

**KENDRIYA VIDYALAYA SANGATHAN, CHENNAI REGION**  
**(For Summer Station Kendriya Vidyalaya)**  
**SPLIT-UP SYLLABUS**  
**SESSION 2021-22**

**NCERT TEXT BOOKS: HONEY SUCKLE**

**A PACT WITH THE SUN**

**CLASS: VI**

**SUBJECT: ENGLISH**

PART – I

S.NO	Name of the Examination		CHAPTER	TENTATIVE NO OF PERIODS REQUIRED	No of periods available	TENTATIVE NO OF WORKING DAYS AVAILABLE	MONTH
1			BRIDGE COURSE PRE-TEST READING COMPREHENSION PASSAGES PARAGRAPH WRITING – PICTURE COMPOSITION GRAMMAR SPEAKING POST-TEST	1 1 1 1 1 1	6	9	JUNE
1	PART – I Periodic Test 1	PROSE: 1 POEM:1 SUPPLEMENTARY:1  PROSE: 2  POEM:2 POEM: 3	WHO DID PATRICK’S HOMEWORK A HOUSE A HOME A TALE OF TWO BIRDS WRITING: NOTICE (LOST AND FOUND) PARAGRAPH WRITING  <b>HOW THE DOG FOUND HIMSELF A NEW MASTER (SEA)</b> <b>THE KITE (SEA)</b> THE QUARREL	2 1 1 1 1	8	24	JULY

3		PROSE: 3  SUPPLEMENTARY:2 SUPPLEMENTARY:3 PROSE: 4	TARO'S REWARD  THE FRIENDLY MONGOOSE THE SHEPHERD'S TREASURE AN INDIAN AMERICAN WOMAN IN SPACE: KALPANA CHAWLA  WRITING LETTER WRITING: FORMAL LETTER (LEAVE APPLICATION) SPEAKING: SPEECH / ROLE PLAY	2  1 1  2  1  1	8	23	AUGUST
4	PART – II Half Yearly Examination (Cumulative )	POEM: 4 SUPPLEMENTARY:4  PROSE:5 POEM:5 SUPPLEMENTARY:5	BEAUTY <b>THE OLD CLOCK SHOP (SEA)</b> WRITING: FORMAL LETTER (HA) A DIFFERENT KIND OF SCHOOL WHERE DO ALL THE TEACHERS GO? <b>TANSEN (SEA)</b> WRITING: STORY WRITING LISTENING ACTIVITY INTEGRATED GRAMMAR EXERCISES (EDITING, SENTENCE REORDERING)	1 1  2 1 1  1	8	24	SEPTEMBER

TERM 2

6		POEM: 6 PROSE: 6 SUPPLEMENTARY: 6	THE WONDERFUL WORDS <b>WHO I AM (SEA)</b> THE MONKEY AND THE CROCODILE	1 2 1	4	14	OCTOBER
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7	PART – III Periodic Test 2	PROSE: 7 POEM: 7 SUPPLEMENTARY:7 PROSE: 8	FAIR PLAY VOCATION <b>THE WONDER CALLED SLEEP (SEA)</b> A GAME OF CHANCE SPEAKING: SKIT	2 1 1 2 2	8	24	NOVEMBER
8		PROSE:9 SUPPLEMENTARY: 8 POEM: 8	<b>DESERT ANIMALS (SEA)</b> A PACT WITH THE SUN <b>WHAT IF (SEA)</b> WRITING: CCT / HOTS /VALUE BASED LISTENING INTEGRATED GRAMMAR	1 2 1 1 1	6	18	DECEMBER
9	PART – IV Session Ending Examination (Cumulative)	PROSE: 10 SUPPLEMENTARY: 9	THE BANYAN TREE WHAT HAPPENED TO THE REPTILES WRITING: STORY WRITING PT2 TEST	2 2 1 1	6	20	JANUARY
10		SUPPLEMENTARY: 10	<b>A STRANGE WRESTLING MATCH (SEA)</b> SPEAKING READING COMPREHENSION INTEGRATED GRAMMAR ACTIVITIES (EDITING, GAP FILLING, SENTENCE REORDERING) REVISION – Session Ending Examination	2 2 2	6	23	FEBRUARY
			Session Ending Exam		1	1	6

**Note:**

The following lessons have been allotted minimum number of periods for SEA.

**Term1:**

1. Prose: The dog who found himself a master

2. Poetry: Kite
3. Supplementary: The old clock shop
4. Supplementary: Tansen

**Term 2:**

1. Prose: Who I am
2. Supplementary: The wonder called sleep
3. Prose: Desert animals
4. Supplementary: A strange wrestling match

केन्द्रीय विद्यालय संगठन, चेन्नै संभाग

विभाजित पाठ्यक्रम (2021-2022)

कक्षा - छठी (हिंदी)

पाठ्यपुस्तक -

1 एन.सी.ई.आर.टी.पुस्तक वसंत भाग -1

2, बाल रामकथा

क्रम सं	परीक्षा का नाम	पाठ का नाम	आवश्यक संभावित कालांशों की संख्या	उपलब्ध कुल कालांशों की संख्या (ऑनलाइन शिक्षण हेतु)	आवश्यक संभावित कार्यदिवसों की संख्या	माह
01	भाग-1 प्रथम आवधिक परीक्षा	सेतु पाठ (ब्रिज कोर्स)	3	6	9	मई/जून
		वह चिड़िया जो	2			
		अवधपुरी में राम(बाल रामकथा)	1			
02	परीक्षा	बचपन	3	12	24	जुलाई
		नादान दोस्त	3			
		जंगल और जनकपुर(बाल रामकथा)	3			
		अनुच्छेद लेखन	3			
03	भाग-2 मध्यावधि परीक्षा	चाँद से थोड़ी सी गप्पें	3	11	23	अगस्त
		अक्षरों का महत्व	3			
		दो वरदान(बाल रामकथा)	1			
		राम का वन गमन(बाल रामकथा)	2			
		पत्र लेखन	2			
04		पार नज़र के	2	12	24	सितम्बर
		साथी हाथ बढ़ाना	2			
		चित्रकूट में भरत(बाल रामकथा)	2			
		दण्डक वन में दस वर्ष(बाल रामकथा)	2			
		अपठित बोध	2			
		दृश्य लेखन	2			
05	भाग-3	ऐसे ऐसे	4	7	14	अक्तूबर
		सोने का हिरण(बाल रामकथा)	3			
06	द्वितीय आवधिक परीक्षा	टिकट-अलबम	4	11	24	नवम्बर
		झाँसी की रानी (कविता)	3			
		सीता की खोज(बाल रामकथा)	4			
07		जो देखकर भी नहीं देखते	4	9	18	दिसंबर
		नौकर	2			
		राम और सुग्रीव(बाल रामकथा)	3			

08	भाग-4 वार्षिक परीक्षा	संसार पुस्तक है	3	12	23	जनवरी
		में सबसे छोटी होऊँ	3			
		वन के मार्ग में	2			
		लंका में हनुमान(बाल रामकथा)	2			
		लंका विजय(बाल रामकथा)	2			
09		लोकगीत	2	11	22	फरवरी
		साँस साँस में बाँस	2			
		राम का रज्याभिषेक व पुनरावृत्ति	7			
10		वार्षिक परीक्षा	-	-	6	मार्च

टिप्पणी - निम्नलिखित पाठों से लिखित परीक्षा में प्रश्न नहीं पूछे जाएंगे , ये पाठ केवल गतिविधि के लिए हैं ।

- 1- पार नज़र के
- 2- झाँसी की रानी (कविता)
- 3- नौकर
- 4- वन के मार्ग में
- 5- साँस साँस में बाँस

केन्द्रीय विद्यालय संगठन . चेन्नै संभाग:  
KENDRIYA VIDYALAYA SANGATHAN . CHENNAI REGION  
Split up of Syllabus 2021-22  
विषय: संस्कृतम् SUBJECT: SANSKRIT CLASS VI

क्रम. सं.	मास:	तात्कालीन अवधय:	आनलाइन शिक्षणार्थम् अवधय:	पाठ्यवस्तु	
S.No.	Month	Period	Tentative no of periods available ONLINE Teaching	Topic	Test Shedule
<b>TERM-1</b>					
	अप्रैल	0	0	Zero Month	
0	मई/जून	9	2	संस्कृतभाषापरिचयः	
1	जुलै	24	2	शब्दपरिचयः- I	PT-I
2			2	शब्दपरिचयः- II	
3	अगस्त	23	2	शब्दपरिचयः- III	
4			2	विद्यालायः	
5	सितम्बर्	24	4	वृक्षाः	HALF YEARLY
<b>TERM-2</b>					
6	अक्टूबर	14	2	समुद्रतटः	
7				***बकस्य प्रतिकारः	
8				***सूक्तिस्तबकः	
9	नवम्बर्	24	4	***क्रीडा स्पर्धाः	
10				***कृषिकाः कर्मवीराः	
11				पुष्पोत्सवः	
12	दिसम्बर्	18	3	दशमः त्वमसि	PT-II
13	जनवरी	20	4	विमानयानं रचयाम	
14				अहह आः च	
15	फरवरी	23	4	मातुलचन्द्रः	SESSION ENDING EXAM
	मार्च	6	2	॥पुनरावृत्तिः॥	

2. \*\*\* - Four lessons as only for suggested activities.if available some you tube links can be given.

