

Term1

(History syllabus)

CH – 1 AN APPROACH TOWARDS THE PAST

CH – 2 THE STONE AGE AND EARLIEST SOCIETIES

CH – 5 THE VEDIC AGE

CH – 1 AN APPROACH TOWARDS THE PAST

1. LEARNING OBJECTIVE –

—
To make students know why it is important to study about past as it tell us about period of human development when both written records were not available and when written records were available. History teaches us great lessons and guides us what to do and what not to do.

2. PREVIOUS KNOWLEDGE TESTING –

Teacher will ask students about how we study past and who are the people who describe the past? Why there is a need to study history?

3. VOCABULARY USED –

Archaeology – science of exploring remaining of past.

Inscriptions – written records engraved on stones.

Pre – history – period in history before invention of writing.

4. IMPORTANT SPELLINGS

Inscriptions, manuscripts, archaeologist, bhojpat

5. TEACHING AID (RESOURCES) – Smart board, coins, physical map of India etc. will be used to explain the chapter.

6. PROCEDURE –

Teacher will explain the topic ‘history and its importance’. The past has been divided by historians into two periods – prehistory and history. Sources of history will be explained by showing pictures on smart board like literary sources and archaeological. The geography of a country also plays a major role in its history. Teacher will explain the concepts of dates in history like BCE,CE,AD.

7. STUDENTS PARTICIPATION –

Students will be told to collect random coins and discuss the events happened in the year which is mentioned on the coins. Students will be asked to write about any historical place which they have visit

8. RECAPTULATION – Students will be asked various questions to know whether they have understood the chapter or not like How does the study of history help us? How do historians find about our past?

9. ASSIGNMENT –

- a) Students will be told to write a report on a visit to historical place and to solve back exercise.
- b) Study a present day coin and make a list of all the information you can gather from it . Compare it with the coins dating back to your grandparents time.



10. ART INTEGRATION –

Students drawing skills will be improved by drawing coins.

11.INNOVATIVE PEDAGOGIES – Students will be told to visit any ~~zoo to understand the~~ nature and habitat of animals to improve their knowledge regarding nature.

12.CO – SCHOLASTIC ACTIVITIES –

Travelling skills will be enhanced while visiting a zoo and writing skills will be improved while doing a diary entry.

13. LEARNING OUTCOMES – At the end of the chapter, students will be able to understand the need to study history as it helps to look the present with the past. To understand some valuable lessons from the past which can help them in their future.

CH – 2 THE STONE AGE AND EARLIEST SOCIETIES

1. LEARNING OBJECTIVE

To find out about different stages in the evolution of man and why and how stone was the most widely used material for making tools and weapons and the reason this period is known as Stone Age.

2. P.K TESTING –

Teacher will ask students How do we know about the earliest human beings? What kinds of evidences were found? How does stones helped early humans?

3. VOCABULARY USED

Depict – to show an image of something

Pressure flaking – a method of trimming edge of stone tool x

Stone age – period when humans depended on stone for their survival.

4. IMPORTANT SPELLINGS-

Paleolithic, Mesolithic, Neolithic, hominids

5. TEACHING AIDS (RESOURCE)–

Smart board, physical map of India, picture of tools

6. PROCEDURE –

Teacher will explain Stone Age and sub-periods on the basis of the type and quality of stone tools used by early humans. She will explain lower, Middle and upper Paleolithic age, how fire was discovered? Teacher will explain Mesolithic and Neolithic age, uses of rock paintings

7. STUDENT'S PARTICIPATION –

Students will be told to do a picture composition on page – 19 and describe the scene in own words, keeping in mind kinds of houses the clothing and the other activities in which the students are involved; the tools being used. Prepare a **travel brochure** to attract tourists to visit some prehistoric sites.

8. RECAPTULATION –

Teacher will ask students random questions to know much chapter in understood by the students? How did early humans make use of students during the prehistoric period? Why did the early humans lead a nomadic

9. ASSIGNMENT-

Students will be told to do a picture composition and prepare a brochure to attract tourists to visit pre-historic sites.

10. ART INTEGRATION-

Artistic **skills** of students will be improved by doing picture Composition

11. INNOVATIVE PEDAGOGIES-

By preparing travel brochure, student's innovative ideas will develop.

12. CO-SCHOLASTIC ACTIVITIES-

Artistic skills and inquisitive skills of students will be developed by Preparing a travel brochure on how to attract tourists to visit pre-historic sites.

13. LEARNING OUTCOMES-

Students will be able to know the evolution of early man and the use of stone tools and life of early man in Stone Age and how did early man discovered fire?

ch-5 VEDIC AGE

1. LEARNING OBJECTIVE-

To know more about Vedas that were composed during the period following the Indus valley civilization and life of people of vedic age.

2. P.K TESTING –

Teacher will ask students about what are Vedas, name four vedas .

3. VOCABULARY USED-

Dasa-term used for slaves in ancient India.

4. IMPORTANT SPELLINGS-

Hymn, chariot, sabha, samiti,vish .

5. TEACHING AIDS (RESOURCE)–

Smart board, pictures of Inamgaon, picture of burials.

6. PROCEDURE –

Teacher will explain what are Vedas and four vedas . What is vedic age and will explain four Vedas. She will explain about rig Vedas.

7. STUDENT'S PARTICIPATION –

Students will be told to paste pictures of Inamgaon and explain about archaeological sources and pictures of megaliths along with burial .

8. RECAPTULATION

Students will be asked various questions to know whether they have understood the chapter or not like How was the word 'vedas' been derived? Name the four Vedas. What are megaliths ?

9. ASSIGNMENT-

Students will be told to do a picture composition of Inamgaon and make table on different people speaking different languages ,type of work they do etc.

10. ART INTEGRATION-

Artistic **skills** of students will be improved by doing picture Composition.

11.CO-SCHOLASTICACTIS-

Artistic skills and inquisitive skills of students will be developed by preparing a table on Inamgaon and its features .

12. LEARNING OUTCOMES-

~~Students will be able to know about~~ Vedas, vedic age people and their lifestyle ,society and occupation.

