

**HANSRAJ MODEL SCHOOL
PUNJABI BAGH, NEW DELHI
CURRICULUM SESSION: 2024-2025**

**SUBJECT: SOCIAL SCIENCE
CLASS : VI**

<u>MONTH</u>	<u>TOPIC/SUB-TOPICS</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENTS</u>
APRIL	INTRODUCTION OF THE SUBJECT Sub Topics <ul style="list-style-type: none"> ❖ History ❖ Civics ❖ Geography 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Acquire knowledge about ancient history. 2. Understand the social system through the culture and values. 3. Enhance their knowledge about the world and create a multi-ethnic society. 		
APRIL	<u>UNIT-II</u> <u>LESSON-8</u> STUDYING THE PAST Sub Topics <ul style="list-style-type: none"> ❖ Prehistory ❖ History ❖ Sources of information 	After studying this chapter students will be able to - <ol style="list-style-type: none"> 1. Enhance understanding about the concept of pre-history and history. 2. Enlist the various sources of information of history. 3. Distinguish between literary and archaeological 	<u>ART INTEGRATION</u> On a A-4 size pastel sheet prepare COMPARATIVE CHART on Archaeological and Literary source materials. (Paste/Draw pictures) (AI) SDG 11- Sustainable cities and Communities	Assignment -Flow chart-1 (History) Assignment -Flow Chart-2 (Sources of information) Assignment - Key Terms Assignment - Activity work Assignment -Question and Answers (Part C-1, 2 and Part D-2, 5)

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		sources of history. 4. Develop critical thinking.		Assignment – CRAB WORKSHEET Assignment – Activity work SDG 11- Sustainable cities and Communities
APRIL	<p><u>UNIT-I</u> <u>LESSON-2</u> REPRESENTATION OF THE EARTH</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Globe ❖ Map ❖ Components of Map ❖ Types of Maps ❖ Plan ❖ Atlas 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the significance of representing the Earth through maps and globe. 2. Understand the advantages and disadvantages of a globe and a map. 3. Comprehend the components of map and various types of maps. 4. Arrive at real life task-based learning, evolve psychomotor skills and problem solving. 	<ul style="list-style-type: none"> ➤ ‘ME ON THE MAP FLIPBOOK’-Make a map Flipbook showing yourself on the map with details like my street, City, State, Country, Continent, Planet ➤ MAP WORK -on States and Union Territories of India 	<p>Assignment</p> <ul style="list-style-type: none"> • Globe -Advantages and disadvantages • Map- Advantages and disadvantages <p>Assignment -Key Terms Assignment- Question and Answers (Part D-5 and Part E-2, 3,4,5) Assignment - CRAB WORKSHEET Assignment- Activity Work</p>
APRIL	<p><u>UNIT-I</u> <u>LESSON-1</u> THE PLANET EARTH AND THE SOLAR SYSTEM</p>	<p>After studying this chapter students will be able to :</p> <ol style="list-style-type: none"> 1. Describe evolution of the Solar system, the Sun, the Planets and other 	<p>(FOR INTERNAL ASSESSMENT ONLY)</p> <ul style="list-style-type: none"> ➤ INTERACTIVE SESSION -On the 	