KENDRIYA VIDYALAYA SANGATHAN: CHENNAI REGION						
CLASS VI MATHEMATICS SPLIT - UP SYLLABUS (2021-22)						
MONTH	CHAPTER/ No. OF PERIODS	TOPIC TO BE COVERED	LEARNING OBJECTIVES	LEARNING OUTCOMES	ACTIVES / PRACTICALS	DELETED TOPICS
APRIL/MAY	1. KNOWING OUR NUMBERS (10 PERIODS)	1.1 Introduction 1.2 Comparing Numbers 1.3 Large Numbers in Practice 1.5 Roman Numerals	1. To encounter situations having numbers up to 8 digits. Eg. cost of property, population of a country etc. 2. Compare numbers through situations like cost of two houses, number of spectators etc.	1. Solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division). 2. Recognises and appreciates (through patterns) the broad classification of numbers as even, odd, primes, co-primes etc.	1. To frame 3 digit, 4 digit or 5 digit numbers from the given flash cards and select and compare them. 2. To verify distributive property of multiplication over addition of whole numbers. 3. (ACTIVITY4) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	1.4 Using Brackets
	2. WHOLE NUMBERS (8 PERIODS)	2.1 Introduction 2.2 Whole numbers 2.3 The Numberline	1. Classify numbers based on their properties like even, odd, prime, composite etc. 2. To construct and solve word problems based on basic operations on whole numbers.			
JUNE/JULY	2. WHOLE NUMBERS.....Contd	2.4 Properties of Whole Numbers	1. To evolve properties of whole numbers like closure, commutative, associative, distributive, additive & multiplicative identity.			2.5 Patterns in Whole Numbers
	3. PLAYING WITH NUMBERS (15 PERIODS)	3.1 Introduction 3.2 Factors and Multiples 3.3 Prime and Composite Numbers 3.4 Tests for Divisibility Of Numbers 3.5 Common Factors and Common Multiples 3.7 Prime Factorisation	1. To observe patterns that lead to divisibility by 2, 3, 4, 5, 6, 8, 9, 10 & 11 2. To visualise the factors and multiples of a number, similarity and differences. 3. To understand the concept and use of LCM & HCF of numbers. 4. Applies prime factorisation to find HCF & LCM of numbers.	1. Applies HCF or LCM in a particular situation.	1. To find the HCF of two given numbers. 2. To find LCM of two given numbers. 3. (ACTIVITY5) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	3.6 Some More Divisibility Rules
<b>PERIODIC TEST - I</b>						
AUGUST	3. PLAYING WITH NUMBERS.....Contd	3.8 Highest Common Factor 3.9 Lowest Common Multiple 3.10 Some Problems on HCF & LCM	1. To develop his own strategy to identify appropriate situation to use the concept of LCM & HCF.		(ACTIVITY6) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	
	4. BASIC GEOMETRICAL IDEAS (8 PERIODS)	4.1 Introduction 4.2 Points 4.3 Line Segment 4.4 A line 4.5 Intersecting lines 4.6 Parallel lines 4.7 Ray 4.8 Curves 4.9 Polygons 4.10 Angles 4.11 Triangles 4.12 Quadrilaterals 4.13 Circles	1. To understand the basics of geometry and defines them. 2. To understand about the shapes and generalise that a closed figure divides the surface into 3 parts. 3. To link the shapes available in the nature to the classroom learning and differentiates them. 4. Classifies figures as open and closed. 5. Classifies angles into different types based on their measurements and describes elements of angles like vertices, arms, interior and exterior. 6. To describe vertices, sides, angles, altitude, median and interior and exterior of a triangle. 7. To classify different parts of a quadrilateral. 8. To understand circles and its components like centre, radius etc.	1. Describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings. 2. Demonstrates an understanding of angles by identifying examples of angles in the surroundings.	1. To collect pictures from surroundings/environment representing ray, parallel lines, intersecting lines. 2. To make different types of polygons using colour paper, identifying the shapes and pasting them in the notebook by writing their names. 3. (ACTIVITY22) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	
SEPTEMBER	5. UNDERSTANDING ELEMENTARY SHAPES (15 PERIODS)	5.1 Introduction 5.2 Measuring Line Segments 5.3 Angles - Right & Straight 5.4 Angles - Acute, Obtuse & Reflex 5.5 Measuring Angles 5.6 Perpendicular Lines 5.7 Classification of Triangles 5.8 Quadrilaterals 5.9 Polygons 5.10 Three Dimensional shapes	1. To understand the measuring techniques and measures accordingly. 2. To understand the elementary shapes and defines them. 3. To classify angles based on the amount of rotation. 4. Link plane shapes to solid shapes, or 2D to 3D. 5. To classify given set of triangles based on their angles and sides. 6. To classify the given set of quadrilaterals based on their properties. 7. To identify and draw various polygons. 8. To discuss the various aspects of a 3D object like edges, vertices and faces.	1. Demonstrates an understanding of angles by Classifying angles according to their measure. 2. Estimating the measure of angles using 45°, 90° and 180° as reference angles. 3. Classifies triangles into different groups/types on the basis of their angles and sides. 4. Classifies quadrilaterals into different groups/types on the basis of their sides/ angles. 5. Identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings. 6. Describes and provides examples of edges, vertices and faces of 3-D objects	1. To make a parallelogram, rectangle, square and trapezium using set square 2. (ACTIVITY22) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a> 3. To form different angles and measure them. 4. (ACTIVITY22) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	
	6. INTEGERS (7 PERIODS)	6.1 Introduction 6.2 Integers 6.3 Addition of Integers 6.4 Subtraction of Integers	1. To understand and need of extending the number family from natural numbers to integers through whole numbers. 2. To visualise the number line and uses that for operations. 3. To relate integers to daily life situations.	1. Solves problem involving addition and subtraction of integers	1. To add and subtract integers using counters (or button). 2. (ACTIVITY21) - <a href="https://ncert.nic.in/pdf/school-ki/kit_manual_UP_math.pdf">https://ncert.nic.in/pdf/school-ki/kit_manual_UP_math.pdf</a>	
OCTOBER	7. FRACTIONS (15 PERIODS)	7.1 Introduction 7.2 A Fraction 7.3 Fractions on a Number Line 7.4 Proper Fraction 7.5 Improper and Mixed Fraction 7.6 Equivalent Fraction	1. To represent pictorial form to fraction and vice-versa. 2. To understand and need of extending the number family from natural numbers to fractions through integers. 3. To link the fractions to the situation outside the class. 4. To apply the basic operations on fractions i.e. to find the sum & differences of fractions to enhance the computational skill.	1. Uses fractions in different situations which involve money, length, weight etc. For example - 7½ metres of cloth, distance between two places is 112.5 km etc.		
	<b>PERIODIC TEST - II / HALF-YEARLY EXAMINATION</b>					
NOVEMBER	7. FRACTIONS.....Contd	7.7 Simplest Form of a Fraction 7.8 Like Fraction 7.9 Comparing Fraction 7.10 Addition & Subtraction of Fractions	1. To be able to simplify the given fraction to its simplest form. 2. To identify different types of fractions. 3. To solve word problems and real life problems using fractions.	1. Solves problems on daily life situations involving addition and subtraction of fractions.	1. To understand various fractions and their various comparisons 2. (ACTIVITY2) - <a href="https://ncert.nic.in/pdf/school-ki/kit_manual_UP_math.pdf">https://ncert.nic.in/pdf/school-ki/kit_manual_UP_math.pdf</a> 3. To find the sum of fractions with different denominators. 4. (ACTIVITY9) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	
	8. DECIMALS (10 PERIODS)	8.1 Introduction 8.2 Representing Decimals on a Number line 8.3 Hundredths 8.4 Comparing decimals 8.5 Using Decimals 8.6 Addition of Decimals 8.7 Subtraction of Decimals	1. To understand the concept of decimals and extends the place value system. 2. To compare & convert fractions into decimals and vice-versa. 3. To develop computational skill by applying basic operations on decimals. 4. To apply to real life word problems to find proper solution.	1. Uses decimals in different situations which involve money, length, weight etc. For example, 7½ metres of cloth, distance between two places is 112.5 km etc. 2. Solves problems on daily life situations involving addition and subtraction of decimals.	1. To multiply two fractions 2. (ACTIVITY35) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm104.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm104.pdf</a> 3. To understand the concept of place values of decimals with the help of abacus 4. (ACTIVITY9) - <a href="https://ncert.nic.in/pdf/school-ki/kit_manual_UP_math.pdf">https://ncert.nic.in/pdf/school-ki/kit_manual_UP_math.pdf</a> 5. To add decimals. 6. (ACTIVITY14) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	
DECEMBER	9. DATA HANDLING (6 PERIODS)	9.1 Introduction 9.2 Recording Data 9.3 Organising Data 9.7 Bar graph	1. To learn why and how data should be organised. 2. To organise data using tally marks. 3. To develop skill in representing data in bar graph.	1. Arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table and bar graph and interprets them.	1. To collect data and represent this through a bar graph. 2. (ACTIVITY15) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm105.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm105.pdf</a> 3. To obtain area of different geometrical figures using a geo board and verify the result using known formula.	9.4 Pictograph 9.5 Interpretation of Pictographs 9.6 Drawing a Pictograph
	10. MENSURATION (10 PERIODS)	10.1 Introduction 10.2 Perimeter 10.3 Area	1. To understand the concept of perimeter and area. 2. To derive the formula for perimeter and area of a rectangle and a square. 3. To apply formulae and solve different real life problems.	1. Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc.	(ACTIVITY11) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a> 2. To derive the formula for area of a rectangle. 3. (ACTIVITY24) - <a href="https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf">https://ncert.nic.in/pdf/publication/sciencelaboratorymanuals/class6to8/VIII/mathematics/ahelm103.pdf</a>	
JANUARY	11. ALGEBRA (10 PERIODS)	11.1 Introduction 11.2 Matchstick Patterns 11.3 The Idea of a Variable 11.4 More Matchstick Patterns 11.5 More Examples on Variables 11.6 Use of Variables in Common Rules 11.7 Expressions with Variables 11.8 Using Expressions Practically 11.9 What is an Equation 11.10 Solution of an Equation	1. To use variables in different contexts in mathematics and also appreciate the necessity of representing unknowns by variables. (alphabets) 2. To represent statements in expressions using variables and vice-versa. 3. To classify quantities as variables and constants. 4. To understand algebra as generalisation of arithmetic. 5. To find the value of the variable by solving the equation. 6. To represent life situations in the form of an expression.	1. Uses variable with different operations to generalise a given situation. For example, Perimeter of a rectangle with sides x units and 3 units is 2(x+3) units.	1. Making different Matchstick Patterns of various alphabets to arrive at a general formula.	
	12. RATIO AND PROPORTION (6 PERIODS)	12.1 Introduction 12.2 Ratio 12.3 Proportion 12.4 Unitary Method	1. To understand the meaning and importance of ratio and proportion. 2. Comparing the quantities and computing using appropriate methods. 3. To understand and apply unitary method to solve problems.	1. Compares quantities using ratios in different situations. For example the ratio of girls to boys in a particular class is 3:2. 2. Uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7 notebooks by first finding the cost of 1 notebook.		
<b>PERIODIC TEST - III</b>						
FEBRUARY	13. SYMMETRY (4 PERIODS)	13.1 Introduction 13.2 Making Symmetrical Figures 13.3 Figures with Two Lines of Symmetry 13.4 Figures with Multiple Lines of Symmetry	1. To understand the meaning and existence of symmetry in our life. 2. To develop the skill of drawing and identifying lines of symmetry of some basic plane figures. 3. To develop aesthetic sense and appreciating beauty of maths.	1. Demonstrates an understanding of line symmetry by identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines Creating symmetrical 2-D shapes.	1. Identifying and drawing lines of Symmetry of different plane figures.	13.6 Reflection and Symmetry figures
	14. PRACTICAL GEOMETRY (6 PERIODS)	14.1 Introduction 14.2 The Circle 14.5 Angles- Constructing 60° & 120°	1. To gain the knowledge of geometrical apparatus. 2. To draw and construct angles like 60° & 120° using compass and ruler also to maintain neatness and accuracy.	1. Constructing simple special angles like 60° and 120°.	1. Identifying various instruments present in the geometry box and constructing 60° and 120° using compass and ruler.	14.3 A line Segment 14.4 Perpendiculars 14.5.2 Constructing a copy of an Angle of an Unknown Measure 14.5.3 Bisector of an Angle Special angles: 30°, 90°, 45°
<b>REVISION</b>						
<b>SESSION ENDING EXAMINATION</b>						
MARCH						







