POLITICAL SCIENCE (CIVICS)

CH1- DIVERSITY IN INDIA

CH2- DIVERSITY AND DISCRIMINATION

CH-3 TYPES OF GOVERNMENT

Chapter-1

DIVERSITY IN INDIA

1. LEARNING OBJECTIVE-

- To make students know what diversity is?
- How we can live untidily after being so different from each other.
- What diversity results into.

2. Previous Knowledge Testing

What diversity in general means ? •How is it different from discrimination ?

- What do students know about freedom struggle?

3. Vocabulary

- Globalization , diversity ,staple, discrimination

4.Important Spellings

Christianity , Portuguese, communication ,
technology, disaster , droughts

5.Explanation with Innovative Methods

- To make the things more interesting and clear innovative aids like smart class , charts can be made ,Power point can be shown on smart board

6.Procedure –

Chapter will be introduced in the class with the student participation , students will be firstly explained what diversity actually means then they will be told about that what is social and economic difference , ‘ what is meaning of unity in diversity’ and what was freedom struggles all about .

7.STUDENTS PARTICIPATION-

Student involvement will be there while discussing the chapter. They will be told to make a chart showing different cultures of different states .

8. Art and Integration With Other Domain

- Students will be told to make a diary entry on ‘ how they are different from each other by observing there surroundings, friends , neighbor etc.

9.Co-Scholastic Activity

Student will be told to draw a collage on different costumes of different States and their folk dances



10.Resources –

Classroom intellectual tools • Textbooks • Internet • Green board • Chalk and duster

11.Learning Outcome –

At the end of the chapter students will be clear about the concept of diversity,

globalization and unity in diversity.

12.Assessment

- What do you mean by term diversity ?
- Enlist some social and economic differences .
- What role did diversity played in freedo

Chapter- 2

Diversity and Discrimination

Chapter- 2

1.Objectives

- To make student understand what is discrimination and how its is different from diversity
- To make them familiar with constitution and fundamental rights and duties .

2.Previous Knowledge Testing

- What do students know about discrimination and constitution of India?

3.Vocabulary

Bias ,exploitation, prejudice, impairment, tanneries

4) IMPORTANT SPELLINGS-

Discrimination, stereotype, prejudice ,
fundamental .

5)EXPLANATION WITH INNOVATIVE METHOD –

Chapter will be explained to students by
story telling ,ppt, on smart board.

6)STUDENTS PARTICIPATION-

Simple questions will be asked to the
students. They will be told to prepare a
speech in favor of love and unity and against
discrimination and hatred .C

7)Art and Integration with other Domains

- A ROLE PLAY will be performed by the students depicting **UNTOUCHABILITY** prevailing in the society

8)Procedure

- Chapter will be explained to students by teachers along with their involvement .Students will be involved in class discussion



9) **Resources**

- Class room intellectual tools •
- Textbooks • Internet • Green board • Chalk and duster

10) Learning Outcome

- At end of the chapter students will be able to understand concepts of discrimination , prejudice and stereotype

11.) Co- Scholastic Activity

- A role play will be performed by students in the class which will enhance their acting skills and boost up their confidence level .

12)Assessment

- What** do you understand by discrimination ?
- Explain prejudice and stereotype by giving example .
- what was the effect caste based discrimination ? Is it still prevalent in society? If yes explain .

Chapter -3

TYPES OF

GOVERNMENT

1)Objective

- To make the aware what is government ?

Its functions , types and its salient feature .

- What is universal adult franchise ?

2)Previous Knowledge Testing

- What immediate thought though comes to mind of the student when word “ government” will be introduced to them
- Do they know about its function and types.
- Are they familiar with voting system.

3)Vocabulary

- Abide , electoral , illiteracy , inherit , tenure , legislature

4)Important Spellings

- Monarchy , dictatorship , judiciary , executive , impeachment

5)Explanation with Innovative Method

- Student will be shown pictures of different political party leaders and the party symbols.
- They will also be shown slides on government working and voting system



6)Procedure

- Students will be involved in the discussion by asking various general questions from them and will be told to explain their answer with examples from their surroundings .

7)Student Participation Student Participation

- Students will be asked to collect information on different types of government and make a scrap file for that and discussion will be done on the basis of that .

9)Resources • Textbooks • Intellectual aids • Internet • Green board • Chalk and duster

10)Learning Outcomes

- At the end of chapter students will be able to identify different type of government .
- They will be clear about the concepts like monarchy , democracy and universal adult franchise .

11)Co –Scholastic Activity

Student will b e told to present a small skit on

how our party leaders behave before and after election Which will develop their creative skill.

12)Assessment

- What Is government and its function ?
- Which is the best form of government in your view and why ?

BUDHA DAL PUBLIC SCHOOL
PATIALA

LESSON PLAN CLASS –VI

Term1-syllabus (GEOGRAPHY)

Chapter-1 Our Earth and Solar System

**Chapter-2 The Globe Latitudes and
Longitudes**

Chapter-3 Motions of the Earth

Chapter-5 Major Domains of the Earth

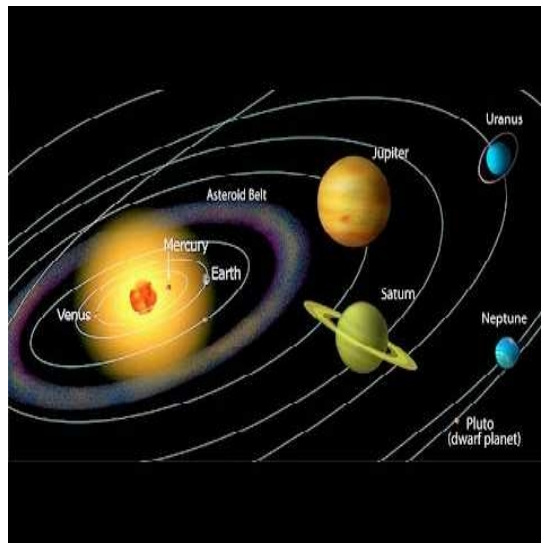
Chapter-1 Subject-Social Science (Geography)

Class-VI

Our Earth and Solar System

1) Learning Outcomes:-

- To explain the universe, the solar system, the sun, the planet, the earth, the satellites and the moon
- To discuss asteroids and comets.



