





**Vidya Pratishthan's  
Dr. Cyrus Poonawalla School  
(CBSE)**



**Sub- HistoryandCivics**


**AnnualPlanning 2022-23**

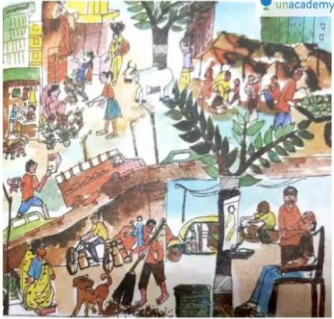
**Std-VI**

Sr. No	Month	Topic	Period	Objectives	Teaching Aids	Activity	Values	Expected Learning Outcome
1.	April	<p>1. What, Where, How and When? (History)</p>  <p>2. From Hunting gathering to growing food (History)</p> 	12	<p>- To familiarize the learner with the major developments to be studied.</p> <p>- Illustrate the sources used to reconstruct history.</p> <p>- To enable the students to appreciate the diversity of early domestication</p>	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Charts</li>   <li>• ICR</li> <li>• Flash Cards</li>   <li>• FlowChart</li> <li>• ICR</li> </ul>	<p>To study the inscriptions from different period</p> <p>Collect different types of seeds of crops and plants and paste on Chart</p> <p>Group Activity – A peep of Diversity</p>	<p>Value of Time</p> <p>Case Study</p>	<p>To make students aware and curious about history.</p> <p>Collaboration ( 21<sup>st</sup> Century Skills)</p> <p>To enable understanding about the life of the people in Stone Age.</p> <p>Information literacy ( 21<sup>st</sup> Century Skills)</p>

		<p>1. Understanding Diversity (Civics)</p> 		<p>- To enable the studentsto understand and appreciate various forms of Diversity in their everyday environment.</p>			<p>The Constitution and respect for diversity</p>	<p>To let the students understand about the diversity of language, food, religion and many more. Social skills ( 21<sup>st</sup> Century Skills)</p>
<b>2.</b>	<b>June</b>							
		<p>3. In the Earliest Cities (History)</p> 	06	<p>- To understand how this is use to reconstruct processes such as craft production.</p>	<ul style="list-style-type: none"> <li>• ICR</li> </ul>	<p>- Make a small model of great bath of Mohenjodaro. - Design HarappanSeal - - To collectinformation of differentcultures.</p>	<p>Case Study</p>	<p>To tell the students about the Harappa civilization  Creativity ( 21<sup>st</sup> Century Skills)</p>
		<p>2. Diversity and Discrimination (Civics)</p>		<p>- To understand the difference between diversity and inequality.</p>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• FlowChart</li> </ul>		<p>Prejudice and Discrimination</p>	<p>To illuminate the students that how the diversity results in discrimination.  Social skills ( 21<sup>st</sup> Century Skills)</p>

3.	July	<p>4. What Books and Burials Tell us (History)</p>  <p>3. What is Government (Civics)</p>  <p>shutterstock.com · 428653057</p>	09	<p>- To Appreciate the different literacy development were taking place in different parts of the subcontinent simultaneously.</p> <p>- To gain a sense of why government is required.</p> <p>- Understand the importance of representative democracy in India.</p>	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Chart</li>   <li>• Chart</li> <li>• ICR</li> </ul>	<p>- Write a short poem or song that you have memorised.</p> <p>- Highlight the role of the government through collage of newspaper headlines.</p>	<p>The Vedas What they tells us.</p> <p>The need of Governemnt.</p>	<p>To develop an understanding about ancient literature and burials.</p> <p>Information literacy ( 21<sup>st</sup> Century Skills)</p> <p>To make the students aware about different types and levels of a government.</p> <p>Social skills ( 21<sup>st</sup> Century Skills)</p>
4.	August							

		<p>5. Kingdoms, Kings and an Early Republic (History)</p> 	12	<ul style="list-style-type: none"> <li>- To Introduce the concept State and its varieties.</li> <li>- To understand the Key elements that influence the functioning of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• FlowChart</li> <li>• ICR</li> </ul>	<ul style="list-style-type: none"> <li>-To collect information of different Kingdoms</li> <li>- Elect a leader</li> </ul>	<p>Case Study</p> <p>Participation and accounting</p>	<p>To enhance the curiosity of students about the key Leadership ( 21<sup>st</sup> Century Skills)</p> <p>elements those influence the working of a government. Critical thinking ( 21<sup>st</sup> Century Skills)</p>	
5.	September								
		6. New Questions and Ideas (History)	06	<ul style="list-style-type: none"> <li>- To outline the basic tenets of these system of thoughts</li> <li>and the context in which they developed and flourished.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart</li> <li>• ICR</li> </ul>	<ul style="list-style-type: none"> <li>- Research Activity study of different Religious.</li> </ul>	Various cultures.	<p>To impart the knowledge about Buddhism, Jainism and the Upanishads. Productivity ( 21<sup>st</sup> Century Skills)</p>	