<u>MONTH</u>	<u>TOPIC/SUB-TOPICS</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENTS</u>
	<p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Celestial bodies ❖ Galaxy ❖ Stars ❖ Constellations ❖ Planets ❖ Earth a Unique Planet ❖ Moon 	<p>celestial bodies of the Solar system.</p> <p>2. Explain the terms galaxies, Stars, Meteors, Asteroids, Constellations.</p> <p>3. Comprehend about earth as a unique planet with moon as our nearest companion.</p> <p>4. Sensitise towards our mother Earth</p>	<p>various Heavenly bodies like Planets ,Comets ,Stars etc.</p> <p>➤ LAPBOOK- Make a creative lapbook depicting various Celestial bodies like planets, stars, Satellites, Galaxy, Constellations, Meteors Asteroids, Comets. (AI and HC)</p>	<p>SDG 13- CLIMATE ACTION</p>
MAY	<p><u>UNIT –III</u> <u>LESSON-21</u> OUR COMMUNITY LIFE: UNITY IN DIVERSITY</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Community life ❖ Community and Interdependence ❖ Cultural Development ❖ Economic Development ❖ Unity in Diversity 	<p>After studying this chapter students will be able to :</p> <p>1. Apprise about the importance of community life.</p> <p>2. Develop an understanding about the various levels of community life and their interdependence i.e. the family, school and neighbourhood.</p> <p>3. Identify and compare the rural and urban communities of India.</p>	<p>POSTER MAKING on a A-4 size sheet topic UNITY IN DIVERSITY (DC and HC)</p>	<ul style="list-style-type: none"> • Assignment - Question and Answers (Part D-2,3 and Part E-1,2,4) Assignment- CRAB WORKSHEET Assignment- Activity work ➤ SDG 5- GENDER EQUALITY

<u>MONTH</u>	<u>TOPIC/SUB-TOPICS</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENTS</u>
	❖ Rural and Urban Community	4. Develop Patriotism and National Integration		
MAY	<u>UNIT-III</u> <u>LESSON -22</u> DEMOCRACY AND GOVERNMENT Sub Topics <ul style="list-style-type: none"> ❖ Democracy ❖ Goals of Democracy ❖ Representative Democracy ❖ Levels of Government 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Appreciate the importance of democracy. 2. Understand the role of Representative democracy. 3. Compare functions of a democratic government at different levels in India. 4. Develop skills like social responsibility. 	‘KNOW YOUR COUNTRY- <ul style="list-style-type: none"> • Name the Prime Minister and President of your Country • Governor of Delhi *CONDUCTING -MOCK ELECTIONS BY USING MODEL OF EVM MACHINE (DC and HC)	Assignment - Question and Answers (Part E-1,3,4) Assignment CRAB WORKSHEET Assignment – Activity work ➤ SDG-16 Peace Justice and Strong Institution
MAY	<u>UNIT-II</u> <u>LESSON-9</u> LIFE OF EARLY MAN Sub Topics Phases of Stone Age <ul style="list-style-type: none"> ❖ Palaeolithic Age 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Gain an insight about the stone age era. 2. Enlist the three main phases of stone age. 3. Compare the features of 	➤ <u>PROJECT WORK ONLY</u> Prepare a project on the different stages of stone Age Palaeolithic Age Mesolithic Age	

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	<ul style="list-style-type: none"> ❖ Mesolithic Age ❖ Neolithic Age ❖ Chalcolithic Age 	*Palaeolithic age *Mesolithic age *Neolithic age 4. Comprehend the reasons that led to the end of stone age and beginning of metal age. (Chalcolithic period) 5. Promote Analytical and creative skills.	Neolithic Age (The Project should include the features of different stages of Stone Age, sites, related pictures etc)	
JULY	<p><u>UNIT -1</u> <u>LESSON-3</u> LOCATING PLACES ON THE EARTH</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Latitudes ❖ Heat Zones ❖ Longitudes ❖ Grid System ❖ Longitude and Time ❖ Standard Time 	After studying this chapter students will be able to: 1. Comprehend the concept of latitudes and Longitudes. 2. Differentiate between the various heat zones of the earth. 3. Appraise the learners about the concept of time zones. 4. Have an understanding for the need for standard meridian in India. 5. Learn analysing and synthesizing skills	<p>CREATIVE DEPICTION ‘LATITUDES AND LONGITUDES ON OUR EARTH’-</p> Depict the important lines of latitudes /longitudes by using a world map, colourful thin ribbon, glue, markers, scissors etc making use your own creativity. (AI, HC)	<p>Assignment -Question and Answers (Part D-3,4,5 and Part E- 1,2,3,5) Assignment -Diagrammatic representation of the Heat Zones of the Earth Assignment -Map work Assignment - CRAB WORKSHEET</p>
JULY	<p><u>UNIT -II</u> <u>LESSON -10</u></p>	After studying this chapter students will be able to:		

