

CLASS VI
SOCIAL SCIENCE
LESSON PLAN

CHAPTER 1: LOCATING PLACES ON THE EARTH

Topic

Locating Places on the Earth

P.K. Testing

The teacher will assess students' prior knowledge by asking questions about directions, maps, globes, and places they have visited. Students will identify north, south, east, and west and discuss how they find locations while travelling.

Specific Learning Outcomes

Students will be able to:

Understand the importance of maps and globes.

Identify latitudes and longitudes.

Locate important places on a map.

Use map symbols and directions effectively.

Develop geographical awareness and map-reading skills.

Experiential Learning

Students will locate their hometown, state, and country on a globe and atlas. They will prepare a simple map of their classroom or school campus and identify important landmarks.

Art Integration

Students will create colourful maps using symbols and legends. They will prepare a 3D globe model using paper or clay.

Infusion of Life Skills

Observation skills

Spatial understanding

Critical thinking

Problem-solving

Decision-making

Resources Used

Textbook, atlas, globe, wall maps, smart board, worksheets, flashcards.

Sustainable Development Goals

SDG 4 – Quality Education Promotes geographical literacy and global awareness.

Assessment

Map marking activity

Oral questioning

Worksheet

Group discussion

Notebook work

Feedback and Remedial Teaching

Students facing difficulties in map reading will receive additional guidance through atlas activities, peer support, and repeated practice.

Inclusive Practices and Participation

Visual aids, tactile maps, peer learning, and differentiated instruction will ensure participation of all learners.

CHAPTER 2: OCEANS AND CONTINENTS

Topic

Oceans and Continents

P.K. Testing

Students will name the continents and oceans they already know and discuss their significance.

Specific Learning Outcomes

Students will:

Identify seven continents and five oceans.

Understand their location and characteristics.

Appreciate the importance of oceans for life on Earth.

Develop global awareness.

Experiential Learning

Students will use a globe to identify continents and oceans and participate in map-based activities.

Art Integration

Preparation of a colourful world map and 3D Earth model.

Infusion of Life Skills

Observation

Environmental awareness

Analytical thinking

Cooperation

Resources Used

Globe, atlas, maps, charts, smart board, textbook.

Sustainable Development Goals

SDG 14 – Life Below Water Highlights the importance of conserving oceans and marine resources.

Assessment

Map work, quizzes, worksheet activities, and oral presentations.

Feedback and Remedial Teaching

Additional map practice and visual demonstrations will be provided.

Inclusive Practices and Participation

Mixed-ability groups and visual learning aids will ensure active participation.

CHAPTER 3: LANDFORMS AND LIFE

Topic

Landforms and Life

P.K. Testing

Discussion on mountains, plains, deserts, plateaus, and their features.

Specific Learning Outcomes

Students will:

Identify major landforms.

Explain how landforms influence human activities.

Compare different geographical regions.

Understand the relationship between humans and their environment.

Experiential Learning

Students will observe local landforms and prepare clay models showing mountains, plateaus, plains, and valleys.

Art Integration

Landscape drawings and clay modelling activities.

Infusion of Life Skills

Environmental awareness

Creativity

Observation

Critical thinking

Resources Used

Charts, videos, maps, clay, textbook.

Sustainable Development Goals

SDG 15 – Life on Land

Assessment

Project work, worksheets, oral questioning, and model presentation.

Feedback and Remedial Teaching

Visual explanations, videos, and peer support will help learners understand concepts.

Inclusive Practices and Participation

Hands-on activities and collaborative learning will cater to diverse learning needs.

CHAPTER 4: TIMELINE AND SOURCES OF HISTORY

Topic

Timeline and Sources of History

P.K. Testing

Students discuss family history and old objects preserved at home.

Specific Learning Outcomes

Students will:

Understand the concept of chronology.

Identify primary and secondary sources.

Create simple timelines.

Appreciate the importance of historical evidence.

Experiential Learning

Students will prepare a personal timeline showing important events in their lives.

Art Integration

Designing colourful timelines and history charts.

Infusion of Life Skills

Organization

Critical thinking

Observation

Research skills

Resources Used

Photographs, charts, videos, textbook.

