

Class VI

SYLLABUS OVERVIEW

SUBJECT: SOCIAL SCIENCE-A

Teacher: Miss LV

Chapter No.	Name of the Chapter	Marks
Term-I		
4	Timeline and sources of history	20
5	India, that is Bharat	20
TOTAL		40
Half Yearly		
5	India, that is Bharat	10
6	The beginnings of Indian Civilization	15
7	India's cultural roots	15
TOTAL		40
PT-II		
8	Unity in diversity or "Many in the one"	15
13	The Value of work	15
TOTAL		40
Half Yearly		
8	Unity in diversity or "Many in the one"	10
13	The Value of work	10
14	Economic activities around us	20
TOTAL		40

TERM-I				
Month	No. of Days	No. of Periods	Lesson/Unit	Activities/Projects/Practical experiment to be held/Specific Assessment Tools(s)
April-May	17	12	4. Timeline and sources of History	<ul style="list-style-type: none"> Make a personal timeline or a class timeline of major historical periods. Create a source box with examples (photos/copies) of tools, inscriptions, coins, stories, etc. Categorize historical sources as primary/secondary or literary/archaeological

June-July	20	12	5. India, that is Bharat	<ul style="list-style-type: none"> • Map activity: Trace the different names of India across ancient texts and maps. • Group discussion: "What does 'Bharat' mean to you?" • Read excerpts from ancient texts that refer to Bharatvarsha and discuss.
August	15	9	6. The beginnings of Indian civilisation	<ul style="list-style-type: none"> • Build a model of a Harappan city with drains, granaries, etc. • Clay activity: Make seals or pots like Harappan artifacts. • Watch a documentary and write 5 interesting facts about Indus Valley Civilization.
September	201	12	7. India's Cultural roots	<ul style="list-style-type: none"> • Storytelling: Tales from the Jataka or Panchtantra. • Compare different philosophies (Buddhism, Jainism, early Hinduism) in a chart. • Draw symbols representing India's philosophical and cultural roots (lotus, dharma chakra, etc.)

TERM-II

Month	No. of Days	No. of Periods	Lesson/Unit	Activities/Projects/Practical experiment to be held/Specific Assessment Tools(s)
Oct' - Nov'	20	12	8. Unity in Diversity, or 'Many in the One'	<ul style="list-style-type: none"> • Poster or collage on "Unity in Diversity." • Role play or group presentation on festivals from different regions. • Interview family/community members about traditions and values shared across India.
December	15	9	13. The Value of Work	<ul style="list-style-type: none"> • Survey: Interview 3 people doing different types of work (e.g., teacher, domestic worker, farmer). • Discussion: Why is some work considered more important or valuable than others? • Art activity: Make a poster titled "<i>All Work Has Dignity.</i>" • • Role play: Simulate a day in the life of various workers (nurse, farmer, sweeper, shopkeeper, etc.).

Jan – Feb	20	12	14. Economic activities around us	<ul style="list-style-type: none"> • Create a job map of your locality showing the different occupations. • Draw or collage: A village vs a city market – what goods and services are exchanged? • Venn diagram: Compare economic activities in a village and in a city. • Field trip / virtual visit: To a local market, workshop, or small enterprise. • Chart work: List 5 primary, 5 secondary, and 5 tertiary activities.

Class VI

SYLLABUS OVERVIEW

SUBJECT: SOCIAL SCIENCE-B

Teacher: Miss SH

Chapter No.	Name of the Chapter	Marks
PT-I		
1	Locating Places on the Earth	20
2	Oceans and Continents	20
	Total	40
HALF YEARLY		
1	Locating Places on the Earth	5
2	Oceans and Continents	5
3	Landforms and Life	15
9	Family and Community	15
	Total	40
PT-II		
10	Grassroots Democracy - Part-I: Governance	20
11	Grassroots Democracy - Part-II: Local Government in Rural Areas	20
	Total	40
YEARLY		
10	Grassroots Democracy - Part-I: Governance	13
11	Grassroots Democracy - Part-II: Local Government in Rural Areas	12
12	Grassroots Democracy - Part-III: Local Government in Urban Areas	15
	Total	40

TERM-I				
Month	No. of Days	No. of Periods	Lesson/Unit	Activities/Projects/Practical experiment to be held/Specific Assessment Tools(s)
April-May	46	23	Chapter – 1 Locating Places on the Earth	<ul style="list-style-type: none"> • Map Activity: Identify and mark the Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn on a blank world map
			Chapter – 2 Oceans and Continents	<ul style="list-style-type: none"> • Poster making: Students create posters of the world map showing all continents and oceans • Presentation: Each group presents one continent covering its location, oceans around it and major features

July	22	13	Chapter – 3 Landforms and Life	<ul style="list-style-type: none"> • Comparison Chart: Students make a chart comparing how people live in mountain vs. plains • Think-share: Students discuss in groups: Where would you like to live – mountain, plains or deserts? Why? Then share with the class
Aug	21	13	Chapter – 9 Family and Community	<ul style="list-style-type: none"> • My family activity: Students will prepare a small project on half a chart paper. They will paste a family photo and identify what type of family they are, briefly introduce the members of their family and 1–2 sentences about a special tradition or activity they enjoy with their family.

TERM-II				
Month	No. of Days	No. of Periods	Lesson/Unit	Activities/Projects/Practical experiment to be held/Specific Assessment Tools(s)
September – October	28	16	Chapter – 10 Grassroots Democracy – Part I: Governance	<ul style="list-style-type: none"> • Debate on the topic – “Who solves problems better: Local Government or State Government?”
November – December	25	15	Chapter – 11 Grassroots Democracy – Part II: Local Government in Rural Area	<ul style="list-style-type: none"> • Mini-Research Project on the topic: “Know your village leaders” – Students collect information about board members in their village/nearby area. They write a short paragraph on their role, work done, and how they were elected.
January 2026	16	10	Chapter – 12 Grassroots Democracy – Part III: Local Government in Urban Areas	<ul style="list-style-type: none"> • Chart Presentation: Students will create a chart showing city services like water, roads, and waste management. They will label who provides each service and present it briefly in class.
February 2026			Revision	