

Chapter	Writing & City Life
No. of teaching days	20
Learning Outcomes	At the completion of this unit students will be able to: • Compare and analyse the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development. • Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations. • Analyse the outcomes of a sustained tradition of Writing
Previous Knowledge Testing	• What is the location of Mediterranean Sea? • What is social life of people in the present-day world? • Was Early man a social being? • How did Early man communicate?
Students Participation	• Students will locate Important cities of Mesopotamian civilization on the map of west Asia. Iran, Uruk, Uk, Babylon & Caspian Sea, Arabian Sea, Mediterranean Sea, Aran Sea.
Pedagogical Strategies	1. Real-world Writing Prompts: Encourage students to observe and interact with the city environment, inspiring them to write about their experiences, observations, and reflections. 2. Collaborative Writing Projects: Foster collaboration among students by engaging them in group writing projects that focus on city-related issues or challenges. 3. Authentic Audience: Help students understand the purpose of their writing by providing opportunities for them to share their work with a wider audience, such as publishing in school newsletters or organizing public readings.
Resources (including ICT)	1. Digital Mapping Tools: Use online mapping tools like Google Maps or ArcGIS to explore the city, identify key locations, and create interactive maps that students can annotate with their writing. 2. Multimedia Creation Tools: Provide access to multimedia creation tools such as Adobe Spark or iMovie, enabling students to produce engaging videos or presentations that incorporate their writing and visuals.
Assessment items	1. Reflective Essays: Ask students to write reflective essays exploring their personal experiences and observations of city life, emphasizing their growth and development as individuals. 2. Persuasive Writing: Assign persuasive writing tasks where students argue for or against specific urban development projects or propose solutions to urban challenges. 3. Descriptive Writing: Request descriptive pieces where students vividly capture the sights, sounds, and emotions associated with different aspects of city life.

SDGs	1. SDG 11: Sustainable Cities and Communities - Explore urban sustainability, challenges, and solutions through writing, encouraging students to address issues related to transportation, waste management, or urban planning. 2. SDG 4: Quality Education - Develop students' writing skills, critical thinking, and creativity by engaging them in city-focused writing projects.
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Interdisciplinary Linkage	- Students will be encouraged to understand Mesopotamian Script - Clay moulding (writing skills)
Assessment items	- Map work - Class assignment - Classroom interaction - Class tests - Conditional based questions
Assignments	- Define the terms species. - What are Hominoids? - To which human family Hominoids belong to? - Write any two features of Hominoids. - Name the book written by Charles Darwin. - Write any five features of Primates. - Write a note on Hadza group of people. - How was language developed? - What is the meaning of Ethnography? - How did the early human obtain their food? Explain. - Choose any two developments each of timelines 1 and 2 at the end of the chapter and indicate why do you think these are significant. - Describe the technology of stone tool making.

Chapter	An empire across three Continents (May 2026-27)
No. of teaching days	25
Learning Outcomes	At the completion of this unit students will be able to: - Explain and relate the dynamics of the roman Empire in order to understand their polity, economy, society and culture - Analyse the implications of roman's contacts with subcontinent empires - Examine the domains of cultural transformations in that period
Previous knowledge Testing	- Where is Mesopotamian civilization area? - How did writing develop? - What is urbanism - Why were rivers called lifeline of every civilization?
Students Participation	- Interactive sessions will be conducted with the help of internet - Students will prepare a list of roman empire (Chart work).
Pedagogical Strategies	- Inquiry-Based Learning: Encourage students to explore the empires through inquiry-based activities, guiding them to ask questions, conduct research, and critically analyze historical sources. - Case Studies: Engage students in analyzing specific empires across different continents, focusing on their political structures, economic systems, cultural exchanges, and interactions with other civilizations.
Interdisciplinary linkage	- Geography: Explore the geographical factors that influenced the rise and expansion of empires across three continents. Examine the impact of physical geography, such as rivers, mountains, and deserts, on trade routes, territorial boundaries, and the development of urban centers. - Literature and Language Arts: Analyze literary works and primary sources from