Sustainable Development Goals

SDG 4 – Quality Education

Assessment

Timeline activity, oral questions, worksheets, and project work.

Feedback and Remedial Teaching

Additional examples and guided activities will be provided.

Inclusive Practices and Participation

Visual materials and peer collaboration will support all learners.

CHAPTER 5: INDIA, THAT IS BHARAT

Topic

India, That is Bharat

P.K. Testing

Students discuss India's diversity in language, food, dress, and culture.

Specific Learning Outcomes

Students will:

Understand India's cultural and geographical diversity.

Appreciate national identity and heritage.

Develop respect for different cultures and traditions.

Experiential Learning

Students prepare presentations on different states of India and their unique features.

Art Integration

Collage of national symbols, monuments, and cultural practices.

Infusion of Life Skills

Respect

Tolerance

Cooperation

National integration

Resources Used

Maps, charts, videos, textbook, photographs.

Sustainable Development Goals

SDG 16 – Peace, Justice and Strong Institutions

Assessment

Quiz, presentations, and project work.

Feedback and Remedial Teaching

Discussion-based learning and reinforcement activities.

Inclusive Practices and Participation

Every student gets an opportunity to share cultural experiences.

CHAPTER 6: THE BEGINNINGS OF INDIAN CIVILIZATION

Topic

The Beginnings of Indian Civilization

P.K. Testing

Discussion on ancient settlements and early human life.

Specific Learning Outcomes

Students will:

Learn about the Indus Valley Civilization.

Understand town planning and trade.

Appreciate the achievements of ancient civilizations.

Experiential Learning

Virtual museum visit and artefact observation.

Art Integration

Drawing seals, pottery, and ancient city layouts.

Infusion of Life Skills

Curiosity

Appreciation of heritage

Observation skills

Resources Used

Videos, pictures, maps, textbook.

Sustainable Development Goals

SDG 11 – Sustainable Cities and Communities

Assessment

Worksheets, projects, and oral questioning.

Feedback and Remedial Teaching

Visual aids and storytelling methods will be used.

Inclusive Practices and Participation

Activity-based learning and peer support.

CHAPTER 7: INDIA'S CULTURAL ROOTS

Topic

India's Cultural Roots

P.K. Testing

Students discuss traditions and cultural practices followed in their families.

Specific Learning Outcomes

Students will:

Understand cultural heritage.

Recognize the importance of traditions.

Appreciate cultural diversity.

Experiential Learning

Collection of information about local traditions and customs.

Art Integration

Traditional folk art and craft activities.

Infusion of Life Skills

Respect for diversity

Cultural awareness

Empathy

Resources Used

Videos, charts, local examples, textbook.

Sustainable Development Goals

SDG 11 – Sustainable Cities and Communities

Assessment

Presentations, projects, and class discussions.

Feedback and Remedial Teaching

Teacher guidance and collaborative learning.

Inclusive Practices and Participation

Students from diverse backgrounds share cultural experiences.

CHAPTER 8: UNITY IN DIVERSITY

Topic

Unity in Diversity

P.K. Testing

The teacher initiates a discussion on different languages, foods, festivals, dresses, and traditions followed by students' families. Students share experiences of celebrating festivals and interacting with people from different regions.

Specific Learning Outcomes

Students will be able to:

Understand the meaning of diversity and unity.

Identify different forms of diversity in India.

Explain how diversity strengthens the nation.

Develop respect and appreciation for different cultures and traditions.

Recognize the importance of national integration and social harmony.

Experiential Learning

Students participate in a "Cultural Exchange Day" where groups represent different states of India. They present information about food, dress, language, dance, and festivals of their assigned state. Students also collect information from neighbours or relatives belonging to different cultural backgrounds.

Art Integration

Preparation of "Unity in Diversity" posters.

Drawing traditional costumes of different states.

Making collages depicting India's cultural diversity.

Creating charts on famous festivals celebrated across India.

Infusion of Life Skills

Respect for diversity

Tolerance

Empathy

Communication skills

Cooperation and teamwork

Social awareness

Resources Used

Textbook, maps, charts, photographs, internet resources, smart board, newspaper articles, videos on Indian culture.