**KENDRIYA VIDYALAYA SANGATHAN RO CHENNAI REGION**  
**SPLIT-UP SYLLABUS**  
**SESSION 2021-22**

**NCERT TEXTBOOK:VI**

**CLASS: VI**

**SUBJECT: SCIENCE**

S. NO	NAME OF THE EXAM	CHAPTER	PERIODS NEEDED	MONTH	TENTATIVE NUMBER OF WORKING DAYS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENT AREAS
1	PART-I Periodic test -1	FOOD: WHERE DOES IT COME FROM	4	April	16	<p>Know and understand</p> <ul style="list-style-type: none"> <li>The Importance of food variety</li> <li>Ingredients required to make a dish</li> <li>Edible parts of plant.</li> </ul> <p>Able to explain</p> <ul style="list-style-type: none"> <li>Need of food variety</li> <li>Categorization of animals into herbivores, carnivores, omnivores</li> </ul>	<p>Ask your friends about the food items they would be eating during the day.</p> <p>Food taken by students of different states.  <a href="#">Food in different states ( link for video)</a>            Write the ingredients used to prepare the food items and their resources.  <a href="#">ingredients</a>            How to make moong bean sprouts.  <a href="#">sprout</a></p>	<p>Relevancy            Presentation            Understanding ability            Collection of samples            Neatness</p> <p>Originality            Scientific content            Correctness            Presentation            Neatness</p>
2		COMPONENTS OF FOOD	6	April	16	<p>Know and understand</p> <ul style="list-style-type: none"> <li>Food components</li> <li>Test for carbohydrates , proteins, fats</li> <li>Functions of dietary fibres and water</li> <li>Deficiency diseases and symptoms</li> </ul> <p>Skill to draw</p> <ul style="list-style-type: none"> <li>Food items rich in vitamins</li> <li>Identifies the food items rich in carbohydrates,</li> </ul>	<p>Test the food usually eaten by cattle to find out which nutrients are present in animal food.  <a href="#">components of food</a></p> <p>To test the Presence of starch in food            To test the presence of fat in food            Presence of protein in a sample of food</p> <p>Would it be harmful for the body to take too much of proteins vitamins</p>	<p>Correct set up            Handling the experiment            Observation            Inference            Neatness</p>

						proteins, fats	and fats in the diet discuss	
							<b>1.2 PPT COMPONENTS OF FO</b>	
3		FIBRE TO FABRIC	5	May/June	6	<p>Know and understand</p> <ul style="list-style-type: none"> <li>Variety of fabrics</li> <li>History of clothing material</li> </ul> <p>Able to</p> <ul style="list-style-type: none"> <li>Explain the process of obtaining different fibres</li> <li>Analyze the process of spinning</li> <li>Distinguish between weaving and knitting.</li> <li>Identify the types of fibres by burning test</li> </ul>	<p><a href="#">fibre to fabric Video</a> Find out if any crop is grown in your region for obtaining fibre. if yes what it is used for.</p> <p><a href="#">sources of fibre</a> In India's map label the states where cotton and jute are cultivated.</p> <p>Collect pictures of fibre yielding plants and animals and paste it in your science activity book</p> <p>Visit a nearby handloom and powerloom unit and observe the weaving of fabric <a href="#">Process of spinning</a></p>	<p>Relevance to the topic Presentation Understanding ability Collection of data Neatness</p> <p>Collection Relevancy Creativity and presentation Scientific idea behind Neatness</p> <p>Participation Observation Scientific temperament involvement conclusion</p>
4		SORTING MATERIALS INTO GROUPS	3	July	18	<p>Able to</p> <ul style="list-style-type: none"> <li>Sort materials into group according to the properties</li> <li>Distinguish soluble and insoluble materials.</li> <li>Differentiate transparent, translucent and opaque materials.</li> </ul>	<p>To identify the given substances as soluble and insoluble substances. <a href="#">different types of materials</a></p> <p>To identify objects as transparent translucent and opaque <a href="#">sorting out materials</a></p>	<p>Correctness Reasoning Interpretation Involvement Inference</p>

5		SEPARATION OF SUBSTANCES	4	July	18	<p>Able to know</p> <ul style="list-style-type: none"> <li>• Various methods of separation</li> <li>• The need of separating constituents from their mixture.</li> </ul> <p>Develop skill</p> <ul style="list-style-type: none"> <li>• To analyse the methods of separation based on the shape, size and the materials</li> <li>• To analyse the term winnowing, threshing and sieving and where they are used.</li> </ul>	<p>To separate a mixture of iron filings and sulphur powder.</p> <p><a href="#">separation of salt from seawater</a></p> <p>Filtration Sedimentation Decantation <a href="#">sedimentation and decantation</a></p> <p><a href="#">PPT Separation of substances</a></p>	<p>Correct set up Handling the experiment Observation Inference Neatness</p>
6		CHANGES AROUND US	4	July	18	<p>Able to</p> <ul style="list-style-type: none"> <li>• Categorize various changes around them as reversible and irreversible</li> </ul> <p>Develop skill</p> <ul style="list-style-type: none"> <li>• To conduct experiments based on reversible and irreversible changes</li> <li>• To explain the expansion and contraction of metals</li> </ul>	<p>Classify the given changes as slow fast reversible or irreversible</p> <p>Identify any five changes that cannot be reversed during the preparation of dishes at your home. <a href="#">changes around us</a></p>	<p>Correctness Reasoning Interpretation Involvement Inference</p>
7	Half yearly Examination (Cumulative )	GETTING TO KNOW PLANTS	5	August	16	<p>Know and understand</p> <ul style="list-style-type: none"> <li>• Herbs , shrubs , trees , creepers, climbers</li> <li>• Parts of leaves</li> <li>• Differentiate tap root and fibrous root</li> <li>• Parallel and reticulate venation</li> </ul> <p>Able to</p> <ul style="list-style-type: none"> <li>• Identify the different parts of plant</li> </ul>	<p>Exploration of different plants in the school premises observe the different sizes forms colours etc in the plants <a href="#">Types of plants</a> To show that stem conducts water <a href="#">Activity Stem conducts water</a> Trace the venation of various leaves in a sheet of paper</p> <p>Activity to show transpiration in plants</p>	<p>Participation  Observation Scientific temperament Conclusion Involvement</p>