	the time period, such as epic poems, plays, or historical narratives, to gain insights into the cultural and social aspects of the empires. Encourage students to explore themes of power, conquest, and cultural exchange through close reading and textual analysis.
SDGs	1. SDG 16: Peace, Justice, and Strong Institutions - Explore the impact of empires on governance structures, justice systems, and the rule of law, encouraging students to analyze power dynamics and their implications for social stability. 2. SDG 10: Reduced Inequalities - Investigate the social hierarchies and inequalities within empires, emphasizing the impact on different social groups and the significance of inclusive policies and social reforms. 3. SDG 4: Quality Education - Foster critical thinking, historical analysis, and research skills through the study of empires across three continents.
Resources, including ICTs	1. Online Archives: Connect students with online archives and digital libraries, such as the British Library's online collection or the Internet Archive, providing access to primary sources, historical documents, and images related to the empires. 2. Virtual Museum Tours: Utilize virtual museum tours, such as the Google Arts & Culture platform, to explore artifacts, artworks, and exhibits related to the empires, enhancing students' visual understanding of the historical context.

	Students will locate: Mecca, Medina, Damascus, Antioch, Edessa, Armenia, Bukhara, Samarqand
Art Integration	- Debate - Drama
Assessment Items	- Map work - Class assignment - Classroom interaction - Class tests - Conditional based questions
Assignments	- Which Rivers made boundaries of the Roman Empire from the North Side? - Which powerful empires rules over the most of Europe? - Who was Tiberius? - What were Amphorae? - Who had established the regime in 27 BCE? - Who had occurred after Prophet Muhammad's Death by 642? - How was army the important key institutions of Imperial rule in Roman Empire? - What was 'Post Roman' Mean in 540s? - Who was Columella? - What do you mean by Polytheist? - What do you think about the Latin & Greek Languages, in the Roman Empire? - How was Scenario of the Roman Empire?

Chapter	Nomadic Empires (July 2026-27)
No. of teaching days	20
Learning outcomes	
Previous Knowledge testing	1. What is a nomadic empire? Can you name some examples of nomadic empires that existed in history? 2. What are some characteristics of nomadic societies that distinguish them from settled societies? How might these characteristics have influenced the development of nomadic empires? 3. What role did trade play in the development of nomadic empires? How did the movements and interactions of nomadic peoples impact trade routes and networks? 4. How did nomadic empires interact with settled societies, both through trade

Pedagogical Strategies	1. Lecture: Provide a comprehensive overview of nomadic empires, including their characteristics, historical context, and major empires. 2. Visual Aids: Use maps, diagrams, and images to illustrate the geographical locations, routes, and interactions of nomadic empires. 3. Primary Source Analysis: Engage students in analyzing excerpts from historical texts, accounts, or artwork related to nomadic empires. 4. Group Discussions: Encourage students to discuss and debate the reasons for the rise and fall of nomadic empires, considering different perspectives.
Group Activities	1. Role-Play: Divide students into groups and assign each group a specific nomadic empire. Ask them to create role-plays depicting important events or interactions within that empire. 2. Timeline Creation: Have students work in groups to create a timeline of major nomadic empires, including key events, leaders, and territorial expansions.
Interdisciplinary Linkage	1. Geography: Explore the geographical factors that influenced the movements and migrations of nomadic empires. 2. Literature: Analyze nomadic literature, such as epic tales or folk songs, to gain insights into the cultural aspects of nomadic societies. 3. Art History: Study the artistic representations, including cave paintings, sculptures, and textiles, associated with nomadic empires. 4. Sociology: Examine the social structures and kinship systems within nomadic societies and compare them to settled societies.
Assessment Items	1. Written Assignments: Essays or research papers on the rise and fall of a specific nomadic empire, or a comparative analysis of two empires. 2. Quizzes or Tests: Assess students' knowledge of key concepts, events, and significant figures related to nomadic empires. 3. Presentations: Have students present their research findings or case studies on specific aspects of nomadic empires. 4. Class Discussions: Evaluate students' ability to contribute to discussions, analyze primary sources, and engage with different perspectives.
Feedback and remedial teaching	1. Provide timely and constructive feedback on students' written work, quizzes, and presentations, highlighting areas of improvement and offering suggestions for further exploration. 2. Offer individual or small-group remedial sessions for students
SDGs related to Nomadic Empire	1. Goal 1: No Poverty: Nomadic empires often had a significant impact on economic systems and trade routes, which can be explored in relation to poverty alleviation or economic inequality. Students can analyze the economic structures of nomadic empires and examine their impact on poverty levels within their territories or in interactions with settled societies. 2. Goal 5: Gender Equality: The role of women in nomadic societies and their influence within nomadic empires can be explored in relation to gender

