

Subject : Social Science
Grade : VI
Year : 2019-20

Year Planner

Text book used: FOOTPRINTS

| Month& No. of Teaching Days | Units | Sub-Units | Objectives | Activities Planned | Evaluation |
|----------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| March/April (15) | HIST.CH.1 When, Where and How | <ul style="list-style-type: none"> • What is History? • Why and How do we study the past? • Period and periodization • Sources of History and their uses • Geographical Location. | <ul style="list-style-type: none"> • Familiarize the learner with the major developments to be studied. • Develop an understanding of the significance of geographical terms used during the time frame. • Illustrate the sources used to reconstruct history | Collect pictures and make a collage of early cave paintings and write few sentences about it. (Art Integration)-I | |
| June (15) | Geography. CH-13 The Planet Earth | <ul style="list-style-type: none"> • Formation of our universe • Stars and Constellations • Our Solar system • Meteoroids, Meteors and Meteorites | <ul style="list-style-type: none"> • To learn about the formation of the universe. • To understand the unique place of the earth in the solar system, which provides ideal condition for all forms of life, including human beings | Draw the Solar system in C/w (Art Integration)-II | Worksheets-1& 2 Slip Test - 1 |
| July (24) | Civics CH- 22 Understanding Diversity | <ul style="list-style-type: none"> • Meaning of diversity • Features of Indian diversity • Unity in diversity | <ul style="list-style-type: none"> • Understand and appreciate various forms of diversity in their everyday environments • Develop sensitivity towards pluralism and interdependence. Understand that the Constitution compels us to respect diversity. | Group presentation of the different states of India. (The Traditional Food) | Slip Test – 2 Worksheet-3 |
| | History CH-2 The Earliest Societies | <ul style="list-style-type: none"> • Evolution of Man • Paleolithic Age - tools, Art, Fire and major sites • Mesolithic Age - tools and sites | <ul style="list-style-type: none"> • Appreciate the skills and knowledge of hunter-gatherers • Identify stone artefacts as archaeological evidence, making deductions from them • Knowing about stone tools used by Early humans | Map skill – Paleolithic sites (page 15) | Worksheet-4 |

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| | Civics CH.24 Government | <ul style="list-style-type: none"> • Need and functions of Government • Levels of government • Forms of government • Universal Adult Franchise | <p>To enable students to:</p> <ul style="list-style-type: none"> • Gain a sense of why government is required. • Recognize the need for universal adult franchise | Mock Election. (Art Integration)-III | Periodic Test - 1 Slip Test 3 |
| August (22) | Geo Ch.14 Globes – Latitudes and longitudes | <ul style="list-style-type: none"> • Features of globes. • Meaning of Latitudes and Longitudes • Main heat zones of the world • Role of Lat. & Long. In the study of Geography • Relation of Longitude to time | <ul style="list-style-type: none"> • Learn about the imaginary lines on the Earth and how to use them • Understand the relation between Longitude and time • Reading. | Draw important Latitudes and Longitudes on a ball. | Worksheet 5 Slip Test 4 |
| | HIS CH. 3 The First Farmers and Herders | <ul style="list-style-type: none"> • The Neolithic Revolution • Domestication of Plants and animals • Invention of the wheel • Beginning of a settled life • Social practices and beliefs • The Chalcolithic Age | <ul style="list-style-type: none"> • To understand the distinctive features of Neolithic and Chalcolithic Age • The students comprehend the transition of hunter gatherers to the Neolithic age, • The students gain knowledge about the lifestyle of the people belonging to this age. • They observe the importance of nature and the need to protect it. | Map skills on Neolithic sites Pg no 25 | Worksheet 6 Subject Enrichment Assessment - 1 |
| | Geography Ch-15 Rotation and Revolution (NDS) | <ul style="list-style-type: none"> • Rotation of Earth and its effects. • Revolution of the earth and its effects | <ul style="list-style-type: none"> • To understand two motions of the earth and their effects | Role –Play on the movements of the Earth. (Art Integration)-IV | |