2) P.K Test:-

Simple questions will be asked from the students to check their previous knowledge

- Where does the sun hide at night.
- Why does the size of moon change?
- What do you mean by Saptarishi?

3)Vocabulary Used :- Big bang, galaxy, Proxima, centauri, urea minor, dwarf

4)Important Spellings:-

Constellations, atmosphere, waning, eclipse, meteors5)

5)Explantion with innovative methods :-

- Powerpoint presentation will be shown to the students so that they come to know about

the phases of the moon

- Cutting from the magazines

6) Procedures:-

The topic will be introduced by showing some pictures related to universe as well as the milky way of galaxy. Students will be explained the meaning of the planets, Satellites, asteroids, comet. On the smart board, different visuals related with the planets topic will be explained to the students.

7) Participation of students:-

Students will be asked to sit in pairs and group discussion on the various topics will be their in the class. Students will be asked to draw a diagram of solar system in their notebooks.

8) Recapitulation:- The difficult concepts of the topic will be discussed again in the class. Following questions will be asked from the

students

Which is the closest planet to the sun?

- Which planet is also known as red planet?
- What do you mean by atmosphere?

9)Art Integration with other domain:-

Students will be asked to draw a neatly labeled diagram showing the solar system.

10)Learning Outcomes:- At the end of the chapter Students will be able to understand the concept of the universe and the solar system. They will get the knowledge of phases of the moon.

11) Resources Aids:- Smart board, Green board, powerpoint presentation, chart, Chalk and duster.

12)Co. Scholastic Activities:-

By writing a short note on the topic of “Possibilities of human settlement on the moon in future” students will be able to develop their creative and imagination skills.

13)Assessment:-

- Discuss the salient features of our planet earth.
- What are planets?
- What do you understand by the terms “Waning and waxing”?

Chapter-2

The Globe :-Latitudes and Longitudes

1)Learning Outcomes:-

- To discuss about globe, latitudes and longitudes
- To explain earth's grid, meridians, parallels.
- To explain various heat zones of the earth.

2)P.K Test:-

Model of the earth in the form of globe will be shown to the students.

A few questions related with different links (Imaginary) will be asked from them.

- What is axis?
- What is globe?



3) Vocabulary Used :-

Prime meridian, longitudes, latitudes, equator, hemisphere, Parallels, meridians.

4)Important Spellings:- Circumference, representation, measured.

5)Explantion with innovative methods :-

- A globe will be shown to the students to explain latitudes and longitudes.
- Movie will be shown “Around the world in eighty days”

6)Procedures:-

The topic will be asked to read the chapter and it will be explained with the help of smart board.

Different heat zones will be (drawn on the smart board) shown to students. MCQ will be done in the classroom .

Wonderful to know will be discussed with the students, the topic will be explained from simple to complex.

7)Participation of students:-

Students will be asked to find the names of the states of India, which lies on the tropic of cancer and also give a glimpse of their specialties culture, capital, rivers or any unique feature.

8) Recapitulation:-

Students will be asked to find out the answers of the questions given in the back exercises.

- Name any five countries located in the northern hemisphere.
- Why do different heat zones have different climates.
- What is the difference between longitudes and latitudes.

9)Art Integration with other domain:-

Students will be asked to draw the diagram of different heat zones and find out the meanings of difficult words.

10) Learning Outcomes:-

Students will be able to understand time and locating places on the globe.

11) Resources Aids:- Smart board, Globe, Green board, Chalk and duster.

12) Co. Scholastic Activities:-

By drawing picture of different heat zones and parallels and meridians. Students will be able to develop their creative and artistic skills. A quiz will also be arranged in the class.

13) Assessment:-

- What is International date time?
- Discuss the importance of longitudes.
- Why does the time in a place not depend on its latitude?

Chapter-3 Subject-Social Science (Geography) Class-VI Motions of the Earth

1) Learning Outcomes:-

- To understand the concepts of Revolution and Rotation.
- To Learn about summer and winter solstice.
- To get knowledge about the effects of Revolution and Rotation.

2) P.K Test:- As the students have read about Rotation and Revolution in earlier class. So, Simple questions will be asked to check their previous knowledge,

- What do you mean by Rotation?
- What is Revolution?



3)Vocabulary Used :- Aphelion, equinoxes, perihelion, Axis, Solstices, rotation, revolution, planet, hemisphere.

4)Important Spellings:- Illumination, inclination, ellipse, vertically convenience

5). Explantion with innovative methods :-

- Storycase- The Mystery of the Midnight Sun. • Chart-Diagram of the Revolution of the earth and the seasons.
- Cuttings from Newspaper about the timings of sunrise and sunset.

6)Procedures:-

The topic will be introduced by showing a diagram of Rotation and Revolution on the Green Board. An Activity will be performed in the class with a candle and a globe, so that students will understand the concept of day and night. On the smart board different visuals related with the phenomenon of seasons caused by Earth's Revolution will be explained to students.

7)Participation of students:- Students will be asked to draw the circle of illumination on their notebooks. They will be asked to note down the timings of sunrise and sunset for a week and find out how the length of the day varies from day to day.

8)Recapitulation:- The difficult concepts of the topic will be discussed again in the class. Students will answer the following questions.

- What do you mean by the circle of illumination? • Why do the places near the equator have equal days and equal nights?

9)Art Integration with other domain:-Drawing an ellipse-Material required- Nails, drawing board, pencil and string Students will be asked to write a short story on Arya bhatta with the help of internet and other books.

10) Learning Outcomes:-

At the end of the chapter students will be able to understand the concepts of rotation and revolution. They will get knowledge about cycle of season.

11) Resources Aids:-

Smart board, Green board, Chalk ,duster and chart.

12) Co. Scholastic Activities:-

By writing a short story on Arya bhatta, students will be able to develop their creative and imagination skills. There will be class discussion on the topic “ The Earth rotates on its axis without delay: what do you learn from this quality of the Earth”?