	equality. Students can investigate the social, economic, and political rights and responsibilities of women in nomadic cultures and compare them to settled societies.
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Chapter	The Three Orders (August 2026-27)
No. of teaching days	25
Learning Objectives	- Familiarize the learner with the nature of the economy and society of this period and the changes within them. - Show how the debate on the decline of feudalism helps in understanding processes of transition.
Learning Outcomes	- At the completion of this unit students will be able to: - Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. - Relate ancient slavery with serfdom - Assess the 14th century crisis and rise of the nation states.
Previous Knowledge Testing	- what do you understand by three estates of France? - What were crusades? - Who were termed as clergy?
Pedagogical Strategies	- Lecture and class discussions to introduce and explore the key concepts. - Visual aids such as images and maps to enhance understanding. - Role-playing activities to simulate the social interactions of different classes. - Reading and analysis of primary and secondary sources to develop critical thinking skills. - Group presentations to encourage research and collaboration. - Debates on the causes and consequences of social change.
Group Activities	- Divide students into groups and assign them different social classes to research and present. - Conduct a mock trial where students assume the roles of peasants, nobles, and clergy. - Organize a gallery walk where groups create visual displays depicting the social hierarchy. - Collaborative discussions on the impact of the French Revolution on each social class.
Interdisciplinary Linkage	- Link history with sociology and political science to explore the societal implications of social orders. - Connect literature and art to understand how different social classes were depicted during the time period.
Resources (including ICT)	- Textbooks and reference books on medieval history. - Primary and secondary sources such as letters, diaries, and historical documents. - Visual resources like paintings and illustrations depicting social classes. - Interactive websites, videos, and online articles exploring the topic.
Assessment Items	- Short answer questions assessing knowledge of social structures and historical events. - Essay questions exploring the causes and consequences of social change. - Group presentations evaluating the role and perspectives of different social classes.

Feedback and Remedial Teaching	• Provide timely feedback on assessments and class participation. • Offer individual or group remedial sessions for students who need extra support. • Encourage peer-to-peer learning and collaboration to address gaps in understanding.
SDGs	• SDG 10: Reduced Inequalities - Understanding social orders and their impact on inequality. • SDG 4: Quality Education - Enhancing historical knowledge and critical thinking skills.
Assignments	• What is meant by the three orders? • Mention two sources of income of the Catholic Church. • State two problems related to agriculture in medieval Europe. • What were cathedral towns?

	• State two merits of feudalism. • Explain the causes of development of towns in the medieval • State the main features of European feudalism. • How did the cathedral towns of France emerge? • How was the problem of expensive technology-based changes solved? • How did the fourth order of society come into existence in Europe • What were the manorial estates? Describe its major characteristics. • Describe the life of monks and nuns of the medieval Europe. • Explain the factors which slowed down European economic expansion by the early 14th century. What were its consequences? • Map Work On the map of western Europe mark the following Feudal states which existed in the medieval period. (i) Normandy, (ii) Burgundy and (ii) Austria.
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Chapter	Changing Cultural Traditions (October 2026-27)
Learning Outcomes	At the completion of this unit students will be able to • Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration • Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism. • Compare and contrast the condition of women in the Renaissance period. • Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance. • Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms. • Evaluate the Catholic Church's response to the Protestant Reformation in the form of the Counter Reformation
Previous Knowledge Testing	• What is Feudalism? How did it decline? • What do you understand by cathedral terms? • What were the reasons for rise of middle class in Medieval European Society? • Which values Enhanced the status of mobility
Pedagogical Strategies	• Engage students in interactive lectures to introduce and explain key concepts. • Use case studies and examples from different cultures to illustrate the changing nature of traditions. • Conduct debates or role plays to explore different perspectives on cultural change.
Group Activities	• Divide students into small groups and assign each group a different cultural tradition to research and present to the class. • Organize a cultural fair where students create displays and presentations showcasing different cultural traditions.
Interdisciplinary Linkage	• Connect history with anthropology, sociology, and cultural studies to explore the multifaceted aspects of cultural traditions. • Link literature, art, and music to understand how cultural change is reflected in various artistic expressions.