						<ul style="list-style-type: none"> <li>Analyze the various parts of flower</li> </ul> <p>Develop skill to conduct experiments on transpiration</p>	<p><a href="#">Transpiration in plants Activity</a> Prepare herbarium of leaves</p> <p><a href="#">Getting to know plants</a></p>	
8		BODY MOVEMENTS	5	August	16	<p>Know and understand</p> <ul style="list-style-type: none"> <li>Different kinds of joints</li> <li>Functions of skeleton</li> <li>Role of muscles in the movement of bones</li> <li>Body movements of other animals</li> </ul> <p>Develop the skill</p> <ul style="list-style-type: none"> <li>To observe and differentiate various kinds of joints in our body and their functions.</li> <li>To analyse the movements of other animals</li> <li>To appreciate the body structure</li> </ul>	<p>Observe the joints in the human skeleton</p> <p><a href="#">Skeletal dance</a></p> <p>Joints are needed for the movement activity</p> <p><a href="#">Joints are needed for movements</a> Observe the movement of snail <a href="#">Body movements PPT</a></p>	<p>Correctness Presentation Relevancy Scientific reasoning Neatness</p>
9		MOTION AND MEASUREMENT OF DISTANCES	10	september	16	<p>Able to</p> <ul style="list-style-type: none"> <li>Explain the different types of motion with diagrams</li> <li>List the various methods used in olden times for measurement of distance</li> <li>Understand the change in the mode of transport</li> </ul> <p>Develop skill</p> <ul style="list-style-type: none"> <li>To measure the length of the curved line using thread</li> <li>To analyse the importance of standard unit of measurement.</li> </ul>	<p>Activity to show circular motion using thread and stone <a href="#">Thread and stone activity</a> Measure the length of your dining table using hand span by all members of your family <a href="#">Non standard units of measurements</a> Collect the items like Items like hair band bangle hanger and measure its length and record your observations <a href="#">Different types motion of objects</a></p>	<p>Set up Handling Observation Interpretation Neatness</p>

10		THE LIVING ORGANISMS AND THEIR SURROUNDINGS	6	October	11	<p>Able to know and understand</p> <ul style="list-style-type: none"> <li>The different types of habitat</li> <li>Explain the adaptation of animals in different habitats.</li> <li>Classify the organism on the basis of their habitat</li> <li>Enlist the features of living and non living things</li> <li>Understand the need of adaptation in animals to survive</li> </ul>	<p>Types of habitat and Discussion on life outside the earth</p> <p>Activity to show the effects of abiotic factors on the germination of seeds  <a href="#">Factors needed for germination</a>            Transpiration in cactus plants  <a href="#">cactus</a>  <a href="#">PPT</a></p>	<p>Set up            Handling            Observation            Interpretation            Neatness</p>
11		LIGHT, SHADOWS AND REFLECTIONS	5	November	17	<p>Able to</p> <ul style="list-style-type: none"> <li>Understand how shadows are formed</li> <li>Make out the difference between luminous and non luminous objects</li> <li>Classify the materials on the basis of transparency</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>To make pin hole camera</li> <li>To understand the principle of pin hole camera</li> <li>Analyse the term reflection of light with the help of activities.</li> <li>To perform experiment to prove that light travels in a straight line.</li> </ul>	<p>Activity to show the formation of shadow  <a href="#">formation of shadows</a>            activity to make a pinhole camera  <a href="#">pinhole camera</a>            Activity to show that light travels in a straight line  <a href="#">Light travels in a straight line</a>            Reflection of light using torch  <a href="#">Reflection of light</a></p> <p>Light shadow reflection.ppt</p>	<p>Set up            Handling            Observation            Interpretation            Neatness</p>
12		ELECTRICITY AND CIRCUITS	5	November	17	<p>Able to</p> <ul style="list-style-type: none"> <li>List the uses of electricity</li> <li>Understand the working of electric bulb, electric torch</li> <li>Differentiate conductor and insulator</li> <li>Understand the components</li> </ul>	<p>Imagine there were no electric supply for a month how would that affect your day to day activities .present your imagination</p> <p>Activity to show how steady is your hand</p>	<p>Content based relevance            Extent of participation            Knowledge            Confidence            Conclusion</p>

						<ul style="list-style-type: none"> <li>of electric circuit</li> <li>Understand the terms closed and open circuit</li> <li>Identify the path of electricity in the circuit</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>To make a simple circuit on their own</li> </ul>	<p><a href="#">How steady is your hand</a></p> <p>Test whether a material is a conductor or an insulator</p> <p><a href="#">switch,open and closed conductor</a></p> <p>Making of a simple switch</p> <p>electricity and circuit.pptx</p>	
13		FUN WITH MAGNETS	7	December	12	<p>Able to</p> <ul style="list-style-type: none"> <li>Explain how magnets were discovered</li> <li>Gain knowledge about artificial and natural magnets</li> <li>Explain about the properties of magnet.</li> <li>Classify magnetic and nonmagnetic materials</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>To make their own magnets</li> <li>To critically analyse about finding directions with the help of magnets.</li> <li>To make magnetic compass</li> </ul>	<p>Using a compass find the direction in which Windows and entrance to your house open.</p> <p><a href="#">fun with magnet video</a></p> <p>Effect of magnet--- a paper clip hanging in air.</p> <p><a href="#">compass box</a></p> <p>A freely suspended bar magnet always comes to rest in the north south direction.</p> <p><a href="#">activity</a></p> <p>Making your own magnets</p> <p><a href="#">fun with magnets</a> PPT</p> <p><a href="#">concept map</a></p>	<p>Set up</p> <p>Handling</p> <p>Observation</p> <p>Interpretation</p> <p>Neatness</p>
14	Session Ending Exam (Cumulative )	WATER	5	January	16	<p>Able to</p> <ul style="list-style-type: none"> <li>Understand the water cycle in nature</li> <li>Explain the consequences of heavy and no rainfall</li> <li>Gain knowledge about conservation of water</li> <li>Critically analyse per day consumption of water</li> <li>Analyse the factors affecting the rate of evaporation</li> <li>Understand the method of</li> </ul>	<p>List three activities and describe in which you can save water.</p> <p><a href="#">flood and drought</a> Video</p> <p>Collect pictures relating to floods and droughts from old magazines and newspapers and paste them in the activity book.</p> <p><a href="#">water conservation video</a></p> <p>prepare a poster on ways of saving water.</p> <p>write few slogans of your own on the topic save water.</p>	<p>Collection</p> <p>Relevancy</p> <p>Creativity and presentation</p> <p>Scientific idea behind</p> <p>Neatness</p>

						rain water harvesting		
							WATER PPT.pptx	
15		AIR AROUND US	5	January	16	<p>Able to</p> <ul style="list-style-type: none"> <li>List the properties and components of air.</li> <li>Explain how the oxygen in the atmosphere is replaced.</li> </ul> <p>Skill</p> <p>.To perform experiment to prove the presence of air in soil, air in water etc.</p>	<p>activity to show that air occupies space using bottle and water. <a href="#">Is the bottle really empty video</a></p> <p>Activity to show that oxygen is needed for burning. <a href="#">Oxygen is needed for burning</a></p> <p>To show that water contains air.</p> <p><b>AIR AROUND US.pptx</b></p>	<p>Set up Handling Observation Interpretation Neatness</p>
16		GARBAGE IN GARBAGE OUT	5	February	16	<p>Know and understand</p> <p>. The terms like garbage Landfill Vermicompost Degradable Gains knowledge about the method of Composting Able to Differentiate Compost and manure. Skill to Manage the garbage efficiently Make art out of waste Make own compost pit.</p>	<p>Making any useful product out of waste. <a href="#">Say no to plastic</a> Recycling of Paper at home paper mache.</p> <p>Debate plastic is a boon or bane.</p> <p>Garbage in and out.pptx</p>	<p>Originality Scientific content Correctness Presentation Neatness</p> <p>Content Presentation Expression Scientific reasoning Confidence</p>