<u>MONTH</u>	<u>TOPIC/SUB-TOPICS</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENTS</u>
	<p>DEVELOPMENT OF A CIVILISATION</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Civilisation ❖ Indus Valley Civilisation <ul style="list-style-type: none"> • The City Planning • Occupations • Religion • Script ❖ End of the Civilisation 	<ol style="list-style-type: none"> 1. Appraise about the development of Indus valley civilisation. 2. Analyse the development/changes that occurred during Harappan civilisation-well planned cities, occupation and life of the people. 3. Appreciate the religion and script of Indus valley civilisation. 4. Sensitise towards our heritage. 	<p>CREATIVE HANDS-ON HISTORY</p> <p>Seal making and Jewellery making of Indus Valley Civilisation using m-seal, dough, Shilpkar etc (AI and HC)</p>	<ul style="list-style-type: none"> • Assignment – Question and Answers (Part D-2,3,4 5 and E-1,3) • Assignment -Map skills Assignment - CRAB WORKSHEET ➤ SDG-9 Industry Innovation and Infrastructure ➤ SDG-11- Sustainable cities communities
JULY	<p><u>UNIT-II</u> <u>LESSON -11</u> THE IRON AGE CIVILISATION</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ The Vedic Civilisation <ul style="list-style-type: none"> • Social Conditions 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Compare the Early Vedic Period and the later Vedic period. 2. Explain political and social conditions during the Vedic Civilisation. 3. Comprehend the occupation, religion and 	<p>Graphic Organiser on Ashram System</p>	<ul style="list-style-type: none"> • Assignment - Question and Answers (Part E-1,2,3,4) Assignment - CRAB WORKSHEET Assignment – Activity work

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	<ul style="list-style-type: none"> • Political Conditions • Occupations • Achievements 	achievements of the Vedic Civilisation. 4. Appreciate the Vedic culture. 5. Enhance values like-love, respect, honesty etc.		
JULY	<u>UNIT-II</u> <u>LESSON -12</u> JANAPADAS AND MAHAJANAPADAS Magadh- The successful empire	After studying this chapter students will be able to: 1. Appraise learners about Janapadas and Mahajanapadas 2. Appreciate the social life, economic life, religion and administration of the people of Magadha. 3. Apply, innovate according to the people	(FOR INTERNAL ASSESSMENT ONLY) ➤ QUIZ TIME -On the Social, economic life, religion etc of the people of Magadha.	
AUGUST	<u>UNIT-I</u> <u>LESSON -4</u> THE MOTIONS OF THE EARTH	After studying this chapter students will be able to: 1. Enhance the knowledge about the two motions of the Earth-Rotation and Revolution.	ROLE PLAY: How Revolution causes change in seasons.	<ul style="list-style-type: none"> • Assignment -Question and Answers (Part-D 4 and Part-E 1,3,4+EQ) (Distinguish between Rotation and Revolution)

