

**DETAILED SYLLABUS
2024-2025
CLASS: VI
SUBJECT: SOCIAL SCIENCE**

BOOKS: 3 books (History, Civics, Geography)

SCIENCE- VI

NCERT Curriculum

OBJECTIVES:

The students will be able to:

1. analyze the relationship between the natural, social and cultural environment
2. synthesize the fundamentals of society
3. analyze the concepts and connect them with the surroundings
4. strengthen logical and analytical skills
5. Work on their sociological temper.

MONTH/ BOOK	SYLLABUS	CONCEPTS
<u>APRIL</u> Course Book	1.Civics: ch-1: Understanding Diversity 2.Geography: ch-1: The Earth in the Solar system	1.Developing a healthy attitude towards various kinds of diversity around children. 2.Diversity in India: Critical analyzation of the different kind of features of the diversity like geographical, historical, cultural etc.
Activity	1.Writing activity: Describe different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them. 2.Define phases of the moon like full moon and new moon. 3.Describe the incidents that took place at Jallianwala Bagh massacre.	3.Appreciate, accept and adopt that Diversity adds value in your life. 4.Recognises various forms of discrimination and understands the nature and sources of discrimination. 5.Explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams. 6.Critical analyses about various celestial bodies and compare planets and dwarf planets.
<u>MAY</u> Course Book	1.Civics: ch-2: Diversity and Discrimination. 2.Geography: ch-2: Globe: Latitudes and Longitudes. 3.History: ch-1: Introduction: What, Where, How and When?	1.Critical analyzation on difference and Prejudice to learn about caste discrimination in India. 2.Recognises various forms of discrimination and understands the nature and sources of discrimination. 3.Able to know the several reasons of inequalities and discrimination.
Activity	1.Case study of Dr. Baba Saheb. Now students will write about	

	<p>discriminated people after reading the case study of Baba Saheb Ambedkar.</p> <p>2. Map and Globe Activity of locating. Involving the Competencies –</p> <ul style="list-style-type: none"> - Creative thinking - Collaboration - Communication <p>3. Locate the Ganges and its tributaries on the map to understand the importance of maps while studying past.</p>	<p>4. To learn about different kind of fundamental rights.</p> <p>5. Build capability, awareness, and acceptability.</p> <p>6. Differentiates between equality and inequality in various forms to treat them in a healthy way.</p> <p>7. understanding Latitudes and Longitudes, Heat Zones of the earth and the relationship between time.</p> <p>8. To understand the importance of archaeological sources to reconstruct history.</p>
<p><u>JULY</u></p> <p>Course Book</p>	<p>1. Civics: ch-3: What is Government?</p> <p>2. Geography: ch-3, Motions of the Earth.</p> <p>3. History: ch-2, From hunting gathering to growing food.</p>	<p>1. Understand meaning of government. Why it is necessary and how it works at different level?</p> <p>2. Identifies various levels of the Government: local, state and union.</p> <p>3. Will be able to differentiate between Democratic, Monarchy and Dictatorship Government.</p> <p>4. Critical analyzation on, why democracy is the best form of government.</p> <p>5. Gain knowledge about the democratic functioning of government.</p> <p>6. Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc.</p>
<p>Project</p>	<p>Make a 3 D model of gram panchayat/ Equinox/ Earth and its orbital plane.</p>	<p>4. Critical analyzation on, why democracy is the best form of government.</p> <p>5. Gain knowledge about the democratic functioning of government.</p> <p>6. Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc.</p>
<p><u>AUGUST</u></p> <p>Course Book</p>	<p>1. Civics: ch-4: Panchayati Raj.</p> <p>2. Geography, ch-4: Maps.</p> <p>3. History: ch-3: In the earliest cities.</p>	<p>1. To know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat.</p> <p>2. Describing the role of government, especially at the local level in order to understand its complexity.</p> <p>3. Able to know the different sources of funds for Gram Panchayat.</p> <p>4. Critical thinking of people participation in the Panchayati Raj system at different level.</p> <p>5. Accept and adopt the value of Panchayati Raj system.</p> <p>6. Understand function and concept of map</p>
<p>Activity</p>	<p>1. Draw a neighborhood map showing scale, direction, and features with the help of conventional symbols know about the importance of map with the help of globe.</p> <p>2. Design Creative methods to make a plan of their own house or school.</p>	<p>3. Able to know the different sources of funds for Gram Panchayat.</p> <p>4. Critical thinking of people participation in the Panchayati Raj system at different level.</p> <p>5. Accept and adopt the value of Panchayati Raj system.</p> <p>6. Understand function and concept of map</p>