TERM-I									
SL NO	MONTH	UNIT NO AND NAME	COMPETENCY /SKILL	NO.OF. ONLINE PERIODS	LEARNING OBJECTIVES	TARGETED LEARNING OUTCOMES	PEDAGOGICAL PROCESS SUGGESTED AS PER ALTERNATIVE ACADEMIC CALENDAR	SOURCE	ASSESSMENT STRATEGY
1	April/May	<b>History: Chapter 1</b>  What, Where, How and When?	1. Identification 2. Analysis 3. Critical Thinking Familiarize the concepts of historical sources. 4.report writing Interpretation.	4	1. To understand skill and methods of historical inquiry and importance of date.  2. To know the ways to periodise history.	1. Familiarise students with dates.  2. They will understand different tools to enquire about history and its correlation with geography.	1.Show a video of ancient Egypt to show the ancient culture  2. Explain the relation of time and history with the help of time line.  3. Peer discussion about different artefacts archaeological evidences.	1. Text book- What, Where, How and When. 2.Students may also avail the online material like- <a href="https://youtu.be/omajagozk0">https://youtu.be/omajagozk0</a>  <a href="https://youtu.be/3SYmQwfJosl">https://youtu.be/3SYmQwfJosl</a>  <a href="https://diksha.gov.in/play/collection/do_31312343374967603211410?contentId=do_3130837709414973441747">https://diksha.gov.in/play/collection/do_31312343374967603211410?contentId=do_3130837709414973441747</a>	1. Map activity – Ganga, Indus, Narmada river.  2. Group discussion on importance of Date, manuscripts.  3.Making list of different type of archaeological evidences  <a href="https://diksha.gov.in/play/collection/do_31312343374967603211410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130894677972008961949">https://diksha.gov.in/play/collection/do_31312343374967603211410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130894677972008961949</a>  <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_313065293888061440113845">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_313065293888061440113845</a>
	April/May	<b>Civics- Chapter-1</b>  Understanding Diversity	1. Analyse-What does diversity add to our lives?  2. Correlation Analyses -Diversity in India and Unity in Diversity	4	Students will be able: - To understand that how diversity enhances their life.  To understand the different kind of features of the diversity like geographical,	Recognises various forms of discrimination and understands the nature and sources of discrimination.	Discuss with parents about the changes which have taken place over the years.  Analyze the different features of diversity like geographical, historical, cultural etc.	Textbook - Understanding diversity, Children and may use the following resources and explore Social science e-resource available online.  <a href="https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;">https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;</a>	1.Collage or Scrapbook : cultural diversity,  2.group discussion on the topic - Has diversity helped in India's unification?  3. worksheets on the topic : Diversity in India  4. MCQ in Google forms



					historical, cultural etc  To understand the contribution of the people irrespective of their different background they were together in the freedom movement.			<a href="https://contentId=do_3130837641890611201721">contentId=do_3130837641890611201721</a>  <a href="https://youtu.be/eF9XpTuaIlg">https://youtu.be/eF9XpTuaIlg</a>	
	<b>April/May</b>	<b>Geography- Chapter 1-</b>  The Earth in the Solar System	1. Identification- the order of the 8 planets  2. Analysis - Latitudes and Longitudes  3. critical Thinking -The possibility of life on other planets.  4. Observation - The sun and the Solar system	<b>4</b>	1.The students will learn about the Solar System,  2. the order of the 8 planets, special words such as orbit and asteroid.	1.Students will be able to identify the planets in the Earth's solar system.  2.Students will be able to determine and demonstrate the position of the planets from the sun.	1.Demonstrate and Explain- Planets in the Solar System, Stars, Asteroids, Constellations and other Celestial bodies.  <b>2.Discuss and Debate-</b> The possibility of life on other planets.  <b>3.Ideas for Action</b> Prepare a skit themed on the Universe in which characters play roles of Stars, Sun, Moon, Earth, Saturn, Asteroids, Constellations, and other celestial bodies. You could also include a narrator in your team.	<b>Textbook- The Earth Our Habitat</b>  <b>Children and parents may use the following resources and explore Social Science e-resource available online, e.g.:</b> <a href="https://diksha.gov.in/play/col/lecture/do_31322182213745049614232?contentId=do_31322166971753267212427">https://diksha.gov.in/play/col/lecture/do_31322182213745049614232?contentId=do_31322166971753267212427</a>	1.Drawing diagram of the solar system and make a paper planetarium.  2.Group discussion on the topic- How would the Earth be affected if it is taken: (a) too nearer or (b) too far from the Sun?  3.Worksheets, Google forms
2	<b>June</b>	<b>History: Chapter 2</b>  From Hunting – Gathering to Growing Food	1. Observation 2. Identification 3. Aesthetic 4.interpretation 5. Case study Mehrgarh.	3	1.Understand hunting and gathering as a way of life and its implication  2. Introduce learners to different tools of hunting and farming of ancient and	1. Appreciate and understand the way of life of hunters and gatherers.  2. Identify different archaeological evidences.	1.Discuss with students the following- <ul style="list-style-type: none"> <li>Compare Life of Hunters and gatherers and modern day.</li> <li>How did they get the foods and what the used to wear.</li> </ul>	1.Text book- From Hunting – Gathering to Growing Food <a href="https://diksha.gov.in/play/col/lecture/do_31310347509336473611046?contentId=do_312991120782721024114">https://diksha.gov.in/play/col/lecture/do_31310347509336473611046?contentId=do_312991120782721024114</a> 2.Students and parents may use the following resource and explore social science e-	1. List the tools used by hunters and gatherers.  2.Why did hunters and gatherers moved from place to place  3. Pen paper test on the ways hunters and gatherers used fire.

					modern times. 3.Understand the implication of farming and herding	3. Locate important sites in outlined map of India. 4. Appreciate the diversity of domestication.	<ul style="list-style-type: none"> <li>Why did the move from one place to the other.</li> <li>How did they settled in one place and started domesticating animals.</li> </ul> <p>2. Show them map from text book and discuss about Mehrgarh civilisation.</p> <p>3. Show different hunting tools.</p>	resources available online e.g. <a href="https://diksha.gov.in/play/col/lection/do_31322468976644915211103?contentId=do_3132245110191636481516">https://diksha.gov.in/play/col/lection/do_31322468976644915211103?contentId=do_3132245110191636481516</a> 3.Images from Google arts and culture. <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31310214976589004811184">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31310214976589004811184</a>	4. Solving NCERT questions. 5.Map locating different caves and civilisation <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31308950157042483211047">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31308950157042483211047</a>
	<b>June</b>	<b>Civics-Chapter2-</b> Diversity and Discrimination <b>(activity based, not to be evaluated for PT/HY/SEE)</b>	1.dentification 2. Analysis 3. critical Thinking -Familiarize the concept of Diversity& Discrimination.	1					Activity: - Students will Make a list of fundamental rights. 2. Students will Make a list of things meant for girls and boys separately.
3	<b>July</b>	<b>History: Chapter 3</b> In the Earliest Cities	1.Explanation 2. Integration 3. Analysis Examines The Harappan civilisation, its important feature, location, art and culture, architecture food etc	4	1. Introduce learners with historic architectural pattern. 2. Familiarise the concept of urbanism. 3. Understand the settlement pattern, food lifestyle of Harappan civilisation.	1. Explain the development of ancient cities. 2. Locate important historical sites.	1. Show video and elaborate about the settlement pattern of Harappa. 2. Divide in group and discuss about the settlement pattern of ancient and modern cities. 3.Represent map of India and help them locate different ancient cities of	1.Text book- In the Earliest Cities <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911207999569921146">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911207999569921146</a> Students and parents may also avail online material, e.g- <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3130895424311623681583">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3130895424311623681583</a>	1. Solvingncert questions. <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3130895540649574401594">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3130895540649574401594</a> <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3130895424311623681583">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3130895424311623681583</a> Locate ancient civilisation on outlined map of India.