Sustainable Development Goals

SDG 10 – Reduced Inequalities Promotes equality, inclusion, and respect for diversity.

SDG 16 – Peace, Justice and Strong Institutions Encourages peaceful coexistence and social harmony.

Assessment

Oral questioning

Poster making

Group presentation

Quiz

Reflection writing

Worksheet-based evaluation

Feedback and Remedial Teaching

Students struggling to understand the concept will be given additional examples from daily life. Visual aids, stories, and videos highlighting cultural diversity will be used. Peer learning and group discussions will reinforce concepts.

Inclusive Practices and Participation

Students from diverse cultural backgrounds will be encouraged to share experiences. Group activities will ensure equal participation. Visual and multilingual resources will support learners with varied needs.

CHAPTER 9: FAMILY AND COMMUNITY

Topic

Family and Community

P.K. Testing

Students discuss their family members, responsibilities, and community helpers they interact with daily.

Specific Learning Outcomes

Students will be able to:

Understand the importance of family and community.

Identify different family structures.

Explain the role of community in daily life.

Develop respect for family values and social relationships.

Appreciate cooperation and mutual support.

Experiential Learning

Students prepare a family tree and interview family members regarding their responsibilities. They observe the work of community helpers and discuss their contribution to society.

Art Integration

Family tree preparation.

Community helper collage.

Drawing neighbourhood scenes.

Creating appreciation cards for community workers.

Infusion of Life Skills

Empathy

Responsibility

Cooperation

Respect

Communication skills

Social awareness

Resources Used

Family photographs, charts, textbook, videos, flashcards, worksheets.

Sustainable Development Goals

SDG 3 – Good Health and Well-being Promotes healthy family and community relationships.

SDG 4 – Quality Education Encourages social understanding and responsible citizenship.

Assessment

Family tree project

Oral questioning

Observation of participation

Worksheet

Group discussion

Feedback and Remedial Teaching

Students requiring support will receive guidance through storytelling, role play, and visual examples. Additional discussion sessions will be conducted.

Inclusive Practices and Participation

Respect for all family types and backgrounds will be maintained. Every learner will have equal opportunities to participate and express opinions.

CHAPTER 10: GRASSROOTS DEMOCRACY – PART I: GOVERNANCE

Topic

Grassroots Democracy – Governance

P.K. Testing

Students discuss school leadership, class monitors, and decision-making processes.

Specific Learning Outcomes

Students will be able to:

Understand the concept of democracy.

Explain the importance of citizen participation.

Identify democratic values.

Understand governance at the local level.

Develop awareness of rights and responsibilities.

Experiential Learning

Students conduct a mock election for class representatives and observe democratic decision-making through role play activities.

Art Integration

Poster on democratic values.

Flowchart of democratic processes.

Slogan writing on democracy.

Infusion of Life Skills

Leadership

Decision-making

Critical thinking

Responsibility

Teamwork

Resources Used

Textbook, Constitution extracts, charts, election symbols, videos.

Sustainable Development Goals

SDG 16 – Peace, Justice and Strong Institutions

Assessment

Role play

Quiz

Oral questions

Worksheet

Group discussion

Feedback and Remedial Teaching

Additional explanation using real-life examples and classroom elections. Reinforcement through discussions and visual aids.

Inclusive Practices and Participation

Equal opportunity for every student to participate in discussions, elections, and presentations.

CHAPTER 11: GRASSROOTS DEMOCRACY – PART II:

LOCAL GOVERNMENT IN RURAL AREAS

Topic

Local Government in Rural Areas

P.K. Testing

Students discuss village administration and local development activities.

Specific Learning Outcomes

Students will:

Understand Panchayati Raj Institutions.

Explain the structure and functions of Gram Panchayat.

Recognize the role of local self-government.

Appreciate community participation in governance.

Experiential Learning

Students conduct a mock Gram Sabha and discuss village issues such as sanitation, water supply, and education.

Art Integration

Flowchart showing Panchayati Raj structure.

Village development posters.

Model village planning activity.