		<p>7.Appreciate the importance of Maps over Globe</p> <p>8.To develop basic skills of map reading.</p> <p>9.Develop the idea of citizenship by making them visualize how the people of Indus Valley Civilization took good care of the cities, drainage system, architecture etc..</p>
<p><u>SEPTEMBER</u></p> <p>Course Book</p>	<p>REVISION AND MID TERM EXAMINATION</p>	<p>Revision and Mid Term Examination</p>
<p><u>OCTOBER</u></p> <p>Course Book</p>	<p>1.Civics: ch-5: Rural administration.</p> <p>2.Geography, ch-5: Major Domains of the Earth.</p> <p>3. History: ch-4, What books and burials tells us?</p>	<p>1.Understand the functioning and responsibility of police circles and the officials responsible for a peaceful environment at all levels.</p> <p>2.Describes the functioning of rural local government body in sectors like health and education.</p> <p>3. Know that lack of education makes record keeping very important to safeguard the ignorant from exploitation of landlords, money lenders, and middlemen.</p> <p>4.Critical analysis the role of patwari.</p> <p>5.Analysis of the governmental action in securing equality of women by passing laws.</p> <p>6.Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.</p> <p>7.Critically analyses the seven major continents and the four major Oceans of The World collaboratively.</p> <p>8.Critically analyze the social, religious and economic background of Rig Veda civilization.</p> <p>9.Assess and evaluate why are Vedas the foundation of modern Indian culture and religion.</p> <p>10.Describes issues, events, personalities mentioned in literary works of the time growth and composition of early Sanskrit literature like the Vedas, importance of the Vedic rituals on social and religious life of people.</p>
<p>Activity</p>	<p>1.Watching a movie/documentary based on rural administration and writing a review of the same along with the issues highlighted in the movie.</p>	

<p><u>NOVEMBER</u></p> <p>Course Book</p>	<p>1.Civics: ch-6: Urban administration</p> <p>2.Geography, ch-6: Our country: India.</p> <p>3.History, ch-5: Kingdoms, kings and an early republic.</p>	<p>1.Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas.</p> <p>2.Describes the functioning of urban. local government body in sectors like health and education.</p> <p>3.Functions performed by Municipal Corporation, Election of ward councilors and Mayor by the citizens.</p> <p>4.Knowledge about Role and responsibilities of ward councilor and Mayor, Elected and administrative staff of municipal Corporation.</p> <p>5. Explore their knowledge about Indian standard time and its importance.</p> <p>6.Critically analyze various geographical fact about India collaboratively.</p> <p>7.know more about India in terms of locational setting, neighbors, all the major physical features and how they are complementary to each other.</p> <p>8.Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.</p> <p>9.Given the content (topic) discuss the yajnas performed by the rulers to show how rich and powerful they were.</p>
<p><u>Activity</u></p>	<p>1.Locate important historical sites, places on an outline map of India.</p> <p>2. Label all the important rivers with their tributaries on India’s physical map.</p>	<p>1.Students will develop collaboration by taking part in the discussion, understands various types of occupation prevailing in rural areas.</p> <p>2.Difference between farming and non-farming activities. Describe the working conditions of landless farmers.</p> <p>3.Analyses basic ideas and values of various religions and systems of thought during ancient period Built Character and citizenship to discussing/communicating the importance of Buddha s teachings.</p> <p>4.Given the content (topic) explain the importance of Upanishads, what it literally means.</p>
<p><u>DECEMBER</u></p> <p>Course Book</p>	<p>1.Civics: ch-7: Rural Livelihoods</p> <p>2.History:ch-6, New Question and Ideas</p> <p>3. History:ch-7, From a kingdom to an Empire.</p>	<p>1.Students will develop collaboration by taking part in the discussion, understands various types of occupation prevailing in rural areas.</p> <p>2.Difference between farming and non-farming activities. Describe the working conditions of landless farmers.</p> <p>3.Analyses basic ideas and values of various religions and systems of thought during ancient period Built Character and citizenship to discussing/communicating the importance of Buddha s teachings.</p> <p>4.Given the content (topic) explain the importance of Upanishads, what it literally means.</p>
<p><u>Activity</u></p>	<p>1.Making a brief timeline of all the dynasties covered in history till now along with the religion that was being propagated at that time. Draft the same in a flow chart neatly.</p>	<p>1.Students will develop collaboration by taking part in the discussion, understands various types of occupation prevailing in rural areas.</p> <p>2.Difference between farming and non-farming activities. Describe the working conditions of landless farmers.</p> <p>3.Analyses basic ideas and values of various religions and systems of thought during ancient period Built Character and citizenship to discussing/communicating the importance of Buddha s teachings.</p> <p>4.Given the content (topic) explain the importance of Upanishads, what it literally means.</p>

		5. Students will know and be aware of the importance of Upanishads. Students would be able to Acquire information about the recording of the thoughts in those times of Upanishads.
<u>JANUARY</u>	1. Civics: ch-8: Urban livelihoods 2. History: ch-8: Villages, towns and trade	1. Collaboratively Understand various types of occupation prevailing in urban areas and challenges faced by the street hawkers in the city. 2. Describes factors responsible for availability of different occupations undertaken in rural and urban areas. 3. Analyze the situation that how the miserable factory workers are being exploited. 4. Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill. 5. Explain the increased use of iron tools for the benefit of Agriculture. 6. Outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. 7. Different irrigation practices for intensification of agricultural yield.
Activity	1. Talk to a nearby grocery vendor about his/her daily life struggles. If comfortable, try asking him/her about the work that they do. Document the same in the form of an informal interaction.	
<u>FEBRUARY</u> Course Book	1. History: ch-9: New Empires and Kingdoms. 2. History: ch-10: Buildings, paintings and Books.	1. Students would be able to critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Gupta dynasty. 2. Communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis. 3. Critically differentiate the treatment of Samudragupta towards the rulers defeated by him (Rulers of Aryavarta, Dakshinapath, Rulers of Assam, Bengal, Nepal and few Ganasanghas and the descendants of Kushans, Sakas and Sri Lanka).
Activity	1. If possible, students could be taken to a historical monument and later on asked to submit a detailed report on the same.	

<u>MARCH</u>	ANNUAL EXAMINATION	YEAR ENDS
Students will be assessed on the basis of group discussions and projects done in both the terms.		