			4. Sense of collective belonging.				India	<a href="https://www.diksha.gov.in/contentId=do_31310347509336473611046?contentId=do_31310347509336473611046?contentId=do_3131425175728619521155">473611046?contentId=do_31310347509336473611046?contentId=do_3131425175728619521155</a>  <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3131425175728619521155">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3131425175728619521155</a>  <a href="https://youtu.be/rIONwxT9Nlc">https://youtu.be/rIONwxT9Nlc</a>	
		<b>Geography- Chapter 2-</b>  Globe: Latitudes and Longitudes	1. Identification- Heat zones  2. Classification- Latitudes and Longitudes  3. Analyse- Standard Time,	<b>4</b>	1. Students will understand how latitude and longitude are used to identify places on a map.  2. To identify the location of places.	1. Students will be able to identify the latitude and longitude of a city on a map.  2. Students will be able to identify a city when the latitude and longitude are provided.	The learner be provided opportunities in pairs/groups/individually and encouraged to:  1. Identify the equator, tropic of cancer, tropic of capricorn, Arctic circle, Antarctic circle, north pole and south pole with the help of globe.  2. The longitudinal extent of own state.  3. Discussion on difference between the standard time and local time with the help of globe.	<a href="http://www.ncert.nic.in/ncerts/l/fess202.pdf">http://www.ncert.nic.in/ncerts/l/fess202.pdf</a>  <a href="https://www.slideshare.net/aryalitsa/lines-of-latitude-and-longitude-powerpoint">https://www.slideshare.net/aryalitsa/lines-of-latitude-and-longitude-powerpoint</a>	1. Make a list of the exact locations of any 3 cities that you have visited or planned to visit.  2. Power point presentation explaining the concepts of meridians and parallels in detail.  <b>3. Discuss and Debate-</b> Arguments For and Against Using One Time for the Whole World
<b>July</b>	<b>History: Chapter 4</b>  What Books and Burials Tell Us  ( <b>Activity based, Not to be evaluated</b> )	1. Application  2. Integration  3. Critical Thinking  4. Analyse the Important Vedas and its types.	<b>1</b>	1. To understand the importance of Vedas.  2. Critically analyse the social, economic and religious background of Vedic civilisation.  3. Acquire	1. Appreciate different types of development that were taking place in the subcontinent. 2. Analyse rituals and belief system that existed in ancient times and its impact on	1. Preparation of project on Vedic civilisation.	Text book- What Books and Burials Tell Us ( Activity based, Not to be evaluated for PT/HY/SEE)  <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208158658561147">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208158658561147</a>		

		<b>for PT/HY/SEE)</b>	Varna System: Social structure in early historic periods.  5. Sense of collective belonging.		knowledge about social category. 4)Able to explain different types of occupation etc.	present day life.			
	<b>July</b>	Civics- Chapter 3-  What is Government	1.Listing - Levels of Government & its role  2. Discussion - Types of Government.  3. Correlation – Levels of the Government  4.Analyses -the work of the Democratic Government	3	Students will be able :- Understand meaning of government. Why it is necessary and How it work at different level?  Understand types of government. to differentiate between Democratic, Monarchy and Dictatorship Government.  gain knowledge about the democratic functioning of government. Will able to explain about Women's Suffrage movement	Identifies various levels of the government local, state and union	Discuss with parents about the changes of different type of Government.  Describes the role of government to understand its complexity.	Textbook  <a href="https://diksha.gov.in/play/col/lecture/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_312795719749500928110546">https://diksha.gov.in/play/col/lecture/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_312795719749500928110546</a>  <a href="https://youtu.be/eJ_2-ZTeHEs">https://youtu.be/eJ_2-ZTeHEs</a>	1.Group discussion : the rights provided in the constitution for every citizen.  Functions of government.  2. Activity: forms of government.  3.MCQ in Google form
4	<b>August</b>	<b>History Chapter 5</b>  Kingdoms, Kings and an Early Republic  ( <b>Activity</b>	1.Coordination  2.Speaking  3.decision making  4.inference	1	1. Know the different ways of ruling.  2. Know the important Janapada and Mahajanapada.  3. Critically analyse	1. Differentiate Janapada and Mahajanapada.  2. Understand the rigid caste system of that era.  3. Critically	1. Preparation of individual power point presentation on Varna system.  2. Early janapada and mahajanapada.	Text book-Kingdoms, Kings and an Early Republic ( <b>Activity based, Not to be evaluated for PT/HY/SEE)</b> <a href="https://diksha.gov.in/play/col/lecture/do_31310347509336473611046?contentId=do_3129911208278507521146">https://diksha.gov.in/play/col/lecture/do_31310347509336473611046?contentId=do_3129911208278507521146</a>	

		<b>based, Not to be evaluated for PT/HY/SEE)</b>	5.Familiarise 6.Ashvamedha Yajna and varna system. 7. Janapada and Mahajanapada.		the different factor responsible for the formation of Janapada and Mahajanapada.	analyse the reason for the existence of caste system.			
<b>August</b>	<b>Geography- Chapter 3- Motionsofthe Earth</b>		1. Classification - between rotation and revolution of the earth 2. Discussion - discussion on the revolution of earth and Seasons 3. Correlation Analyse- Formation of seasons	<b>4</b>	1.To understand difference between rotation and revolution of the earth. 2.To empower the students to reason why the sun is in different places in the sky at the different times.	Student will be: 1.Able to explain that Earth tilts on its axis. 2.To explain that due to rotation and the tilt of the Earth we have different seasons. 3.To identify the different seasons.	1.Demonstration and discussion on the revolution of earth and Seasons by using models and audio-visual materials to understand motions of the earth. 2.Role play on the rotation and revolution of the earth. 3.Learner participation in a discussion on the topic 'Cycle of seasons'	DIKSHA platform link- <a href="https://diksha.gov.in/play/col/lecture/do_31322182213515673614229?contentId=do_31322166965329100812354">https://diksha.gov.in/play/col/lecture/do_31322182213515673614229?contentId=do_31322166965329100812354</a> video link <a href="https://youtu.be/MsX4MLgxKYs">https://youtu.be/MsX4MLgxKYs</a>	1.Make a drawing to show the inclination of the earth. 2.With the help of parents and teachers find out the reasons of: ➤ Different parts of the Earth receive sun-rays at different angles, because... ➤ The areas near the Equator are some of the hottest places in world, because...
<b>August</b>	<b>Geography- Chapter 4- Maps</b>		. 1.Identification – Types of map 2. Analyse- The Components of Map 3. critical Thinking Familiarize- What is a Scale.Plan. 4.report writing Interpretation- Conventional Symbols. Essential	<b>4</b>	1.To develop basic skills of map reading 2. To understand the need of map and its components	1. Learner will be able to use maps. 2.Know various components associated such as symbols to locate directions and places	1.Difference between globe and map and importance of map to be discussed with appropriate examples. 2.Presentation of different types of maps for better learning and understanding. 3.Components of maps will be explained to	<a href="https://ncert.nic.in/ncerts/l/fe ss204.pdf">https://ncert.nic.in/ncerts/l/fe ss204.pdf</a> <a href="https://youtu.be/v2T5QYbvpBc">https://youtu.be/v2T5QYbvpBc</a>	1. Complete the fig 4.4 given on page no. 27. 2. Drawan outlinemap from your home to school and home to market.

			components of maps: distance, directions, and symbols				understand how it helps in reading map.  4.Learners may be encouraged to do the activities given in the chapter under the supervision of an adult or a teacher may demonstrate them.		
<b>August</b>	<b>Civics-Chapter 4- Key Elements Of A Democratic Government</b>	1.Listing - The ways of peoples Participation In Government  2. Discussion - Other ways of Participating  3.Critical Thinking- About the need to resolve conflict  4.Analyse-Equality and Justice	3	Students will be able :- To explain about racial discrimination in South Africa. To know people participation can be through election and public opinion.  To analyse that conflict occurs when people of different cultures, religion, regions or economic background do not get along with each other or some other feel they are being discriminated.  Examine Case study of Kaveri river water dispute.  To know about their rights like right to vote and about our constitution	To know about their rights like right to vote and about our constitution	Learner may be encouraged to know about the democracy and features of democratic Government.	Textbook  <a href="https://diksha.gov.in/play/col/lecture/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131453590456156161987">https://diksha.gov.in/play/col/lecture/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131453590456156161987</a>  <a href="https://youtu.be/je7ZEvO217Y">https://youtu.be/je7ZEvO217Y</a>	1. Group discussion on the topic "equality and justice".  2. Activity: make a list of public participation.  3. Worksheet on the topic "kaveri river water dispute".  4.MCQ in Google form	

5..	September	<b>History: Chapter 6</b>  <b>New Questions and Ideas</b>  <b>( Revision &amp; Half Yearly Examination )</b>	1.Application 2. Integration 3. Critical Thinking 4. Analyse The story of Buddha. Upanishad and language used to compose Vedas.	4	1. To understand the importance of Buddhism as religion and its impact on people. 2.Understand the meaning and importance of 3. Upanishads. Learn about Jainism and sangha.	1. Appreciate the teaching if Buddha. 2. Outline the basic features of religion and its impact on social life. 3. Learn about different religious places.	1. Show video and images of monastery and religious places. 2. Discuss about the teachings of Buddha. 3. Explain Jainism as a way of life. 4. Elaborate different story of Upanishad.	Text book- New Questions and Ideas. <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208402042881148">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208402042881148</a> <a href="https://youtu.be/jqOL1OSx4Tk">https://youtu.be/jqOL1OSx4Tk</a> <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31316939148503449611705">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31316939148503449611705</a> <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31311843956782694411663">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31311843956782694411663</a>	1. MCQs on Buddhism and Jainism Upanishads. 2.NCERT questions  <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929080903270417768">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929080903270417768</a>  <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131091859859210241363">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131091859859210241363</a>
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**TERM-II**