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| September (18) | History CH.4 Civilization and cities | <ul style="list-style-type: none"> The settlement pattern of the Harappan civilization. Unique architectural features. Craft production Meaning of urbanism Decline of civilization | <p>.Appreciate the distinctive life in cities</p> <ul style="list-style-type: none"> Identify the archaeological evidence of urban centre Understand how this is used to reconstruct processes such as craft production | Map skill Pg 31 | <p>Revision Worksheet 1</p> <p>Half – Yearly Examinations (PT-2)</p> |
| October (17) | Geography CH-16 Maps and Map Reading | <ul style="list-style-type: none"> What are maps. Types of maps. Components of a map. | <ul style="list-style-type: none"> To develop basic skills of map reading. To differentiate the types of map. | Make a sketch of your classroom (Art Integration)-V | Worksheet 7 |
| | Civics CH – 25 Democratic Government | <ul style="list-style-type: none"> Democratic Government Elements of Democracy | <ul style="list-style-type: none"> Appreciate need to make decisions with collective sanctions. Understand key elements that influence the functioning of democracy | Debate on “ Equality and Justice” | |
| November (22) | History CH -7 New ideas and religion | <ul style="list-style-type: none"> Foundation of Buddhism and Jainism and their features Comparative study of both | <ul style="list-style-type: none"> .Outline the basic tenets of these systems of thought, and the context in which they developed and flourished. Introduce excerpts from sources relating to these tradit | Draw the Symbols of Buddhism and Jainism. | Worksheets 8 & 9 |
| | Geography CH – 17 The Four Realms of the earth (NDS) | <ul style="list-style-type: none"> Lithosphere Hydrosphere Atmosphere Biosphere Ecosystem | <ul style="list-style-type: none"> To understand interrelationship of the realms of the earth. | Draw the scenery showing the four realms of the Earth. (Art Integration)-VI | |
| | History CH.8 The First Empire | <ul style="list-style-type: none"> Mauryan Empire and important emperors. Emperor Ashoka and his Dhamma | <ul style="list-style-type: none"> Introduce the concept of empire and its administration system. Show how inscriptions are used as sources of History | Map Skill - Pillar Edicts of King Ashoka | Slip Test 5 |

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| | | <ul style="list-style-type: none"> • Mauryan art, administration, Spy system, Revenue and Occupation • Decline of Mauryas | | | |
| December (20) | Geography CH. 19 Relief features of the continents | <ul style="list-style-type: none"> • Land-forms and their formation • Mountains • Plateaus • Plains. | To understand major landforms of the earth. | Map Skill- Identifying the major landforms of world. | Worksheet -10 |
| | Civics CH- 26 Local self government and rural Administration | <ul style="list-style-type: none"> • Gram Panchayat and its functions • Financial sources of Gram Panchayat • Three Tier System | <ul style="list-style-type: none"> • Understand the workings of the PanchayatiRaj and appreciate its importance. • Gain a sense of who performs what role within the local administration. • Understand how the various levels of administration at the local level are interconnected. | Role play on Village Panchayat (Art Integration)-VII | Worksheet 11 Slip Test - 6 |
| January (19) | HIST. CH. 11 The Gupta Period | <ul style="list-style-type: none"> • Rise of Gupta Empire • The Gupta Administration • Rise of Harshavardhana • Major Dynasties of South (Chalukyas&Pallavas) | <ul style="list-style-type: none"> • Introduce the idea that strategies of expansion, and their logic, differ. • Explain the development of different administrative systems. | <ul style="list-style-type: none"> • Make a Timeline of The Gupta Dynasty. • Map- skills | Periodic Test – 3 Subject Enrichment Assessment - 2 |
| | GEO. CH. 20 India – Physical Features (NDS) | <ul style="list-style-type: none"> • Physical features. | <ul style="list-style-type: none"> • To describe the broad physiographic divisions of India. | Locate the physical features on the political map of India. | Worksheet - 12 |
| | Civics CH -27 Urban Administration | <ul style="list-style-type: none"> • Working and Functions of Municipal Corporation. • Income source • Addressing Grievances | <ul style="list-style-type: none"> • To enable children to • Understand local level of government functioning • Understand the workings of the municipal corporation and appreciate its importance | Make a collage:Collect Newspaper clippings on working of Municipal Corporation (Art Integration)-VIII | |

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| February | Revision | | | | Revision Worksheet-2 Annual Examinations |