13) Assessment:-

- What are the effects of revolution?
- Why are the Sun's rays never vertical on the arctic circle?
- List two factors responsible for the phenomenon of seasons.

Major Domains of the Earth

1) Learning Outcomes:-

- To Know about lithosphere, atmosphere and hydrosphere
- To Learn about seven continents , five oceans
- To understand the composition and importance of atmosphere.

2) P.K Test:- A few simple questions about the earth will be given to students to check their previous knowledge

- Why is the earth called a unique planet?
- Which are the favorable conditions found on the earth?

3) Vocabulary Used :-

Atmosphere, Lithosphere, Hydrosphere, biosphere, continents, Isthmus, minerals.

4) Important Spellings:- Landmasses, surrounded, Populous, separating, prosperous, discovered.

5) Explanation with innovative methods :- Green board, Chalk, duster, textbook, smart board, Maps and songs on ocean. Quiz on the various continents of the world

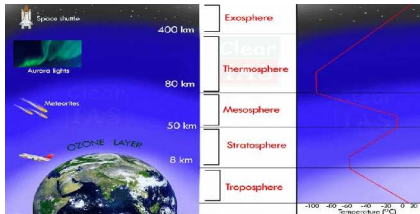
6) Procedures:- The topic will be introduced with the help of the students by discussing some features of the continent of their country (Asia). Students will read about other domains of the earth like atmosphere, Hydrosphere and biosphere, Map work will also be done in the class in which students will locate different continents on the world physical Map. With some animations given on smart board, the topic will be given on smart board, the topic will be further explained to students.

7) Participation of students:- The class will be divided into seven groups of students corresponding to the seven continents and each group will be asked to make a list of important features of their continent. Students will be asked to make a project on water pollution and will draw on composition of Air. **Recapitulation:-** The important concepts will be discussed again in the class. Students will answer the following questions.

- Why is Africa called the ‘Great Safari’?
- Which is the largest and the smallest ocean on the earth?
- Name the five layers of atmosphere.

8) Art Integration with other domain:- Students will be asked to draw a picture of Biosphere and colour it. They will also be motivated to write a song on oceans or Mountains “O Ocean, O Ocean pacific and Atlantic, Indian and Arctic, Southern too, Southern too”

Atmosphere



Biosphere



9) Learning Outcomes:- At the end of the chapter students will learn about all the domains of the Earth. They will get knowledge about composition of the atmosphere importance

10). Resources Aids:- Smart board, diagrams, Green board, Chalk and duster.

11)Co. Scholastic Activities:- By drawing picture of biosphere and writing songs on ocean and mountain. Students will be able to develop their artistic and creative skill. A Quiz will also be arranged in the class on the topic – *Continents and Oceans*

12)Assessment:-

- Which are the five major oceans of the world?
- Write a brief note on the continent of Asia?
- Why has the world decided not to exploit Antarctica commercially?

SESSION 2020-21

CLASS VI

SYLLABUS OF SECOND TERM (HISTORY)

CH-6 EARLY KINGDOMS IN INDIA

CH-7 RISE OF NEW IDEAS AND RELIGIONS

CH-10 FLOWERING OF TRADE AND RELIGION

CH-6 EARLY KINGDOMS IN INDIA

1) TOPIC OBJECTIVE

To understand about how rulers were being chosen in the past and to learn about the social, political and economic life of people in the 6th century BCE.

2) P.K TESTING-

As the students have read about the Janas in the previous chapter, so questions like Who were Janas? What change comes in the lives of people in the late Vedic age?, will be asked from them.

3) VOCABULARY

Kammakaras, Ashvamedha, sangha, varna, janapadas, Mahajanapadas

4) IMPORTANT SPELLING

Archaeologists, fortifications, labourers, prevailed, monarchical.

5) INNOVATIVE METHODS

Case study on Magadha and Vajji will be discussed; map work to explain the location of mahajanapadas in the states of modern India will be done.

6) PROCEDURE

The topic will be introduced by showing images of horse sacrifices (Ashvamedha) to make students understand the rituals of early times. Janapadas and mahajanapadas will be discussed in the class .students will be told to read about other sub-topics like taxes and improved agriculture which helped to make Janapadas as mahajanapadas.

7) STUDENTS PARTICIPATION

Students will be told to draw the pictures of four varnas indulged in different occupations. Students will be told to mark some Janapadas and mahajanapadas on the political map of India.

8)RECAPTULATION

Students will be told to solve back exercise questions, MCQ, fill ups, match the following. A few short questions will be asked like What were the sources of information about early kingdoms of India? , What does the word Janapadas and mahajanapadas literally mean?

9) ASSIGNMENT

A few questions will be asked from students to assess their understanding of the topic like How was tax collected from the people?, How was trade carried on?

10) ART INTEGRATION

By drawing the pictures of four varnas , students will get knowledge of that early society and different occupations.

A diary entry – students will be told to imagine themselves as asking of later Vedic age who have attended an Ashvamedha yajna performed by a neighbouring king and write a diary entry on it.

11) RESOURCES-

Text book, jataka tales, smart board, map .

