect themselves from hot winds? 2. Why is Kimberley famous for? 3. What are ranches?
REVISION FOR EXAM	14	February			
Session Ending Examination		March			

SPLITUP SYLLABUS MONTH
WISE 2021 - 2022

CLASSVIII
SOCIALSCIENCE

MONTH	NO. OF PERIODS	TOPICSTOBE COVERED	MODEOF ASSESSMENT	COMPETENCIES/ SKILLS/CONCEPTSTO BEASSESSED	SUGGESTEDVALUEPOINTS	LEARNING OUTCOMES
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APRIL	8 7 8	<ul style="list-style-type: none"> •How ,When and Where (H) •Resources (G) •Indian Constitution (C) 	<p>Where</p> <ul style="list-style-type: none"> •Resources •Indian Constitution •Debate •Group project •Drawing •Group project 	<ul style="list-style-type: none"> •James Mill classification •Resource and Conservation •Collection of pictures <p>And information about The members of the Constituent Assembly</p>	<ul style="list-style-type: none"> •Confidence ,content and presentation •Photographs information •Neat drawing labelling •Photographs information, presentation 	<ul style="list-style-type: none"> • explain the criteria for choosing important dates in history. • describe the different sources of information available to historians to study the history of modern India. • Awareness about location, variety and structure distribution of Resource. • Understanding rule of law and our in evolvment with the
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						law.
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MAY& JUNE	5 4	<ul style="list-style-type: none"> •From Trade to Territory(H) •Ruling Countryside ((H) 	<ul style="list-style-type: none"> •Map •Project 	<ul style="list-style-type: none"> •Expansion of British Empire •Different stages of Indigo production 	<ul style="list-style-type: none"> •Accuracy,neatness,labelling •Photographs,information And presentation 	<ul style="list-style-type: none"> • How British power was linked to the formation of colonial administrative. • How change over a period of time and idea that the growth of new crops disrupted the rhythms of the peasant's life and led to revolt.
JULY	10 7 8	<ul style="list-style-type: none"> •Land,Soil,Water, NaturalVegetation andWildlife (G) •Understanding Secularism. (C) •Why DoWeNeed Parliament (C) 	<ul style="list-style-type: none"> •Individual Activity •PPT •Drawing •Skit •Comparative study 	<ul style="list-style-type: none"> •Analysisand interpretationof Table2.1(Page10) •PPTonNatural Vegetationand Wildlife •SoilProfile •ValueofSecularism •LokSabhaandRajya Sabha 	<ul style="list-style-type: none"> •Presentation,confidenceand dialoguedelivery •Contentandpresentation •Neatness,accuracyand understanding •Presentation,contentandinformation •Pointsbasedoncollectionofinformation 	<ul style="list-style-type: none"> • Importance of resource in our life, Judicious use of resource for sustainable development. • Involvement with the Constitution and promoting secularism • Engages analytically on local issue and feel connected to peoples

						struggle for justice , equality and dignity..
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AUGUST	6 5 5 8	<ul style="list-style-type: none"> • Tribals, Dikus and the Vision of a Golden Age (H) • Mineral and Power Resources (G) • Understanding Laws (C) • When People Rebel – 1857 and after. (H) 	<ul style="list-style-type: none"> • Map • Project • Quiz • Map • Skit • Role-play/Poem 	<ul style="list-style-type: none"> • Major tribal groups of India • Collection of Pictures Of major tribal groups of India • Content • Locate and label Different minerals Found in the world • Storyboard (domestic violence) • Leaders of 1857 Revolt 	<ul style="list-style-type: none"> • Accuracy, neatness, labelling • Photographs, information and presentation • Each correct answer to be given marks • Accuracy, neatness and labelling • Presentation, confidence and dialogue delivery • Presentation, dialogue delivery, confidence 	<ul style="list-style-type: none"> • Understand the different forms of tribal societies. • Distribution of Minerals and differentiates between types of Energy Resource. • take a peek into the evolution of the system of law in India. • discuss the ways in which the government and other groups respond to unpopular and controversial laws. • Revolt of 1857, places and leaders.
SEPTEMBER	10 14	<ul style="list-style-type: none"> • Colonialism and the City (H) • Revision 	<ul style="list-style-type: none"> • Project 	<ul style="list-style-type: none"> • Collection of pictures related to Colonial and Mughal Periods 	<ul style="list-style-type: none"> • Photographs, information And presentation 	<ul style="list-style-type: none"> • Idea of different context of contact between distant lands and the motivating forces. • Implications of