Infusion of Life Skills

Leadership

Problem-solving

Cooperation

Civic responsibility

Resources Used

Charts, videos, textbook, newspaper reports, smart board.

Sustainable Development Goals

SDG 6 – Clean Water and Sanitation

SDG 16 – Peace, Justice and Strong Institutions

Assessment

Project work

Role play

Oral questioning

Worksheet

Presentation

Feedback and Remedial Teaching

Students will be given additional case studies and examples of successful Panchayats. Teacher-guided discussions will strengthen understanding.

Inclusive Practices and Participation

All students will be assigned meaningful roles in activities and discussions.

CHAPTER 12: GRASSROOTS DEMOCRACY – PART III:

LOCAL GOVERNMENT IN URBAN AREAS

Topic

Local Government in Urban Areas

P.K. Testing

Students identify municipal services available in their locality such as roads, parks, drainage, and waste management.

Specific Learning Outcomes

Students will:

Understand urban local governance.

Explain the functions of Municipal Corporations and Municipalities.

Identify civic responsibilities.

Appreciate the importance of active citizenship.

Experiential Learning

Students conduct a survey of civic facilities in their locality and prepare a report.

Art Integration

Civic awareness posters.

Charts on municipal functions.

Model of a clean and planned city.

Infusion of Life Skills

Responsibility

Civic awareness

Problem-solving

Decision-making

Resources Used

Textbook, newspaper articles, videos, charts, smart board.

Sustainable Development Goals

SDG 11 – Sustainable Cities and Communities

Assessment

Survey report

Group discussion

Worksheet

Oral questioning

Feedback and Remedial Teaching

Additional examples and local case studies will be discussed. Visual learning materials will support understanding.

Inclusive Practices and Participation

Collaborative learning groups and differentiated activities will ensure participation of all learners.

CHAPTER 13: VALUE OF WORK

Topic

Value of Work

P.K. Testing

Students discuss occupations performed by family members and community workers.

Specific Learning Outcomes

Students will:

Understand the dignity of labour.

Appreciate the contribution of workers.

Develop respect for all occupations.

Recognize the importance of work in society.

Experiential Learning

Students interview workers such as gardeners, sanitation workers, shopkeepers, and teachers and prepare reports.

Art Integration

Poster on dignity of labour.

Thank-you cards for workers.

Occupation collage.

Infusion of Life Skills

Respect

Empathy

Gratitude

Responsibility

Social sensitivity

Resources Used

Textbook, charts, videos, interviews, worksheets.

Sustainable Development Goals

SDG 8 – Decent Work and Economic Growth

Assessment

Interview report

Poster making

Reflection writing

Oral questioning

Feedback and Remedial Teaching

Teacher will use stories, examples, and discussions to reinforce the dignity of labour and remove misconceptions.

Inclusive Practices and Participation

Students will be encouraged to respect all professions and share their experiences without prejudice.

CHAPTER 14: ECONOMIC ACTIVITIES AROUND US

Topic

Economic Activities Around Us

P.K. Testing

Discussion on goods, services, markets, and occupations observed in daily life.

Specific Learning Outcomes

Students will:

Understand economic activities.

Differentiate between production, distribution, and consumption.

Identify various occupations and economic sectors.

Explain the role of markets in everyday life.

Develop financial awareness.

Experiential Learning

Students conduct a local market survey to observe economic activities and prepare a report on goods and services available.

Art Integration

Economic cycle chart.

Market scene drawing.

Poster showing production, distribution, and consumption.

Infusion of Life Skills

Financial literacy

Decision-making

Observation

Problem-solving

Entrepreneurship awareness

Resources Used

Newspapers, charts, videos, textbook, market survey forms, smart board.

Sustainable Development Goals

SDG 8 – Decent Work and Economic Growth

SDG 12 – Responsible Consumption and Production

Assessment

Market survey report

Oral questioning

Worksheets

Group presentation

Project work

Feedback and Remedial Teaching

Students facing difficulty will be provided additional examples from local markets and daily-life situations. Revision worksheets and peer discussions will be conducted.

Inclusive Practices and Participation

Every student will participate in surveys, discussions, and presentations. Activities will be adapted according to learners' abilities and learning styles.