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	Sub Topics <ul style="list-style-type: none"> ❖ Rotation of the Earth ❖ Revolution of the Earth ❖ Revolution of the earth and the Seasons. 	2. Explain the concept of day and night. 3. Have an understanding about the change of seasons in both the hemispheres. 4. Learn experimental and analysing skills.		<ul style="list-style-type: none"> • Assignment - Tabular chart + Diagram. (Revolution of the earth and the seasons) Assignment - CRAB WORKSHEET (HC and AI)
AUGUST	<u>UNIT-II</u> <u>LESSON -13</u> MAURYAS AND SUNGAS. Sub Topics <ul style="list-style-type: none"> ❖ Important rulers ❖ Ashoka's Buddhism ❖ Administration ❖ Social and Economic Conditions ❖ Mauryan Art and Architecture. ❖ Decline of Empire 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Explain about the Mauryan empire 2. Understand the social, economic, and political conditions that existed during the Mauryan empire. 3. Appreciate the art and architecture of Mauryan empire. 4. Develop moral values 	PICTORIAL CHART on the Art and Architecture of Mauryan Dynasty. (AI AND CR)	<ul style="list-style-type: none"> • Assignment – Question and answers (Part D-2 and Part E-2,3,4,5) • Assignment -Map Skills Assignment- CRAB WORKSHEET Assignment- Activity work
AUGUST	<u>UNIT-II</u> <u>LESSON-14</u>	After studying this chapter students will be able to:	(FOR INTERNAL ASSESSMENT ONLY)	

<u>MONTH</u>	<u>TOPIC/SUB-TOPICS</u>	<u>LEARNING INTENTIONS</u>	<u>ACTIVITIES</u>	<u>ASSIGNMENTS</u>
	EARLY HISTORY OF DECCAN AND SOUTH INDIA Sub Topics <ul style="list-style-type: none"> • Cholas • Cheras • Pandyas 	1. Explain the significance of 'Megaliths' 2. Develop an understanding about the rise of Megalithic culture in Deccan and South India. 3. Understand about the emergence of the Cholas, the Pandyas and the Cheras. 4. Compare the social conditions, religious, beliefs and administration of the Cholas, the Pandyas and the Cheras. 5. Develop social skills <ul style="list-style-type: none"> • Revision for Half Yearly Exams. • Half Yearly Exams 	<ul style="list-style-type: none"> ➤ CONCEPT MAP- Prepare a Concept map on Cholas, the Pandyas and the Cheras .(CR) <p>Make Pots with clay or shilpkar depicting the remains of Megalithic Culture (Red and black and few in shiny polish with instructions).</p>	
SEPTEMBER		HALF YEARLY EXAMS		
OCTOBER	<u>UNIT-1</u> <u>LESSON-5</u> THE REALMS OF THE EARTH	After studying this chapter students will be able to:	3-D DEPICTION	<ul style="list-style-type: none"> • Assignment -Question and Answers (Part-D 5 and Part-E 1,2,3,4,5)

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	<p>Sub Topics</p> <ul style="list-style-type: none"> • LITHOSPHERE • ATMOSPHERE • HYDROSPHERE • BIOSPHERE 	<p>1. Develop an understanding about the realms of earth i.e- Lithosphere, Atmosphere, Hydrosphere and Biosphere.</p> <p>2. Explain about the different types of landforms, water bodies and the composition of air.</p> <p>3. Locate the various Continents and Oceans on the World map.</p> <p>4. Promote Psychomotor, imaginative, creative and artistic skills.</p>	<p>Making of globe on a ball or balloon showing various Continents and Oceans of the World. (AI and HC)</p>	<ul style="list-style-type: none"> • Assignment -Map work. Assignment - CRAB WORKSHEET
OCTOBER	<p><u>UNIT-II</u> <u>LESSON -15</u> NORTH INDIA AFTER MAURYAS AND SUNGAS</p> <p>Sub Topics</p> <p>Kanishka (78-101 CE)</p>	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the reasons behind many invasions after the fall of the Sungas. 2. Appreciate the art and architecture during the Sungas. 3. Analyse influence of Greek culture in the fields 	<p>RESEARCH WORK: Find out the differences and similarities between the Mathura and Gandhar school of art in ancient India (Draw or paste pictures related to the topic). (CR)</p>	<ul style="list-style-type: none"> • Assignment – Page-128 ‘Kanishka was famous in Indian history’. Justify your statement with relevant facts. Assignment - CRAB WORKSHEET

