

ANNUAL SYLLABUS
SESSION: 2022-2023
SUBJECT: SOCIAL SCIENCE
CLASS-VI (Level 2)

| Book | Content and its mapping with Previous classes | Suggested Activities | Learning Outcome |
|------------------------------------|--|--|---|
| Social And Political Life I | Class- V Chapter-17: Across the Wall Class VI Chapter-2: “Diversity and Discrimination” Prejudice, Creating Stereotypes, Inequality and Discrimination, On being Discriminated Against, Striving for Equality. | <ul style="list-style-type: none"> • List the activities that discriminate the people on behalf of religion, Caste, Colour and Gender in your surroundings. • List three stereotypes that are prevalent in your surroundings and discuss. • Discuss on the news published in the newspaper related to discrimination. • Conduct activities to minimize or abolish discrimination and stereotype practise prevalent in society. • Conduct such activities which promotes equality, respect of others opinion and cultural diversity. • Please see the worksheet no. 120B. (Class V) • Please see the worksheet no 20,21 and 25. (Class VI) | <ul style="list-style-type: none"> • Understands the importance of diversity in a society and how discriminatory experiences exist in our society. Understands the nature and sources of various forms of discrimination. • Is able to appreciate how despite diversity a nation stands united. |
| Social And Political Life I | Chapter-5: “Panchayti Raj” Gram Sabha and Its functions, Gram Panchayat, Functions of Panchayat and Sources of Income of Panchayat, Various Levels of Panchayat. | <ul style="list-style-type: none"> • Discuss the function of the Gram Sabha and Panchayati Raj. • Dramatization of nearby any public problem and its solution with the help of students. • Please see the worksheet no 31 to 34. | <ul style="list-style-type: none"> • Is able to identify different levels of Panchayati Raj and its working. |
| Earth: Our Habitat | Class- V Chapter-11: Sunita in Space Class VI Chapter-1: “The Earth in Solar System” Full Moon and New Moon on the basis of size of the Moon, Celestial | <ul style="list-style-type: none"> • Play the game given on Page No.–08 and 09 in the classroom. • Role plays explaining the positions of different planets in the solar system. • Make a list of planets & satellites. • Please see the worksheet no. 55B, 60B, 66B, | <ul style="list-style-type: none"> • Understands the concept of Solar System, distinguishes between stars, planets and satellites. |

| | | | |
|---------------------------|---|--|--|
| | bodies, Constellations, Planets, Our Solar Systems, Light, Speed, Satellite –Natural and Human made, Asteroids, Meteoroids, Galaxy – Milky Way. | 71B, 77B, 88B. (Class V) <ul style="list-style-type: none"> Please see the worksheet no 11 to 13.(Class VI) | |
| Earth: Our Habitat | Chapter-2: “Globe- Latitudes and Longitudes” Globe and information of different imaginary lines on the globe, Important Parallels of Latitudes, Heat Zones of Earth, Longitudes, Prime Meridian, Longitudes and Time, Why do we have standard time? | <ul style="list-style-type: none"> Models of Globe can be observed in the class. Find out latitude and longitude on a Globe. Play the game given on Page No. 17, under the head “For Fun” in classroom. Calculate the time of two places on the basis of longitudinal value. Please see the worksheet no 18, 19,22 and 23. | <ul style="list-style-type: none"> Identifies latitudes and longitudes and how they are used in locating place and time settings. |
| OUR PASTS I | Chapter-2: “From Hunting-Gathering to Growing Food” The earliest people: Why were they on the move? How do we know about these people? Making stone tools, Choosing a place to live in, Finding out about fire, A changing environment, Rock paintings The beginning of farming and herding, A new way of life, Storing animals, First farmers and Herders, Towards a settled life, Case Studies – (a) Mehargarh Map work. | <ul style="list-style-type: none"> Collect the picture of stone tools and make a list of what these tools were used for? Discussion on- Why the tools are different in different periods of history? Make a list of things that could have been obtained from animals apart of food, list the cereals that human eat. Please see the worksheet no 16 and 17. | <ul style="list-style-type: none"> Can build upon how important developments such as discovery of fire, cultivation of crops, tools, wheel and pottery shaped history or influenced human life. Is able to trace and explain the gradual journey of man from Hunter Gatherer and Wanderer to settled Cultivator. |

Note: Above mentioned Syllabus should be completed by 30th September 2022.