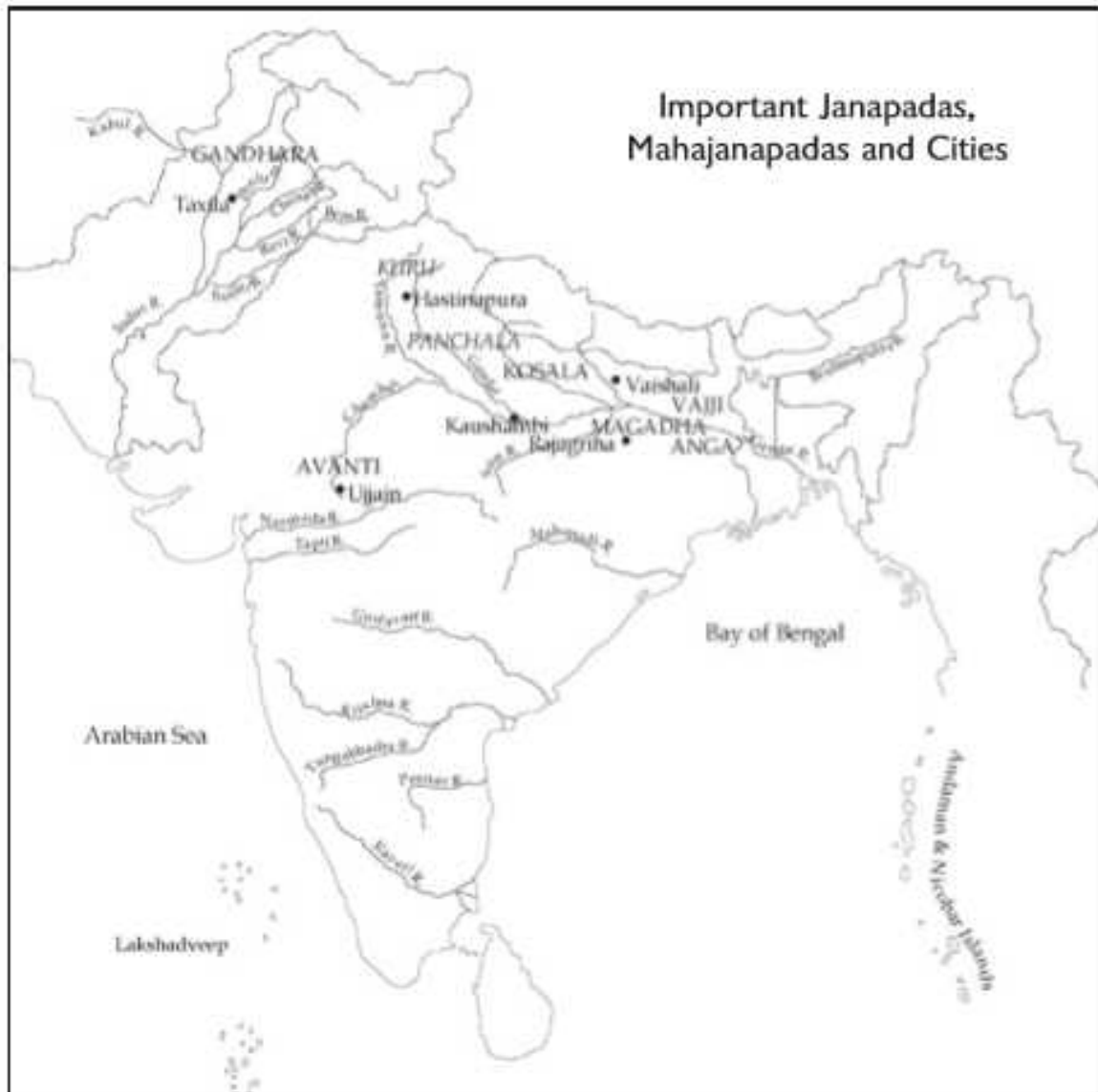
12) CO-SCHOLASTIC ACTIVITIES

Artistic skills will be developed by writing a diary entry and their thinking skills and creativity will develop.

13) LEARNING OUTCOMES

At the end of the chapter, students will be able to understand the major factors that led to the rise of monarchies and republic later vedic age.

Important Janapadas, Mahajanapadas and Cities



Ch-7 RISE OF NEW IDEAS AND RELIGIONS

1)OBJECTIVE

To understand about the new religious systems and ideas that emerged in the 6th century BCE.

2)PK TESTING

To check the previous knowledge of the students, a few questions will be asked like who was GAUTAM BUDDHA?, By whom did the religion Buddhism was found?

3)VOCABULARY

Ahimsa, sermon, upanishad, bhikkhus, meditation, brahmacharya, vanaprastha, grihastha.

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4IMPORTANT SPELLINGS-

Philosophy, devotion, preached, prosperous, opportunities

5) *INNOVATIVE METHOD* Class will be divided into groups and a power point

presentation will be prepared on the similarities and differences between Buddhism and Jainism.

6) *PROCEDURE*

The topic will be started by showing some images of Buddhist sangha and monasteries on the smart board. Causes behind the rise of new religions will be explained to students. Teachings of Buddha and mahavira will be discussed in the class .ppt will be used to further explain the topic.

7) *STUDENTS PARTICIPATION*

Students will be asked to perform role play based on the jataka stories of Buddhism.

8) *RECAPTULATION-*

Students will be asked to answer the following questions like what were the main causes for the origin of new religions. What were the Upanishads? How did Jainism spread?

9)ART INTEGRATIONRole play will be performed in the class on the stories of Buddha by students.

10) LEARNING OUTCOMES-

At the end of the chapter, students will learn about the new religion Buddhism and Jainism and about the pioneers of these religions.

11) RESOURCES

Images of Buddhist sanga and monasteries on smart board, text books, jataka tales.

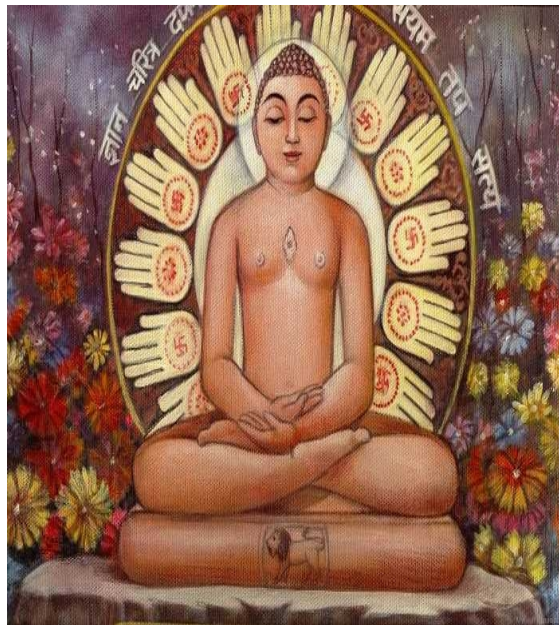
12) CO-SCHOLASTIC SKILLS-

Through role play, acting skills will be developed, confidence level will be enhanced and students will come out their comfort zone. It will also build up their other qualities like cooperation and team work.