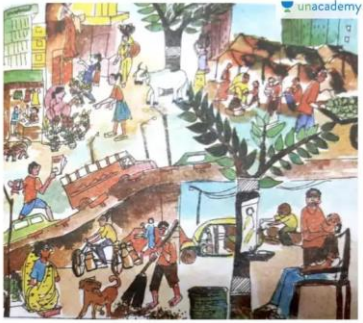
6.	October	<p>7. Ashoka, The Emperor Who Gave Up War (History)</p> 	12	<p>- To introduce the concept of empire.</p>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• ICR</li> </ul>	<p>- Collect information on Ashoka's Dharma Chakra chosen as our National Emblem and Present in Class.</p>	Sacrifices	<p>Students will understand about emperor Ashoka. Flexibility ( 21<sup>st</sup> Century Skills)</p>
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		5. Panchayati Raj (Civics)		<ul style="list-style-type: none"> <li>- To enable students to understand local level government functioning</li> <li>- Evaluate the role of a Patwari, importance of keeping the land records and various works that he does.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• ICR</li> </ul>	- Skit on Panchayat	Gender Equality	To impart the understanding about Gram Sabha and Gram Panchayat Social skills ( 21 <sup>st</sup> Century Skills)	
		6. Rural Administration (Civics)			<ul style="list-style-type: none"> <li>• Charts</li> <li>• ICR</li> </ul>	- Picture Reading	Being a responsible citizen.	To explain the working of rural administrative officers. Critical thinking ( 21 <sup>st</sup> Century Skills)	
<b>7.</b>	<b>November</b>								

		8. Vital Villages, Thriving Towns (History)	06	- Demonstrate the variety of early Urban Centres like Coastal towns, Capitals, religious Centres.	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Charts</li> </ul>	Create a ring wells.	Exploration	Students will be able to understand about different capitals and towns. Productivity ( 21 <sup>st</sup> Century Skills)	
<b>8.</b>	<b>December</b>								
		9. Traders, Kings and Pilgrims (History)	08	- Illustrate the use of textual and visual material for reconstruction the histories of such contacts.	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Charts</li> </ul>	Silk route map	Importance of trades and pilgrims	To tell the students about the role of traders and pilgrims. Social skills ( 21 <sup>st</sup> Century Skills)	
		7. Urban Administration (Civics)		- Understand the functions of the Municipal Corporation.	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Charts</li> </ul>	Working of wards	Being a responsible citizen	To make the students understand that who is responsible to control the administration of a city.  Creativity ( 21 <sup>st</sup> Century Skills)	
<b>9.</b>	<b>January</b>								

		10. New Empires and Kingdoms (History)	09	- Explain the development of different administrative system.	<ul style="list-style-type: none"> <li>• Charts</li> <li>• ICR</li> </ul>	Prashasti Making	Heritage	To reinforce the curiosity of the students about what the ancient buildings, paintings and books tell us about the history. Leadership ( 21 <sup>st</sup> Century Skills)
		8. Rural Livelihoods (Civics)		- Understand condition that underline and impact life strategies of various groups of people.	<ul style="list-style-type: none"> <li>• Charts</li> <li>• ICR</li> </ul>	Picture reading	Rural	To develop an understanding among students about different ways in which people earn their living in villages. ( 21 <sup>st</sup> Century Skills)



10	February							
		<p>11. Buildings, Paintings and Books (History)</p> <p>9. Urban Livelihoods (Civics)</p> 	12	<p>- Develop a sense of appreciation of textual and Visual Traditions of the</p> <p>period.</p> <p>- Understand the reasons of miserable condition of the people who earn their</p> <p>livelihood in streets.</p>	<ul style="list-style-type: none"> <li>• ICR</li> <li>• Charts</li> </ul>	<p>Role Play on epics.</p> <p>Survey – Conducting survey of two hawkers like vegetable vendor, fruit seller.</p>	<p>Exploration of various cultures</p> <p>Urban Settlement</p>	<p>To reinforce the curiosity of the students about what the ancient buildings, paintings and books tell us about the history.</p> <p><b>Productivity</b> ( 21<sup>st</sup> Century Skills)</p> <p>To enable understanding about different employment and earning opportunities in big cities.</p> <p><b>Technology literacy Flexibility</b> ( 21<sup>st</sup> Century Skills)</p>