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		of science, literature and art in India. 4. Establish critical thinking Arrive at Comparison and Research		
OCTOBER	UNIT –II LESSON -16 THE GUPTA EMPIRE Sub Topics <ul style="list-style-type: none"> ❖ Important Rulers ❖ Administration ❖ Social and Economic Conditions ❖ Religion ❖ Art and Architecture ❖ Language and Literature ❖ Science and Technology ❖ Golden Age 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Familiarise about the Gupta dynasty and the important rulers during that era. 2. Compare the social and economic conditions as well as the religious beliefs of the people of Gupta dynasty. 3. Analyse the reasons for the rise of the period as the golden age of ancient India. 4. Develop skills like social responsibility 	TOUR -TO HISTORICAL MONUMENTS OF INDIA (HC and DC)	<ul style="list-style-type: none"> • Assignment - Question/Answers (Part D-4 and Part-E 1,2,3,4,5) Assignment - CRAB WORKSHEET
NOVEMBER	UNIT-III LESSON-23 OUR RURAL GOVERNANCE.	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Understand the different levels of self- governing bodies in rural areas. 	ENACTMENT Students will do an enactment (dividing students into group of 10)	Assignment -Question and Answers (Part D 1,2 and Part E 1, 3,4,5) Assignment -Map work

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	Sub Topics <ul style="list-style-type: none"> • Gram Panchayat • Nyaya Panchayat • Block Samiti • Zila Parishad 	2. Compare the functions at various levels of the self- governing bodies of rural areas. 3. Appraise about the relationship among the - governing bodies and the state government. 4. Flourish their five C's	on the story Panch Parmeshwar.	Assignment - CRAB WORKSHEET ➤ SDG 17 -Partnership for Goals
NOVEMBER	<u>UNIT-I</u> <u>LESSON-6</u> INDIA MY MOTHER LAND Sub Topics <ul style="list-style-type: none"> • India's location on the Globe • India's Extent • Physical features of India • Political Divisions 	After studying this chapter students will be able to: 1. Enhance the understanding about Latitudinal and Longitudinal extent of India. 2. Describe the Physical features of India. 3. Identify and locate the neighbouring Countries of India on a political map of India. 4. Explore and blossom love for our motherland which can be used for learning.	AMALGAM OF VARIOUS PHYSICAL FEATURES OF INDIA -Depicting the Physical Features of India like Northern Mountains, Northern Plains, Desert etc using clay, pulses, colours etc (AI, HC and DC)	<ul style="list-style-type: none"> • Assignment -Map work • Assignment - Question/Answers (Part D 3 and Part E- 1,2,4,5) • Assignment - CRAB WORKSHEET • Assignment – Activity Work

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NOVEMBER	<p><u>UNIT-II</u> <u>LESSON -17</u> THE ERA OF HARSHA</p> <p>Sub Topics</p> <ul style="list-style-type: none"> • Important Rulers • Administration • Economic and Social conditions • Religion 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Familiarise about Hierarchy of Vardhaman dynasty. 2. Appreciate the administration religious policies, social and economic conditions during the period of Harsha. 3. Develop love, care, kindness for others 	<p>MIND MAP</p> <ul style="list-style-type: none"> • On the achievements of king Harsha Vardhana's period. (CR) 	<ul style="list-style-type: none"> • Assignment -Question and Answers (Part D 5 and Part E- 1,2,3,4) • Assignment -Map Work • Assignment- CRAB WORKSHEET
DECEMBER	<p><u>UNIT –I</u> <u>LESSON 7</u> THE LAND OF MONSOON CLIMATE</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Seasons of India ❖ Natural Vegetation ❖ Conservation of Forest ❖ Wild Life ❖ Conservation of Wildlife 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend about various Seasons of India. 2. Know the significance of forests and wild life in India. 3. Sensitize them about the conservation of wild life and forests. 4. Develop skills like Environmental awareness 	<p>BROCHURE MAKING</p> <p>Students will make a Brochure on any Wildlife Sanctuary or National Park of India.</p>	<p>Assignment -Question and Answers (Part D-1 and Part E- 2,3,5)</p> <p>Assignment - Tabular chart (Natural vegetation of India)</p> <p>Assignment -Map work</p> <p>Assignment - CRAB WORKSHEET</p> <p>Assignment – Activity work</p>

