

O. P. JINDAL SCHOOL, SAVITRINAGAR, TAMNAR

Annual Syllabus Break-up for the session 2023-2024

Subject: Social Science Class VI

Sl.	Month	No. of Instructional days	No. of periods	Chapters to be taught	Subject enrichment activities	Values to be imparted	Extra content to be taught
	April & May	21	7	H1- What, Where, How and When?	Participants share the stories behind these objects or photographs and discuss what they can learn about their family's past from them. This helps them understand the importance of sources in studying history.	Respect for the past ,Critical thinking, Curiosity:	
	April & May	21	7	G1- The Earth in the Solar System	Creating a solar system model and demonstrating the sun's movement illustrate the concepts of rotation and revolution	Emphasizes the interconnectivity of the solar system and the delicate balance existing between each celestial body.	

	April & May	21	6	C1- Understanding Diversity.	The "Understanding Diversity" activity aims to organize a cultural fair in the classroom, where students represent various cultures or religions and showcase their unique traditions, customs, clothing, food, etc. This activity fosters understanding and appreciation of different cultures, promoting acceptance and respect for diversity.	Respect, Empathy, Inclusion, Tolerance	
	June	11	5	G2- Globe: Latitudes and Longitudes	Locate the latitudes and longitudes of your city or town using an atlas or online map.	1. Understanding the concept of location and how it is represented on a globe or map. 2. Appreciating the importance of accurate measurements and coordinates in navigation and geography.	
	June	11	1	C2- Diversity and Discrimination (PR)	Organizing cultural programs for students to learn about various cultures, traditions, cuisine, and clothing.	The importance of respecting diversity and promoting inclusivity in society.	
	June	11	5	H2- From Hunting - Gathering to growing food	Timeline of Food Practices: Major changes and developments in human food practices evolved from hunting-gathering to growing food.	Domestication of plants and animals, which has enabled thriving in changing environments.	
	July	23	7	H-3 In The Earliest Cities	Map Activity: Provide students with maps of early cities like Harappa, Mohenjo-Daro, and Lothal. Have them identify significant locations such as the Great Bath, Granary, and Dockyard.	The significance of social organization and governance in establishing and sustaining thriving urban centers.	

	July	23	7	G- 3 Motions of the Earth	The equator and poles can be demonstrated using a globe or ball, which can be rotated to show the occurrence of day and night. Additionally, a flashlight can represent the Sun, and moving it around the globe illustrates how seasons occur due to Earth's tilt.	Emphasizes the interconnection of Earth's movements and the delicate balance existing between Earth, Sun, and Moon.	
	July	23	7	H4- what books and burials tell us (PR)	Visit the social science lab to comprehend the topic, organize an archaeological investigation, have students record their findings, and analyze the artifacts.	Historical artifacts as a source of information about the past and underscores the necessity to safeguard and maintain them for future generations.	
	July	23		C3- What is government? (Test-1)	Create a flowchart to understand the democratic process	Social justice and equity in governance necessitate promoting a culture of transparency, accountability, and respect for human rights.	
	August	23		C-4- Key elements of a democratic government.	Create a flow chart to comprehend the functioning of a democratic government.	The significance of accountability, transparency, and public participation in governance is crucial.	
	August	23		H5- Kingdoms, kings and an early republic	Locate ancient kingdoms or republics on a map, including the Mauryan, Gupta, and Harappan civilizations.	The influence of ancient kingdoms and republics in shaping Indian civilization and fostering social and economic development.	
	August	23		C 5- Panchayati Raj	Understand the functioning of Panchayati Raj institutions through a flow chart and recognize the significance of grassroots-level democracy.	Decentralization, participatory democracy, and local self-government	

	August	23		G-4 Maps	Class activities focused on explaining various types of maps, including thematic maps, physical maps, and political maps.	Enhancing communication and collaboration across geographical boundaries while fostering a sense of belonging and identity	
--	---------------	----	--	----------	---	--	--

September

Revision & Half Yearly

SYLLABUS FOR EXAMINATION

S.NO	EXAMINATION	SUBJECT	SYLLABUSFOREXAMINATION
1	Test1	Social Science	H-1,G-1, C-1
2	Term1 (Half Yearly Exam)	Social Science	H-2,3,5 G-1,2,3,4 C-1,3,4,5

	October	20	08	C6- Rural Administration	Create a chart outlining the problems and solutions encountered in rural areas, focusing on administration, service delivery, and promotion of rural development.	The role of rural administration in advancing social and economic progress, while guaranteeing social welfare and justice	
	October		01	H6- New questions and Ideas(PR)	The Renaissance movement significantly transformed the lives of common citizens by introducing new questions and ideas, ultimately impacting their perspectives and experiences.	The significance of curiosity, creativity, and innovation is paramount in the pursuit of knowledge and progress.	