Resources including ICT	• Textbooks and reference books on cultural history and anthropology. • Primary and secondary sources such as historical texts, ethnographic studies, and oral traditions. • Visual resources like photographs, artworks, and videos showcasing cultural traditions. • Online databases, articles, and multimedia resources on cultural exchange and globalization. • ICT tools for research, multimedia presentations, and virtual cultural experiences.
SDGs	• SDG 11: Sustainable Cities and Communities - Understanding cultural diversity and its importance in building inclusive and sustainable communities. • SDG 4: Quality Education - Promoting cultural awareness and understanding among students.
Assessment Items	• Written essays or research papers on the factors influencing the change in cultural traditions. • Group presentations assessing the students' understanding of specific cultural traditions and their evolution. • Class discussions or debates evaluating students' ability to analyze and critically examine cultural change.

Assignments	• What do you understand by Renaissance? • Give the names of two humanist writers. • Who was Thomas Moore? • Who was Leonardo da Vinci? • Define the concept of Humanism'. • What is meant by Realism? • What do you understand by Reformation Movement? • What was the theory of Copernicus? • Which elements of Greek and Roman culture were revived in the 14 and 15 centuries? • What was Counter Reformation? • Discuss the position of women in the families of merchants in humanist age. • Describe the characteristics of Renaissance. • Italian towns were first to experience the idea of humanism. Discuss.
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Chapter	Displacing Indigenous People (November 2026-27)
No. of teaching periods	20
Learning Outcomes	At the completion of this unit students will be able to • Recount some aspects of the history of the native people of America to understand their condition • To analyse the realms of settlement of Europeans in Australia and America Compare and contrast the lives and roles of indigenous people in these continents
Previous Knowledge Testing	• What does it mean to be a native of an area? • How do you identify yourself if your family belonged to other country? • Do u feel connected to the culture of that country because you have ancestors living there
Pedagogical Strategies	1. Lecture and discussion: Provide an overview of the topic and engage students in discussions to encourage critical thinking. 2. Case studies: Present real-life examples of indigenous communities affected by displacement and facilitate group discussions. 3. Audio-visual resources: Use documentaries, films, and online resources to enhance understanding and create empathy.
Group activities	1. Role-plays: Divide students into groups and assign them different roles, such as indigenous community members, government officials, or activists, to act out scenarios related to displacement. 2. Debates: Conduct debates on topics like the ethical considerations of displacing indigenous people for development projects. 3. Case study analysis: Assign groups different case studies of displaced indigenous communities, and have them present their findings and propose solutions.
Interdisciplinary Linkage	1. Geography: Explore the geographical factors influencing displacement and the impact on indigenous communities' access to resources. 2. Sociology: Study the social implications of displacement, such as changes in community structure, identity, and social cohesion. 3. Environmental Science: Examine the environmental consequences of