						Journeys within the subcontinent.
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OCTOBER	4 6 5	<ul style="list-style-type: none"> •Judiciary (C) •Weavers,Iron Smeltersand FactoryOwners(H) •Agriculture (G) 	<ul style="list-style-type: none"> •Flow Chart •Discussion •ProjectAnd Viva •Project •Map 	<ul style="list-style-type: none"> •HierarchyofJudiciary •Importanceof IndependentJudiciary •Collectionofpictures ofcraftworksfrom differentstates •Collectionofsamples ofgrains, pulses, beverageandfibrecrop •Distributionofmajor crops(world) 	<ul style="list-style-type: none"> •Preparation, neatness •Presentation of ideas, comprehension •Photographs, Information and presentation •Photographs, Information and presentation •Location, identification and neatness 	<ul style="list-style-type: none"> • Understand the main elements of our judicial structure. • Difference between Criminal and civil law. • Core concepts of crafts in the 19th century Familiarize students with the process of deindustrialation and industrialization. • Understand types of Farming according to geographical condition.
NOVEMBER	5 6 6 6	<ul style="list-style-type: none"> •Understanding OurCriminal JusticeSystem. (C) •Civilizingthe Native, Educating the Nation(H) 	<ul style="list-style-type: none"> •Skit/Spelling •Debate •Map •MCQ •Surprisetest 	<ul style="list-style-type: none"> •The ft case based on text book(storyboard) •Difficult words for Spelling test •—English education has enslavedusll 	<ul style="list-style-type: none"> •Confidence, content, presentation •Accuracy •Confidence, content, presentation 	<ul style="list-style-type: none"> • associate the role of police and judiciary in ensuring peaceful and safe environment within a country. • The Education system of India that is seen as

		<ul style="list-style-type: none"> •Industries (G) □ Understanding Marginalization (C) 		<ul style="list-style-type: none"> •Distribution of industriesinworld •Content(openbook) •Content 	<ul style="list-style-type: none"> •Accuracy, Labeling and content •Each correct Answer to be given marks •Each correct Answer to be given marks 	<ul style="list-style-type: none"> universal and today has a history. • Politics of education is linked to question of power and cultural identity. • Able to define Industries on the basis of raw material, size , and ownership. • To respect the group of marginal societies , traditions and culture.
DECEMBER	5 5 8	<ul style="list-style-type: none"> •Women,Caste andReforms (H) •Changing World ofVisualArts. (H) •Makingofthe National Movement (H) 	<ul style="list-style-type: none"> •Roleplay •PPT(Group Activity) •Skit •Map 	<ul style="list-style-type: none"> •Reformers •Paintingsand photographsrelatedto Colonial Period •JallianwalaBagh Massacre& Dandi March •Placesrelatingto freedomstruggleand sessionsofthe Congress 	<ul style="list-style-type: none"> •Presentation, And dialogue delivery •Presentation And information •Presentation, Confidence and dialogue delivery •Presentation, neatness, labeling 	<ul style="list-style-type: none"> • the impacts of the movements against caste system in India. • describe the reforms made by Periyar against casteism, reforms of Raja ram Mohan Roy, Ishwaechandrvidyasagar, Dayanand Sarasvati. • Illustrate how paintings and photographs can be used to understand the cultural history of a period.

						<input type="checkbox"/> Major development within the national movement and focus on a detailed study of one major event..
JANUARY	6 5 7 6	<ul style="list-style-type: none"> •Human Resources (G) •Confronting Marginalization (C) •Indiaafter Independence(H) •PublicFacilities (C) 	<ul style="list-style-type: none"> •Collage •Worksheet •Discussion •Map •Discussion 	<ul style="list-style-type: none"> •Adverseeffectsof growingpopulation •Content •Indiaafter independence, education,industryand agriculture •Placesruledbythe nativekings •Roleofcitizensin maintainingPublic Facilities 	<ul style="list-style-type: none"> •Presentation And awareness •Each correct Answer to be given marks •Presentation, confidence •Accuracy,locating And labelling • Presentation and confidence 	<ul style="list-style-type: none"> • Appreciate the gender equality and respect for human dignity. • Analysis the population distribution of in the world. • Develop skills to analyse an argument from the marginalised point of view. • Discuss the success and failures of the Indian democracy in the last sixty years. • Links between the peoples aspiration /needs and the role of Government.
FEBRUARY	6 17	<ul style="list-style-type: none"> •LawandSocial Justice (C) •Revision 	<ul style="list-style-type: none"> •Elocution 	<ul style="list-style-type: none"> •Roleofcitizensin protectingthe environment 	<ul style="list-style-type: none"> •Points to be Awarded based On performance of student's 	<input type="checkbox"/> Gain a critical understanding of social and economic injustices.

					comprehension, expression and fluency	
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PLEASE NOTE: Map items (summative assessment)

❖ HISTORY

- Chapter 2: From Trade to Territory -- Delhi, Bombay, Madras, Calcutta and Mysore.
- Chapter 4: Tribals, Dikus and Vision of Golden Age Khonds, Mundas, Banjaras
- Chapter 5: When People Rebel – 1857 and After -- Jhansi, Awadh, Kanpur, Lucknow, Meerut, Barrack Pore, Ra i Bareilly
- Chapter 11: The Making of National Movement (1870 – 1947) -- Amritsar, Dandi, Surat, Poona, Bombay, Calcutta, Nagpur, Chennai, Champaran
- Chapter 12: India After Independence — Princely states (Junagadh, J&K, Hyderabad, Mysore), Portuguese colony (Goa, Diu, Daman, Dadra & Nagar Haveli), French colonies (Pondicherry, Karaikal, Yaman, Mahe, Chandranagore)

❖ GEOGRAPHY

- Chapter 3: Mineral and Power Resources - World Map Major Coal Field, Mineral Oil Deposits, Iron, Bauxite and Copper deposits
- Chapter 4: Agriculture — World Map Distribution of Rice, Wheat, Cotton, Jute, Coffee, Tea
- Chapter 5: Industries — Iron and Steel Plants, Cotton Textile Manufacturing Regions.

□ Abbreviation - H – History, G - Geography, C - Civics