	October		08	G-5 Major Domains Of the Earth	*Form a Geographical Club and divide the class into 4 groups. Each group will be shown of the Flash Card of the important points of 4 major domains one by one and they will speak about it. Suppose if the flash card is of Asia, the particular group will tell about important features of Asia.	Understanding major domains of the Earth is important for a variety of fields, including geology, biology, ecology, and climate science. It can also help individuals appreciate the interconnectedness of the Earth's systems and the importance of taking care of the planet for future generations.	
	November	16	07	G6- Major landforms of the earth	Geography: Create a map of a particular mountain range, valley, or plateau. Use topographic maps and elevation data to show the different landforms and their elevations.	Major landforms of the earth:- *Plateaus: Patience in observing geological processes. *Plains: Resourcefulness in utilizing natural resources. *Deserts: Adaptability in surviving in harsh environments. *Coasts: Awareness of the dynamic and fragile nature of coastal environments.	
	November		08	H7- From a Kingdom to an empire	Create maps that show the territorial extent of different kingdoms and empires at different points in time. Use historical sources and contemporary maps to illustrate the changing borders, capitals, and regions of influence.	Adaptability: The ability to adapt to changing political, social, and economic environments is crucial for the survival and success of kingdoms and empires.	
	November		01	H8- Villages, towns and trades (PR) TEST-2	Create visual representations of villages, towns, and cities using different media, such as painting, drawing, or sculpture. Use different styles and techniques to capture the beauty, diversity, and complexity of urban landscapes.	Community: The study of villages, towns, and trades can teach us about the importance of building strong, supportive communities that value cooperation, mutual respect, and diversity.	

	December	22	05	G7- Our Country- India	Indian Constitution: The Indian Constitution is one of the longest and most detailed constitutions in the world. Encourage students to learn about the Indian Constitution and the rights and responsibilities it guarantees to Indian citizens.	Respect for diversity: India is a country of diverse languages, cultures, religions, and traditions. By studying the political and physical features of India, students can learn to appreciate and respect the diversity of their fellow citizens.	
	December		07	C-7 Urban Administration	Make a flow chart on – Working of “Urban Administration”.	Civic responsibility: Students should learn that they have a responsibility to participate in the administration of their community and to work towards creating a better urban environment for everyone.	
	December		07	C8- Rural livelihoods	Debates: Organize debates on current issues related to rural livelihoods, such as land grabbing, food security, or the role of technology in agriculture. Encourage students to research and argue different perspectives.	Civic responsibility: Students should learn that they have a responsibility to participate in Rural Livelihoods to work to create a better urban environment for everyone.	
	January		07	G8- India: Climate, Vegetation and wildlife	Collect weather report of the area and calculate average temperature and rainfall. (two weeks)	To conserve forest and wildlife.	
	January			C-9-Urban Livelihoods	Make a poster on sources of Urban livelihood.	Civic responsibility: Students should learn that they have a responsibility to participate in Urban Livelihoods to work to create a better urban environment for everyone.	

	January			H-9 New Empires and Kingdoms	Make a chronology of New Empire. Map wok on New empire and kingdom.	Adaptability: The ability to adapt to changing political, social, and economic environments is crucial for the survival and success of kingdoms and empires.		
	January			H-10 Buildings, Paintings and Books	Enact a Play (based on story of Panchatantra)	Adaptability: The ability to adapt to changing political, social, and economic environments with the help Buildings, Paintings and Books		
	February & March		Revision & Annual Exam					

SYLLABUS FOR EXAMINATION

S.NO	EXAMINATION	SUBJECT	SYLLABUSFOREXAMINATION
1	Test 2	Social Science	H-7,G-5,C-6
2	Term 2(Annual Exam)	Social Science	H-5,9,10 G- 5,6,7,8 C-6,7,8,9