SL NO	MONTH	UNIT NO AND NAME	COMPETENCY /SKILL	NO.OF. ONLINE PERIODS	LEARNING OBJECTIVES	TARGETED LEARNING OUTCOMES	PEDAGOGICAL PROCESS SUGGESTED AS PER ALTERNATIVE ACADEMIC CALENDAR	SOURCE	ASSESSMENT STRATEGY
6.	October	<b>History: Chapter 7</b>  Ashoka, The Emperor Who Gave Up War	1. Observation 2. Identification 3. Aesthetic 4.interpretation 5. Analyse the Concept of Dhamma by Ashoka.	4N	1. Understand the transformation of Ashoka as human being. 2. Analyse various issues that led to Kalinga’s war and its outcomes. 3. Understand Ashoka’s way of Dhamma.	1. Comprehend the difference between kingdom and empire. 2. Understand how and why Ashoka transformed. 3. Appreciate Ashoka’s way of Dhamma.	1. Introduce the concept of empire to the learner by showing them image. 2. Discuss Ashoka’s transformation and Kalinga’s war. 3. Debate on war and expansion of empire.	Text book- Ashoka, The Emperor Who Gave Up War <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208504033281149">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208504033281149</a> <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31318289867426201611121">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31318289867426201611121</a> <a href="https://youtu.be/n9n5qFEUWQ">https://youtu.be/n9n5qFEUWQ</a>	1. NCERT solutions. 2. Quiz on Kalinga’s war and dhamma of Ashoka.  <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_313109186267774976144">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_313109186267774976144</a>



								Google arts and culture	
	<b>October</b>	<b>Geography- Chapter 5- Major Domains of the Earth</b>	<p>1. Observation- to recognise different domains of earth and their interrelation</p> <p>2. Identification- Of major Continents and its size</p> <p>3. Analyse- How major Continents were formed.</p> <p>4. Map Skill- Continents and oceans</p>	<b>3</b>	<p>1. To understand interrelationship of the realms/domains of the earth</p> <p>To know and locate continents and oceans on the map</p>	<p>1. Learner will be able to recognise different domains of earth and their interrelation.</p> <p>Locates the continents and oceans on the map.</p>	<p>1. Explore students' ideas about the spheres of the Earth by previous knowledge test.</p> <p>2. Use clay modeling or diagrams to develop understanding about lithosphere, atmosphere, hydrosphere and biosphere.</p> <p><b>3. Discuss and debate-</b> Which is the most important domain? Is it the hydrosphere, the atmosphere, the lithosphere, or the biosphere? Why?</p> <p>4. On the outline map of world mark different continents and oceans.</p>	<p><a href="http://www.ncert.nic.in/ncerts/l/fess205.pdf">http://www.ncert.nic.in/ncerts/l/fess205.pdf</a></p> <p><a href="https://www.slideshare.net/stevepius129/major-domains-of-the-earth-80693201#:~:text=These%20life%20supporting%20systems%20are,%2CAtmosphere%20%2CHydrosphere%20and%20Biosphere.&amp;text=Lithosphere%20is%20the%20solid%20in,force%20is%20known%20as%20atmosphere%20.">https://www.slideshare.net/stevepius129/major-domains-of-the-earth-80693201#:~:text=These%20life%20supporting%20systems%20are,%2CAtmosphere%20%2CHydrosphere%20and%20Biosphere.&amp;text=Lithosphere%20is%20the%20solid%20in,force%20is%20known%20as%20atmosphere%20.</a></p> <p><a href="https://youtu.be/wYYakySHOg">https://youtu.be/wYYakySHOg</a></p>	<p>1. Play the game given on Page no. 38 under the heading "For Fun" in e-classroom.</p> <p>2. Project work- How Continents were formed, and there were only two continents at the beginning after the formation of the earth. Find out which those two continents were. Also find the continent to which India was connected before it became a part of Asia. Or Interview some friends and relatives and find five great ideas to solve the problem of pollution.</p>
7.	<b>November</b>	<b>History: Chapter 8 Vital Villages,</b>	<p>1. Conceptualisation</p> <p>2. Classification</p>	<b>4</b>	<p>1. Explain the increased use of iron tools for the benefit of Agriculture.</p>	<p>1. Demonstrate a variety of early urban centres- coastal towns capitals religious</p>	<p>1. Show the video of agricultural production. And explain the process of formation of towns.</p>	<p>Text book- Vital Villages, Thriving Towns <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3</a></p>	<p>1. NCERT Solutions. <a href="https://diksha.gov.in/play/collection/d">https://diksha.gov.in/play/collection/d</a></p>



		Thriving Towns	<p>3. Design/Synthesis Life of people in cities about 2500 years ago revealed through Jatakas and accounts of traveller's, remains of ancient buildings</p> <p>4. Observation- Social structure of villages of North and South India.</p>		<p>2. Different irrigation practices for intensification of agricultural yield.</p> <p>3. Know the role of the people belonging to different categories.</p> <p>4. Understand growth of cities about 2500 years ago.</p> <p>5. Understand the importance of towns and villages.</p>	centres. 2. Students will be able to: discuss the benefit of iron tools Analyse the methods adopted by people to increase agricultural production. 3. Understand the Social structure in Indian villages	<p>2. Divide the children in groups and discuss the use of iron tools in the agricultural production increase.</p> <p>3. Elaborate the social structure of Indian villages.</p> <p>4. Conduct debate on following topic-“modern technology and ancient technique”</p>	<p><a href="https://youtu.be/NCp93xbSwWM">129911208661319681147</a></p> <p><a href="https://youtu.be/NCp93xbSwWM">https://youtu.be/NCp93xbSwWM</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131870344457338881579">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_3131870344457338881579</a></p> <p>Image from Google art and culture</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929168873881617887">o_31310347509336473611046?contentId=do_31279929168873881617887</a></p> <p><a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929176275353617772">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929176275353617772</a></p>
Novemb er	Civics- Chapter 5- Panchayati Raj	<p>1. Analysis -The work of Gram Sabha</p> <p>2. critical Thinking – About the role of The Gram Panchayat</p> <p>3. Familiarize the concepts of Gram Sabha &amp; Gram Panchayat</p> <p>4. report writing Interpretation- Three levels of Panchayat</p>	4	<p>Students will be able :- To know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat.</p> <p>To analyze the task of Gram Panchayat to implement development programmes for all villages that come under. To know the different sources of funds for Gram Panchayat</p> <p>To know peoples participation in the</p>	Describes the role of government, especially at the local level in order to understand its complexity.	Describes and analyses functions of gram panchayat and find out the sources of funds for gram panchayat.	Textbook - PANCHAYATI RAJ.  <a href="https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_312795719865303040111780">https://diksha.gov.in/play/collection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_312795719865303040111780</a>	<p>1. Group discussion on the topic "functions of Panchayat"</p> <p>2. Activity : collect the information about source of funds for the panchayat.</p> <p>3. MCQ in Google form</p>	

					Panchayati Raj system at different level.				
Novemb er	<b>Geography- Chapter 6-</b>  MajorLandfo rms of the Eart h	<p>1. Identification - Major relief features of the earth</p> <p>2. Analyse – Two processes -internal process &amp; external process</p> <p>3. critical Thinking Familiarize the concepts of Types of Mountains, Glaciers</p> <p>4. report writing Interpretation- Landforms and the life of the people..</p>	4	To understand major landforms of the earth	Students will identify and describe different types of landforms.	<p>1. Introduce the lesson by telling and discussing with students interesting facts about the Earth. For example: One-fourth of the Earth's surface is covered by land.</p> <p>The land on the Earth is not the same everywhere.. Landforms can affect the weather, climate, and lifestyle of a community.</p> <p>Develop a definition of landforms that includes some examples through discussion.</p> <p>Discussion should include the impact of landforms on a community. For example, landforms affect where people live and build their communities.</p> <p>Have students write down the vocabulary word landform and the definition in their notebooks.</p> <p><b>Model Making- LandForms</b></p> <p>1. Learner may be asked to colour the landforms and give a brief description in his/her own words in the class.</p>	<p>PPT Presentations</p> <p><a href="https://ncert.nic.in/textbook/pdf/fess206.pdf">https://ncert.nic.in/textbook/pdf/fess206.pdf</a></p> <p><a href="https://www.slideserve.com/luther/major-landforms-of-the-earth">https://www.slideserve.com/luther/major-landforms-of-the-earth</a></p>	<p>1. What kind of landforms are found in your state? Based on the reading of this chapter, say how they are of use to the people.</p> <p>2. Map Skills</p> <p>1. On an outline map of the world, mark the following :</p> <p>(a) Mountain ranges: Himalayas, Rockies and Andes.</p> <p>(b) Plateau : Tibet.</p>	

							2.Discuss and Debate- the Over-Use of Natural Resources Developing landforms as tourist destinations.		
8.	<b>December</b>	<b>Civics- Chapter 6- Rural Administration</b>	<p>1. Analysis -The work of Police</p> <p>3.Familiarize the concepts of Area of the Police Station</p> <p>4.Critical thinking- Maintenance of land Record,A new law</p>	3	<p>Students will be able :-</p> <p>Understand the functioning and responsibility of police circles and the officials responsible for a peaceful environment at all levels.</p> <p>To analyze the role of patwari, who is responsible for the maintenance of land records and the collection of land revenue.</p> <p>To Analysis of the governmental action in securing equality of women by passing laws.</p>	Describes the functioning of rural local government body in sectors like health and education	Learner may be encouraged To collect the information about functioning of Police official and how to resolve the conflicts among the people or groups.	Textbook - RURAL ADMINISTRATION.  <a href="https://diksha.gov.in/play/col/lection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31316939735196467211707">https://diksha.gov.in/play/col/lection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31316939735196467211707</a>	<p>1. Group discussion on the topic"role of Patwari, Tehsildar and District collector "</p> <p>2. Prepare a report on – Hindu succession amendment act 2005.</p> <p>3. MCQ in Google form</p>