13) ASSESSMENT By giving some questions as assignment, the

understanding of the chapter will be assessed like what are the four noble truths preached by the Buddha? What were the different stages of Asharamas?

LORD BUDDHA LORD MAHAVIRA



CH 10 FLOWERING OF TRADE AND RELIGION

1.OBJECTIVE

To learn about the social life under the Cholas, pandyas, satavahanas, etc. and the spread of Buddhism

2) P.K TESTING-

Students will be asked a few questions like what was silk route? Name important cities through which the silk route passed?

3) VOCABULARY

Monasteries, pilgrim, patronage, monk etc.

4) IMPORTANT SPELLINGS

Literature, prominence, sculpture, prosperous etc.

5) INNOVATIVE METHODS – *Students will be guided to make a project on the nalanda a unique centre of Buddhist learning.*

6) PROCEDURE

The topic will be started by showing the images of roman gold coins and kushana gold coins. Roman trade and its story will be discussed in the class. Students will be asked to read three kingdoms of Tamil region. On the physical map of world, the silk route will be shown through smart board. After asking a few questions on Buddhism, its spread will be explained to students along with the beginning of bhakti.

~~7) STUDENTS PARTICIPATION~~

A Class activity will be organized in the class in which students will make list of six things that they purchased from the market and will find out which of these items are made in the city they live in and which of these are brought by traders from other areas .

8) RECAPTULATION

Students will be told to do MCQ, fill in the blanks and true false for recapitulation. Important points will be discussed again.

9) ART INTEGRATION

Students will be asked to draw and point the picture of Gautama Buddha.

10) LEARNING OUTCOME

At the end of the chapter, student's will be know about the social life under the Cholas, pandyas and satavahanas.

11) RESOURCES

Text book, world physical map and smart board

12) CO-SCHOLASTIC SKILLS

Student's artistic skills and creativity will be enhanced by drawing pictures of Gautama Buddha.

14) ASSESSMENT-

Few questions will be asked like Why the silk route was named so? What were the changes that Buddhism underwent during this time?



SESSION 2020-21

CLASS VI
SYLLABUS OF SECOND TERM

(POLITICAL SCIENCE)

CH-5 PANCHAYATI RAJ

CH-6 RURAL ADMINISTRATION

CH-7 URBAN ADMINISTRATION

CH-9 LIVELIHOOD IN URBAN INDIA

CH-5 PACHAYATI RAJ

1) LEARNING OBJECTIVES –

To make students understand about panchayat system in rural India.

2)PREVIOUS KNOWLEDGE TESTING-

Students will be asked questions like what is panchayat?

What is rural India? what kind of government functions in villages?

3)VOCABULARY-

Custom, revenue, amenities, immunization

4)IMPORTANT SPELLINGS-

Governance, punchayati raj, secretary

5)TEACHING AID-

Smart board, black board, chart of panchayati raj

6)PROCEDURE-

Teacher will explain panchayati raj and its structure with the help of gram panchayat story and all the three levels of panchayati raj with their sources of income in detail.

7) STUDENT PARTICIPATION-

Students will be told to form a group of five members as panch in panchayat and distribute duties to each of them and start working for betterment of school park.

8)RECAPTULATION-

Students will be told to do MCQ, fill in the blanks and true false for recapitulation. Important points will be discussed again.

9) ASSIGNMENT –

Teacher will give questions in homework like why is panchayati raj called local self government?

10) ART INTEGRATION-

Students artistic skills will enhanced by making structure of panchayati raj.

11) INNOVATIVE PEDAGOGIES –

School will plan a excursion to a nearby village and attend the panchayat meeting. Students will be told to prepare a presentation on village panchayat.

12) CO-SCHOLASTIC ACTIVITIES-

Students thinking and creativity skills will be enhanced by visiting villages and gathering information about panchayati raj.

13) LEARNING OUTCOMES –

At the end of the chapter, students will be able to know about rural administration of village panchayat.

(POLITICAL SCIENCE)

CH – 6 RURAL ADMINISTRATIONS –

1) LEARNING OBJECTIVES –

To know about rural administration and its structure in India its judicial administration

2) P.K TESTING –

- 3) *Students will be asked that how country is divided for administration? How each state is divided for administrative convenience? Which officers look after law and orders and land records?*

3)VOCABULARY USED

Administration, commotion, dispute, pretext

4) IMPORTANT SPELLINGS – *Superintendent of police, district collector, tehsildar, patwari*

5)TEACHING AID –

Khasra record of land, smart board, black board, documentary on land disputes and Hindu Amendment Act.

6)PROCEDURE –

Teacher will explain students about how land and order is maintained, What is the role of police and who and why land records are maintained, civic amenities and its development Hindu Amendment Act 2005; judicial administration of villages, at district level and who deals with civil and criminal cases

7) STUDENTS PARTICIPATION –

Students will be told to solve exercises at the Back of textbook, role of a judge and a lawyer, role play of police and group discussion on Tehsildar and Patwari.

*8) RECAPTULATION – Students will be asked questions like
Who maintains law
and order in districts? Who maintains land records?
Differentiate between a Patwari and Tehsildar*

9) ~~ASSIGNMENT~~ –

*Students will be told to solve questions and prepare a
rough Khasra record of a land.*

10) ART INTEGRATION –

*Student`s artistic skills will be developed by preparing a
Khasra record of land*

*~~11) INNOVATIVE PEDAGOGIES~~ – With documentary
movies, student`s thinking skills and
observation will be enhanced. Their inquisitive thinking
will be developed in group discussions*

12) CO – SCHOLASTIC ACTIVITIES –

*Artistic skills will be developed in making Khasra record,
theatrical skills will be developed in a role play and
leadership qualities will be enhanced in group discussion*

13) LEARNING OUTCOMES –

At the end of the chapter, students will be able to know about rural administration and its functions, How land and order is maintained and who makes land records? Etc

A SAMPLE OF KHASRA RECORD

भुंइयां कार्यक्रम

इलेक्ट्रॉनिक आवेदन दिनांक : _____

भूमि कर ब्यौरा हेक्टेयर में एवं करों का ब्यौरा रुपये पैसों में फसल की जानकारी पिछले वर्ष की है खाना 5 से 11 खरीफ की जानकारी---- की है। खाना 5 से 11 रबी की जानकारी---- की है।

