


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



Sub- History and Political Science

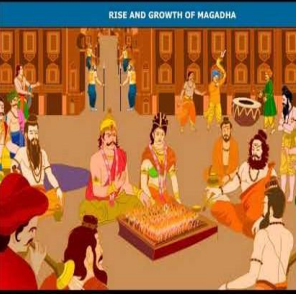


Annual Curriculum Planning 2024-25


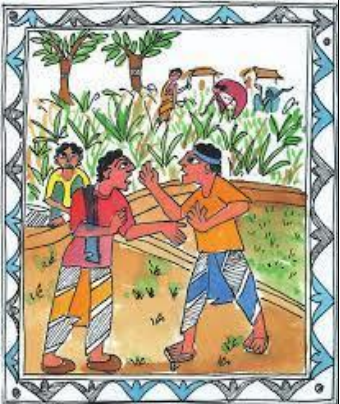
Std-VI



Sr. No	Month and Working Days	Topic	Period	Learning Objectives	Teaching Aids	Activity	Expected Learning Outcome
1.	April						
	19	Bridge Course 1. What, Where, How and When(History)  2. Understanding Diversity	12	-To revise about our government - To familiarize the learner With the major developments to be studied. - Illustrate the sources used to reconstruct history.	Board <ul style="list-style-type: none"> • ICR Charts • ICR • Flash Cards 	Concept map Study the inscriptions from different period Collect different types of seeds of crops and plants and paste on Chart	To make students recall levels of government. To make students aware and curious about history. Collaboration (21 st Century Skills) To enable understanding about the life of the people in Stone Age.

				- To enable the students to appreciate the diversity of history.	Flow Chart • ICR	Group Activity – A peep of Diversity	Information literacy (21 st Century Skills)
2.	June 12	2.From Hunting-Gathering to Growing Food 	06	- To understand how this is use to reconstruct processes such as craft production.	• ICR		
		3. In the Earliest Cities (History) 		-To know about ancient cities.		Make a small model of great bath of Mohenjo-Daro. - Design Harappan Seal - To collect information of different cultures.	To tell the students about the Harappa civilization
		2. Diversity and Discrimination (Civics)		- To understand the difference between diversity and inequality.	• Charts • FlowChart		To illuminate the students that how the diversity results in discrimination.s (21 st Century Skills)

3.	July						
	26	<p data-bbox="491 107 801 212">4. What Books and Burials Tell us (History)</p>  <p data-bbox="491 716 809 781">3. What is Government (Civics)</p>  <p data-bbox="599 1154 741 1166">shutterstock.com - 428653057</p>	09	<p data-bbox="997 107 1327 212">- To Appreciate the different literacy development were</p> <p data-bbox="1037 293 1419 440">taking place in different parts of the subcontinent simultaneously.</p> <p data-bbox="997 716 1341 821">- To gain a sense of why government is required</p> <p data-bbox="983 943 1395 1049">- Understand the importance representative democracy in India.</p>	<ul data-bbox="1451 107 1580 180" style="list-style-type: none"> • ICR • Chart <ul data-bbox="1451 708 1593 781" style="list-style-type: none"> • Chart • ICR 	<p data-bbox="1693 107 2018 212">- Write a short poem or song that you have memorised.</p> <p data-bbox="1693 716 2032 935">- Highlight the role of the government through collage of newspaper headlines.</p>	<p data-bbox="2102 107 2335 285">To develop an understanding about ancient literature and burials.</p> <p data-bbox="2088 334 2411 407">Information literacy (21st Century Skills)</p> <p data-bbox="2102 716 2440 854">To make the students aware about different types and levels of a government.</p> <p data-bbox="2088 902 2411 976">Social skills (21st Century Skills)</p>

4.	August 25	5. Kingdoms, Kings and an Early Republic (History) 	12	- To Introduce the concept State and its varieties.	<ul style="list-style-type: none"> • Flow Chart 	-To collect information of different Kingdoms Elect a leader	To enhance the curiosity of students about the key Leadership (21 st Century Skills)
5.	September 15	The Half Yearly Exam					
6.	October 20	6. New Questions and Ideas (History) 	08	- To outline the basic tenets of these system of thoughts and the context in which they developed and flourished.	<ul style="list-style-type: none"> • Chart • ICR 	- Research Activity study of different Religious.	To impart the knowledge about Buddhism, Jainism and the Upanishads. Productivity (21 st Century Skills)
		7.From a Kingdom to an Empire (History) 		- To introduce the concept of empire.	<ul style="list-style-type: none"> • Charts • ICR 	- Collect information on Ashoka's Dhamma Ashoka Chakra chosen as our National Emblem and Present in Class.	Students will understand about emperor Ashoka. Flexibility (21 st Century Skills)

7.	November 15	<p>5. Panchayati Raj (Civics)</p>  <p>6. Rural Administration</p> 		<p>- To enable students to understand local level government functioning</p> <p>- Evaluate the role of a Patwari, importance of keeping the land records and various works that he does.</p>	<ul style="list-style-type: none"> • Charts • ICR <ul style="list-style-type: none"> • Charts • ICR 	<p>- Skit on Panchayat</p> <p>- Picture Reading</p>	<p>To impart the understanding about Gram Sabha and Gram Panchayat Social skills (21st Century Skills)</p> <p>To explain the working of rural administrative officers. Critical thinking (21st Century Skills)</p>

		8.Villages,Towns and Trade(History) 	06	- Demonstrate the variety of early Urban Centres like Coastal towns, Capitals, religious Centres. -- Illustrate the use of textual and visual material for reconstruction the histories.	<ul style="list-style-type: none"> • ICR • Charts 	Create a ring wells.	Students will able to understand about different capitals and towns. Productivity (21 st Century Skills)
8.	Decemb er						
	20	7. Urban Administration (Civics) 	09	- Understand the functions of the Municipal Corporation.	<ul style="list-style-type: none"> • ICR • Charts <ul style="list-style-type: none"> • ICR • Charts 	Silk route map Working of wards	To tell the students about the role of traders and pilgrims. Social skills (21 st Century Skills) To make the students understand that who is responsible to control the administration of a city. Creativity (21 st Century Skills)
9.	January 26						
		10. New Empires and Kingdoms (History)	12	- Explain the development of different administrative sy	<ul style="list-style-type: none"> • Charts • ICR 	Prashasti Making	To reinforce the curiosity of the students about



8. Rural Livelihoods (Civics)



- Understand condition that underline and impact strategies of various groups.

- Charts
- ICR

Picture reading

what the ancient buildings, paintings and books tell us about the history.
Leadership
(21st Century Skills)

To develop an understanding among students about different ways in which people earn their living in villages.
(21st Century Skills)

10	February 23	The Second Terminal Exam					
			12	<p>- Develop a sense of appreciation of textual and Visual Traditions of the period.</p> <p>- Understand the reasons of miserable condition of the people who earn their livelihood in streets.</p>	<ul style="list-style-type: none"> • ICR • Charts 	<p>Role Play on epics.</p> <p>Survey – Conducting survey of two hawkers like vegetable vendor, fruit sellar.</p>	<p>To reinforce the curiosity of the students about what the ancient buildings, paintings and books tell us about the history.</p> <p>Productivity (21st Century Skills)</p> <p>To enable understanding about different employment and earning opportunities in big cities.</p> <p>Technology literacy Flexibility (21st Century Skills)</p>