December	<b>History: Chapter 9</b>  Traders, Kings and Pilgrims	1.Observation 2. Identification- New Kingdoms along the coasts. 3. Aesthetic- The spread of Buddhism. The Sense of collective Belonging. 4. interpretation- The story of silk route.	4	1. Critically analyse trade relations with Rome. 2. Collaboratively find out the need for traders to explore the sea routes. 3.Students will know and understand New kingdoms along the coast Goods traded and exchanges Ruling families of south Satvahanas as lords of Dakshinapath 4. Compare and contrast the role muvendar and Satvahanas.	1. Understand the significance of name silk route. 2. Locate silk route in the map. 3.Creatively generate ideas on why kings tried to control silk route. 4.Critically reason out why Buddhism spread far and wide.	1. Show photos of silk route on map and video of trade. 2. Guide students to create script on the topic and conduct role play. 3. Discuss the life of Buddha and motivate children. 4. Communicate clearly about difference between old and new form of Buddhism. 5.Explain basic ideas and values of various religions and systems of thought during ancient period	Text book- Traders, Kings and Pilgrims  <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208818442241150">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911208818442241150</a>  <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31319707356761292811921">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_31319707356761292811921</a>  <a href="https://youtu.be/vn3e37VWc0k">https://youtu.be/vn3e37VWc0k</a>  Image from Google arts and culture	1. NCERT solutions.  <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929201913856017888">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929201913856017888</a>  <a href="https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929214048665617890">https://diksha.gov.in/play/collection/do_31310347509336473611046?contentId=do_31279929214048665617890</a>  Locate silk route on world map.
December	<b>Civics- Chapter 8-</b>  Rural Livelihood  <b>(activity based, not to be evaluated for PT /HY /SEE)</b>	1. Listing 2. Correlation Analyses the lifestyle of people in villages	1					Activity: collect the information about the functioning of people living in rural areas.

9	January	<b>History: Chapter 10</b> New Empires and Kingdoms	1. Conceptualisation -Gupta Dynasty Harshvardhana and the important ruling dynasties in south India. 2. Analyse- Development of administrative system A new kind of army. 3. interpretation- Assemblies in the southern kingdom. Life of ordinary people	3	1. Students will know and understand What are Prashastis and what they tell us. Samudra Gupta's Prashasti 2. Learners would be able to explain the development of different administrative systems and a new kind of army.	1. Students will know about Gupta dynasty. 2. Discuss and Explain the The Prashasti of Ruling kings of south India. 3. Compare and contrast their administrative systems from the earlier ones. 4. Distinguish the key features that made the army new and different from earlier ones.	1. Show image and video on kings and kingdoms. 2. Discuss about Harshavardhana, and different inscriptions. 3. Describe the events indicating towards the expansion in international trade, art, architecture and their contribution to the Indian history.	Text book- New Empires and Kingdoms <a href="https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911209048309761151">https://diksha.gov.in/play/col/lection/do_31310347509336473611046?contentId=do_3129911209048309761151</a> <a href="https://youtu.be/sHFMafYYF18">https://youtu.be/sHFMafYYF18</a> Image from Google arts and culture.	1. NCERT solution. 2. MCQs on kings and Inscriptions.
	January	<b>Civics- Chapter 7-</b> Urban Administration	1. Analyse -The work of the ward councilor And administrative staff 2. Critical Thinking- How does the Municipal Corporation get its money? 3. Discussion- On a community protest	3	Students will be able :- To develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas. To know Election of ward councillors and Mayor by the citizens.  to know the different sources of money of Municipal corporation.  learn civic sense and	Describes the functioning of urban local government body in sectors like health and education.	Learner may be encouraged To observe functioning of Municipality /Corporation. Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas.	Textbook - URBAN ADMINISTRATION. <a href="https://diksha.gov.in/play/col/lection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131870725739069441585">https://diksha.gov.in/play/col/lection/do_31310347510328524811410?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131870725739069441585</a>	1. Group discussion on Municipal corporation and Municipal Council. 2. Activity - identify and examine the problems in a ward. 3. MCQ in Google form

					need of different ways to protest for unjust (citizenship)				
	<b>January</b>	<b>Geography- Chapter 7- Our Country India</b>	<p>1. Identification-geographical features of India.</p> <p>2. Analyse-The location of India in the world</p> <p>3. Listing- Neighbours of India</p> <p>4. critical Thinking Familiarize – The Political &amp; Administrative Divisions of India</p>	<b>3</b>	<p>1. To Identify geographical features of India.</p> <p>2. To locate India on a map.</p>	<p>1. Will be able to identify the physiographic features of India.</p> <p>2. Will locate different states/UT/neighbouring countries, mountains, plateaus, rivers and deserts of INDIA on the political Map of India.</p>	<p>1. Through guided questions, close monitoring and informal observation, the teacher will be able to assess student's ability and understanding of the physiographic division of India.</p> <p>2. With the help of appropriate charts/model/ppt understanding about the concept will be developed.</p> <p>3. Based on the above discussion, students will be asked to mark Indian States and Neighbours, Longitudinal and Latitudinal Expansion of India on the outline political map of India.</p> <p>4. Showcase the ideas to Promote Cultural Harmony in the Country</p>	<p><a href="https://ncert.nic.in/textbook/pdf/fess207.pdf">https://ncert.nic.in/textbook/pdf/fess207.pdf</a></p> <p><a href="https://youtu.be/CLwFEDQzdvc">https://youtu.be/CLwFEDQzdvc</a></p>	<p><b>1. Learner may be asked to do Case study on-</b></p> <ul style="list-style-type: none"> <li>Creating More States in India</li> <li>Top Ideas to Save the Rivers of India</li> </ul> <p><b>2. Map Skill- Tourism in India</b></p> <p>India is famous for its tourism. Find out at least 10 tourist places of India and name the states in which they are found. Locate and label the states on the political map of India.</p> <p><b>Note:</b> Information and map work to be done in the notebooks.</p>
<b>10</b>	<b>February</b>	<b>Civics- Chapter 9- Urban Livelihood</b>	<p>1. Listing</p> <p>2. Correlation Analyses the lifestyle of people in cities</p>	<b>1</b>					Activity : collect the information about the functioning of people living in urban areas.

		(activity based, not to be evaluated for PT /HY /SEE)							
	February	<b>History: Chapter 11 Buildings, Paintings and Books</b> ( Activity based, Not to be evaluated for PT/HY/SEE)	1. Map skills-Iron pillar, stupas and temples built.	1	1. Learn about the temple, Puranas, structure of society described in the old books.	1. Recall about different books and its author.	1. Preparation of scrap book of Different Stupas and temple of India.	Text book- Buildings, Paintings and Books	
	February	<b>Geography- Chapter 8- India Climate, Vegetation and wildlife</b>	1. Observation- Major seasons of India. 2. Identification- Factors affecting the climate of India. 3. Analyze- Why are forests necessary?  Why we need to protect the wild life.  <b>(Revision for SEE examination)</b>	4	1.To describe the influence of land, climate, vegetation, and wildlife on human life 2.To value the need for conserving natural vegetation and wildlife	1.Learner will be able to explain the influence of land, climate, vegetation, and wildlife on human life  2.Learner will show sensitivity towards the need for conserving natural vegetation and wildlife	1.Discuss the ‘Let’s have fun’ part given on the page no. 57 to create a strong connection about different seasons.  2.Collection of pictures and photographs of forests to be shown for better understanding of Natural vegetation.  3.Discuss the fig 8.6 given on page no. 61 for comprehend learning of importance of forests.  4.List 5 large-scale poaching case to draw attention towards the conservation of wildlife.	PPT presentation  <a href="https://www.slideshare.net/Tejashazare/india-wild-life-climate-and-vegetation-2">https://www.slideshare.net/Tejashazare/india-wild-life-climate-and-vegetation-2</a>	1. Make a list of trees in your neighborhood and collect pictures of plants, animals and birds and paste them in your copy.  2.Google form-MCQ Questions
11	March		SEE Examination						

**Note:**1.The following chapters are meant only for subject enrichment activity and not to be evaluated for PT/I TERM/SEE.( Teachers should explain the lesson to the students and guide them to do the activity based on concepts)

- i) History- Chapter 4. What books and burials tell us.  
Chapter 5.Kingdoms,kings and an early Republic.  
Chapter 11.Buildings, paintings and books.
- ii) Civics- Chapter 2. Diversity and discrimination.  
Chapter 8.Rural Livelihood.  
Chapter 9.Urban Livelihood.

2. Pedagogical processes, Source and Assessment Strategies given above are suggestive only