फार्म P-II खसरा

जिला : रायपुर तहसील : रायपुर रा नि.मं : धरसीवा - एक पहल : काम : गोमची

				क्षेत्रफल जिसमें वर्ष के दौरान फसल उगाई गई			पड़नी का क्षेत्रफल				
खसरा क्र.	क्ष. फ. (और भूमि खातों में सम्मिलित होते उसका वर्णन)	कच्चेदार का नाम, उसके पिता का नाम या पति का नाम तथा निवास स्थान, अधिकार जिसके अंतर्गत भूमि धारण की गई और दाय राजस्व का लगान	किसी भूमि-स्वामी या पड़ेदार या किसी मौसमी काश्तकार के उप पड़ेदार का नाम, पिता का नाम, लगान या पड़े की रकम और उप-पड़े पर दिये गये भाग का क्ष. फ.	फसल का नाम	फसल	दु-फसली क्ष. फ.	चावल वर्ष की पड़ती	2 से 5 वर्ष तक की पड़ती	अन्य पड़ती अर्थात् 5 वर्ष से अधिक	खात के बाहर के क्षेत्रों में बोई गई फसल का नाम तथा क्ष. फ.	कीफ-यत
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)

CH –7 URBAN ADMINISTRATION

1)LEARNING OUTCOMES –

To know about urban administration in cities and towns, municipality and municipal corporations and their difference.

2)P.K TESTING –

Teacher will introduce the chapter through a picture composition given in the book before the chapter starts and teachers will ask questions like – Who maintains public properties? Who takes care of civic amenities in towns and cities?

3)VOCABULARY USED – Corporation, council, epidemics, octroi

4)IMPORTANT SPELLINGS – Committees, corporations, councilor, crematoriums

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5)TEACHING AID – Smart board, bins to sort out garbage, black board

6)PROCEDURE – The teacher will explain the topics urban self government, cities with large population have municipality, its source of income, Nagar panchayat.

7)STUDENTS PARTICIPATION – Students will be told to participate to do role play given in the beginning of the chapter, to do a survey in their area of the local bodies, complete the activity of gathering information about municipal council and to compare it with any village panchayat

8)RECAPULATION – Students will be asked questions after the chapter is completed like – How elections are done in Municipal Corporations? Who are sub – contractors in Municipal Corporation? What are the functions of Municipal Corporation?

9)ASSIGNMENT –

Students will be told to do activity of gathering information about Municipality and village panchayat. Students will be told to find out what measures the government adopted to secure the lives of poor homeless and to protect them from exploitation

Students will be told to maintain two divisions at home both for biodegradable and non – biodegradable waste

10)ART INTEGRATION – *Students thinking skills as well as creative skills will be enhanced when they would be told to sort out garbage bins.*

11)INNOVATIVE PEDAGOGIES –

Role play of kids playing in the garden to know about role of social self bodies

12) CO – SCHOLASTIC ACTIVITIES

Creative skills will be developed by sorting out bins,

SCHOLASTIC ACTIVITIES

– Creative skills will be developed by sorting out bins,

Creative skills will be developed by sorting out bins, survey is done for inquisitive skills will be developed gathering

information about Municipality and village

panchayat inquisitive skills will be developed when survey is

done for gathering information about Municipality and

village gathering information about Municipality and village

13) LEARNING OUTCOMES

At the end of the chapter, students and understand role of local self government in towns and CITIES.

CH – 9 LIVELIHOOD IN URBAN INDIA

1)LEARNING OBJECTIVE –

To know about livelihood in urban areas – life of a domestic help, how people earn in the market, on the street, in office area and in factory area.

2)P.K TESTING –

Students will be asked questions like- What do people do to earn in rural and urban areas? Why people migrate from rural to urban areas?

3)VOCABULARY USED –

Dismantle, errands, industrialist, prohibited, vendor, supervisor

4)IMPORTANT SPELLINGS –

Industrialists, aptitude, wholesale, opportunity

5) TEACHING AID –

Smart board, black board, chart of different occupations of rural and urban areas.

6) PROCEDURE –

Teacher will explain occupations of domestic maid, vendors, business, labourers etc. How these people earn income, although people perform varied tasks, yet they are dependent on each other

7) STUDENTS PARTICIPATION –

Students will be told to visit a market that has street vendors, pavement shops and even a mall. Compare their quality of products, display the difference in the buyers and sellers of all the shops, Make a table showing different occupations and comparing their nature work, working area, earning, job security, self employed or employed.

8)RECAPTULATION –

Students will be asked questions like – Why do the police force vendors to dismantle their shops? What is a labour chowk? How did business person set up his shops? Describe the girl`s experience in the streets? Why people move from rural to urban areas? What should be your attitude towards your domestic help or the roadside vendors?

9)ASSIGNMENT –

Students will be told to do all the back exercises of the chapter, fill in the blanks and to complete the table given at the back of the chapter

10) ART INTEGRATION –

Student`s theatrical skills will be enhanced by playing role plays of teesta and ahan.

11) ~~INNOVATIVE PEDAGOGIES –~~

Students will be told to do a role play to understand the nature of activities done in urban areas to earn livelihood.

12) CO – SCHOLASTIC ACTIVITIES –

Theatrical skills and inquisitive skills will be enhanced in role plays and skills will be developed in the market, when students will ask questions from different vendors, shopkeepers.

13) LEARNING OUTCOMES –

Students will be able to understand how people earn livelihood in urban areas and it depends upon their skills, observation and experience



STREET VENDORS SHOPKEEPER

SESSION 2020-21

CLASS VI

SYLLABUS OF SECOND TERM

(GEOGRAPHY)

CH-6 MAJOR LANDFORMS OF THE EARTH

CH-7 INDIA-LOCATION, POLITICAL AND PHYSICAL
DIVISION

CH-9 INDIA – NATURAL VEGETATION AND WILDLIFE

GEOGRAPHY CH-6 MAJOR LANDFORMS OF THE EARTH

1)TOPIC OBJECTIVETo find about variations on the land surfaces of the earth

known as landforms, external and internal forces which leads to formation of mountains, plateaus and plains.