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DECEMBER	<p><u>UNIT-II</u> <u>LESSON -18</u> DECCAN AND SOUTH INDIA</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Chalukyas ❖ Pallavas • Administration • Religion • Art and Architecture 	<p>After studying this chapter Students will be able to: Learners will be able:</p> <ol style="list-style-type: none"> 1. Develop an understanding of important rulers of Chalukya and Pallava kingdoms. 2. Explain the importance of administration and religious beliefs of the people during that time. 3. Appreciate the art and architecture of the temples in south India during the rule of Chalukya and Pallava kingdoms. 4. Evolve into research, Comparison and explore. 	<ul style="list-style-type: none"> • VIRTUAL TRIP -To temples of Chalukya and Pallava kingdoms during ancient India. (AI and HC) 	<ul style="list-style-type: none"> • Assignment – Question/Answers (Part E-1,2,3,4) • Assignment - Map work • Assignment - CRAB WORKSHEET
DECEMBER	<p><u>UNIT-III</u> <u>LESSON -24</u> OUR URBAN GOVERNMENT</p> <p>Sub Topics</p> <ul style="list-style-type: none"> ❖ Nagar Panchayat ❖ Municipal Council ❖ Municipal Corporation 	<p>After studying this chapter students will be able to:</p> <ol style="list-style-type: none"> 1. Explain about the various types of urban local bodies in our Country. 2. Understand the advantages and 	<p>POSTER / FLYER MAKING 'Reality of Urban Cities' Pointers- -Cleanliness -Water Supply -Sanitation</p>	<ul style="list-style-type: none"> • Assignment – Question and Answers (Part D- 1,2,4 and Part E- 1,4,5) <p>Assignment -CRAB WORKSHEET</p>

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	❖ District Administration	disadvantages of living in rural and urban areas. 3. Compare the function of the various urban self-governing bodies in India. 4. Arrive at real life task-based learning and problem solving. 5. Acquire social skills and team spirit.		
JANUARY	<u>UNIT-II</u> <u>LESSON-20</u> THE INDIAN RELIGIONS <ul style="list-style-type: none"> • Hinduism • Zoroastrianism • Judaism • Christianity • Jainism 	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Explain about the major religions practiced in ancient India. 2. Inculcate values that the students imbibe through various religious teachings. 3. Learn respect for all religion 	<u>PROJECT WORK ONLY</u> On Major religions practiced in ancient India . * Symbol *Founder *Teaching *Holy Book	
JANUARY	<u>UNIT-II</u> <u>LESSON-19</u> INDIA AND THE OUTSIDE WORLD	After studying this chapter students will be able to: <ol style="list-style-type: none"> 1. Appraise students about India's contact with the 	<u>(FOR INTERNAL ASSESSMENT ONLY)</u> ➤ MIND MAP	

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	<ul style="list-style-type: none"> • India's contact with China • India's contact with Srilanka • India's contact with Central Asia • India's contact with west • India's contact with south-east 	<p>west and its impact on trade.</p> <p>2. Develop an understanding about our contact with China and its impact on religion and trade in India.</p> <p>3. Sensitize the students about the global relations.</p> <p>4. Grow communication and collaboration skills.</p> <p>.</p>	<p>India's contact with neighbouring countries like Srilanka, China etc. during ancient period. (CR)</p>	

Note: key to the following abbreviations for the activities

1) CR - Content Related

2) HC - Happiness curriculum

3) AI - Art Integrated

4) SC - Sports curriculum