Revision of syllabus for Mid Term Examination.

The above said syllabus is for the assessment purpose only and remaining topics/chapters may be taught as Subject Learning Enrichment.

Mid Term Exam

| Book | Content and its mapping with Previous classes | Suggested Activities | Learning Outcome |
|------------------------------------|--|---|--|
| Social And Political Life I | <p>Chapter-7: “Urban Administration” Comparison between Urban and Rural Administration, Main functions of Municipality and Municipal Corporation, The Ward Councillor, and Administrative Staff, How does Municipal Corporation get its money? (Sources of income), Causes and ways of protest by the people.</p> | <ul style="list-style-type: none"> • Teacher in the role of Ward Councillor: Teacher plays the role and children will ask the questions on role and functions of a Ward Councillor. • List the different tasks of Delhi Municipal Corporation. • Please see the worksheet no 35 to 42. | <ul style="list-style-type: none"> • Understands the various dimension of Urban Administration. • Describes the functioning of urban local government bodies in sectors like health and education. |
| Earth: Our Habitat | <p>Chapter-7: “Our Country: India” Location of India on the Globe, Latitudinal and Longitudinal Expansion of India, India’s Neighbours, States and Capitals, Political and Administrative divisions, Physical divisions – Mountains, Plateaus, Plains, Coasts, Islands etc. Map work.</p> | <ul style="list-style-type: none"> • On the outline political map of India mark Indian States and Neighbours, Longitudinal and Latitudinal Expansion of India. • Locate the physical feature of the country with the help of fig. 7.3. • Please see the worksheet no 02. | <ul style="list-style-type: none"> • Will be able to locate different states/ UT/ neighbouring countries, mountains, plateaus, rivers and deserts of India on the political map of India. |
| OUR PASTS 1 | <p>Chapter-3: “In the Earliest Cities” The story of Harappa, What was special about these cities? Houses, Drains and Streets, Life in the city, New Crafts in the City, In search of Raw materials, Food for people in the cities, A closer look – Harappan towns in Gujarat, The mystery of the end. Map work</p> | <ul style="list-style-type: none"> • Discussion of similarities and dissimilarities between Harappan cities and contemporary cities. • Making the outline of Harappan cities and contemporary cities on map. • Please see the worksheet no 26 to 30. | <ul style="list-style-type: none"> • Appreciates the distinctive features of Urban Civilization beginning with earliest cities on Indus and can draw with cities of today. • Is able to locate and plot earliest Indus cities on an outline map of India |

| | | | |
|-------------|---|---|---|
| OUR PASTS 1 | <p>Chapter-6: “New Questions and Ideas” Origin of Buddhism and Jainism, Life sketch of Gautama Buddha and Mahavira, Main teachings of Buddhism and Jainism, Upanishads, Sangha and monasteries.</p> | <ul style="list-style-type: none"> • Make a list of five ideas and question and discuss why they are important even today. • Please see the worksheet no 43 to 46. | <ul style="list-style-type: none"> • Understands the context of why new ideas and religions developed during this period and can analyse the basic ideas and values associated with them. |
| OUR PASTS 1 | <p>Chapter-7: “Ashoka: The Emperor Who Gave Up War” Mauryan Dynasty and its expansion, Ruling the empire – Administration, Ashoka – A unique ruler, Battle of Kalinga, Ashoka’sDhamma, Inscriptions of Ashoka – Language and Script. Map work – Places of Ashoka’s Inscriptions, Famous cities.</p> | <ul style="list-style-type: none"> • On the outline map of India, plot the famous cities of Mauryan Dynasty and the places where the inscriptions of Ashoka found. • Ashoka got his messages written on inscriptions. If you were the king, what type of messages you would have got written? Write these messages on a collage and demonstrate in the class. | <ul style="list-style-type: none"> • Understand and lists out significant contributions of Mauryan dynasty in the field of Art and Architecture, Administration, Religion, Foreign policy. |

Note: Above mentioned Syllabus should be completed by 31st January 2023.
Revision of Syllabus for Annual Examination.
Whole Syllabus will be evaluated in Annual Exam.
The above said syllabus is for assessment purpose only and remaining topics/chapters may be taught as subject Learning Enrichment.

Annual Exam 2023