2)P.K TESTINGQuestions like- Why earth's surface differs from place to place? ~~Is earth flat or leveled?~~ What types of landforms are available? will be asked to introduce the chapter.

3)VOCABULARYAggradation, degradation, glaciers, relief.

4)IMPORTANT SPELLINGTectonic forces, Aravallis, Mount Fujiyama, plateau, Indo-Gangetic plains.

5) TEACHING AIDA chart showing pictures of different landforms, world

map showing distribution of major landforms, smart board, blackboard etc.

6) PROCEDURE Teacher will introduce the topic by explaining types of forces that lead to formation of different landforms of the earth like- mountains; plateaus; plains –Types of mountains and their formation will be explained, Plateaus- its features and type, plains and its formation.

7) STUDENTS PARTICIPATION Students will be asked to collect real pictures of different landforms like mountains, plateaus, plains and paste it on a chart and explain its features. On a map of world, mark Himalayas ,Aravallis ,Prairies, Deccan& Tibetan plateau etc.

8) RECAPTULATION Students will be asked different questions to know how

much chapter is understood like: Why plains are densely populated? Why is the life on mountains difficult? How are plains formed? How do landforms affect the life of human beings?

9) ASSIGNMENT Students will be asked to solve back exercise questions?

Keywords and chart on major landforms and mark landforms on outline map of world.

10) ART INTEGRATION Role play on different landforms will be performed collect

information from internet to know different volcanic mountains of the world. Outline map of world will be filled.

11) *INNOVATIVE PEDAGOGIES* Maps will be used to make students understand the concept of landforms. surfing the internet to know more about land forms-[http://www.buzzle.com/articles /typesof-landforms.html](http://www.buzzle.com/articles/typesof-landforms.html)

12) ~~CO-SCHOLASTIC ACTIVITIES~~ Acting skills will be developed during role play and artistic skills will be developed by making map.

13) *LEARNING OUTCOMES-*

At the end of the chapter ,students will be able to understand types of landforms and how they are formed and we should not waste our natural resources as they belong to our future generations.

DIFFERENT LANDFORMS



CH-7 INDIA- LOCATION , POLITICAL AND PHYSICAL DIVISIONS

1) *TOPIC OBJECTIVE* To know Why India is a unique country. It has varied geographical features, different climatic conditions, soils and vegetation. , India's political and administrative divisions.

2) *P.K TESTING* – Teacher will ask, What makes our country so distinct and

unique with a great variety on different counts?

3) *VOCABULARY* – Delta, peninsula, lagoon, tributary, alluvial deposits 4) *IMPORTANT SPELLINGS* –

Subcontinent, Karakoram Range, Kanchenjunga

5) *TEACHING AIDS* – Internet link

http://en.wikipedia.org/wiki/Geography_of_india, outline map of India, smart board, black board, and text book will be used.

6)PROCEDURETeacher will introduce topic and explain its geographical

location, India's neighbours, physical divisions like northern plains, great India desert, peninsular plateau, the coastal plains and island.

7)STUDENT'S PARTICIPATION – Students will be told to fill all political divisions (states) of India on political map of India and to form groups to have group discussion on “the effect of northern mountain wall on climate of India”.

8)RECAPULATION – Students will be asked different questions to know how much the chapter is understood like what are the five main physical divisions of the sub – continent ?where is great Indian desert situated?

9) ASSIGNMENT – Students will be told to solve back exercise questions, to

fill outline map of India, and write a diary entry, describing the journey of any trip, focusing on the changing landscape, climate, dress and food at the states your passed through.

10) ART INTEGRATION – Group discussion will induce leadership qualities in

children. 11) INNOVATIVE PEDAGOGIES Diary entry will induce writing skills. 12) CO – SCHOLASTIC

ACTIVITIES Leadership quality will be developed during group

discussion, writing skills will be enhanced during doing diary entry.

13) LEARNING OUTCOMES At the end of the chapter, children will be able to

understand India's political and physical divisions



CH – 9 INDIA – NATURAL VEGETATION AND WILDLIFE 1)

TOPIC OBJECTIVE – To find out about the most important natural resources –

wildlife and natural vegetation 2) P.K TESTING – Teacher will ask questions like what are natural resources? What is wildlife? Why natural vegetation is important?

3) VOCABULARY – Evergreen forest, mangrove forest, wildlife sanctuary,

coniferous forest 4) IMPORTANT SPELLINGS – Deciduous, sunderbans, confidence, sanctuary 5)

~~TEACHING AIDS~~ – Smart board, ppt, internet link

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http://www.indiannetzone.com/40/natural_vegetation_india.html, blackboard, textbooks

6) PROCEDURE Teacher will explain all types of forests available in india

like tropical evergreen forests, tropical deciduous forests, desert vegetation, mountain and mangrove forests and wildlife present in India.

7) STUDENT'S PARTICIPATION – Students will be making a poster on `save rhino` or to

prepare a presentation on impact of deforestation on the environment. To surf the internet about the natural vegetation and wildlife of India. Visit to a zoo to understand wildlife

8) RECAPTULATION – Students will be asked different questions to know the understanding of the chapter like – what would happen if all the forests of India are cut down? What makes India a

JYGUGHYUHHI

land

with a variety of natural vegetation?

9) ASSIGNMENT – Students will be told to solve back exercise questions and to make a poster on `save rhino`. 10) ART INTEGRATION – By making a poster, students drawing and painting will be developed. 11) INNOVATIVE PEDAGOGIES Students will be told to visit a zoo to understand wildlife properly and to plant a tree to understand nature. 12) CO – SCHOLASTIC ACTIVITIES – Students artistic skills will be developed by making a poster, thinking skills will be enhanced by surfing internet, precautionary skills will be developed while visiting a zoo.

13) LEARNING OUTCOMES At the end of the chapter, children will be able to understand the basic concepts of all types of natural vegetation and wildlife of India.