	displacement, including loss of land, biodiversity, and traditional ecological knowledge.
Assignments	• Explain the concept of 'Natives and Settlers'. • What do you understand by Wampum Belt? • What were the main items exchanged between the Europeans and the natives? • What do you mean by Gold Rush? • What do you know about Terra Nullius? • When was Indian Reorganisation Act passed? • What did the frontier' mean to Americans? • Describe in brief about the geographical features of North America • Other than the use of English, what other features of English economic and social do you notice in 19th century USA. • Under what circumstances winds of change blow for the natives in Australia • Give a brief description of the problems of natives of the USA and Canada. • How did the Europeans justify the displacement of natives? Explain.
Resources, including ICT	1. Textbooks and reference materials on indigenous history and displacement. 2. Documentaries and films portraying the struggles of indigenous communities. 3. Online resources, such as websites, articles, and videos, providing in-depth information on the topic.
SDGs	1. Goal 1: No Poverty - Addressing the poverty and economic inequality faced by displaced indigenous communities. 2. Goal 10: Reduced Inequalities - Promoting the rights and inclusion of indigenous people in decision-making processes. rights and inclusion of indigenous people in decision-making processes. 3. Goal 15: Life on Land - Protecting indigenous lands, biodiversity, and traditional knowledge.
Assessment items	1. Research project: Assign students to research and write a report on a specific case of indigenous displacement, analyzing its causes, impacts, and the response of indigenous communities. 2. Class presentations: Have students present their findings from case studies, debates, or oral history interviews. 3. Essay or reflection paper: Ask students to reflect on the ethical dilemmas surrounding the displacement of indigenous people and propose possible solutions.

Chapter	Paths to Modernization (December 2026-27)
No. of teaching days	25
Learning Outcomes	• At the completion of this unit students will be able to • Deduce the histories of China and Japan from the phase of imperialism to modernization • Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. • Analyse the domains of Japanese nationalism prior and after the Second World War. • Comprehend the history of China from colonization to era of socialism • Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism. • To analyse the Chinese path to modernization under Deng Xiaoping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.
Previous Knowledge Testing	• How did new cities and towns emerge in various Continents? • Name the countries which were dominating others • What were the reasons for their domination? • List some of the East Asian Countries
Pedagogical Strategies	1. Lecture and discussion: Introduce the concept of modernization and engage students in discussions to encourage critical thinking. 2. Case studies: Present examples of countries or regions that pursued different paths to modernization, such as Japan, India, or China, and facilitate group discussions on their approaches and outcomes. 3. Multimedia presentations: Use visual aids, videos, and infographics to illustrate the various paths to modernization and their consequences.
Group activities	1. Debate: Divide students into groups and assign them different perspectives on the paths to modernization, such as traditionalists, reformists, or Westernizers, and conduct a structured debate. 2. Comparative analysis: Form small groups and assign each group a different country or region that pursued a specific path to modernization. Have them compare and contrast the experiences and outcomes. 3. Panel discussion: Organize a panel discussion with representatives from different fields, such as economics, politics, and culture, to discuss the challenges and benefits of modernization.
Interdisciplinary Linkage	1. Economics: Examine the economic factors and policies that influenced the paths to modernization, such as industrialization, trade, and investment. 2. Sociology: Study the social changes that occurred during the process of modernization, including urbanization, changes in family structure, and shifts in gender roles. 3. Political Science: Analyze the political ideologies and governance systems that accompanied different paths to modernization. 4. Cultural Studies: Explore the impact of modernization on cultural identities, traditions, and cultural exchange between societies.

Resources, including ICT	1. Textbooks and reference materials on the history of modernization and specific case studies. 2. Documentaries and videos showcasing the modernization processes in different countries or regions. 3. Online databases and academic articles providing in-depth analysis of the paths to modernization.
SDGs	1. Goal 8: Decent Work and Economic Growth - Analyzing the impact of modernization on employment opportunities and economic development. 2. Goal 4: Quality Education - Examining educational reforms and the role of education in the modernization process. 3. Goal 10: Reduced Inequalities - Assessing the impact of modernization on social inequalities and inclusivity.
Assessment items	1. Essay or research paper: Assign students to write an essay or research paper on a specific path to modernization, analyzing its causes, outcomes, and challenges.

Assignments	• Who were Shoguns? • Who was Fukuzawa Yukichi? • Discuss any two reasons for Russia-Japanese War. • What do you understand by people's communes of China? • What was the main diet of the Japanese? • What were the results of the First Opium War? • Describe the main features of the Treaty of Nanking. • What major reforms did America bring during its occupation of Japan? • What was the Long March? What were the consequences? • What were the causes of Chinese Revolution? • Discuss the economic developments made in China under Mao Zedong.
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January 2026-27	Revision of Syllabus & assessment of Project work will be done
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