

Class VI

SYLLABUS OVERVIEW

SUBJECT: SOCIAL SCIENCE-A

Teacher: Sir TS

Chapter No.	Name of the Chapter	Marks
Civics: Social and Political Life		
1	On Equality	13
2	Role of the Government in Health	13
3	How the State Government Works	14
4	Growing up as Boys & Girls	13
5	Women Change the World	13
6	Understanding Media	13
7	Markets Around Us	13
8	A Shirt in the Market	13
Geography : Our Environment		
1	Environment	13
2	Inside Our Earth	14
3	Our Changing Earth	14
4	Air	14

TERM-I				
Month	No. of Days	No. of Periods	Lesson/Unit	Activities/Projects /Practical experiment to be held/Specific Assessment Tools(s)
April-June	46	24	1: On Equality 2: Role of the Government in Health 3: How the State Government work	<ul style="list-style-type: none"> • Debate: "Is Our Country a truly democratic country" • Mind Map: Students draw a mind map of "What makes Us Healthy"
July-Sept	52	30	4: Growing up as Boys and Girls 1: Environment(Geo) 2: Inside Our Earth(Geo)	<ul style="list-style-type: none"> • Survey: Students ask family members about who does what chores at home. • Create a mind map of the environment using digital tools like Canva or chart paper.

TERM-II				
Month	No. of Days	No. of Periods	Lesson/Unit	Activities/Projects /Practical experiment to be held/Specific Assessment Tools(s)
Oct-Dec	40	24	5: Women Change the World 6: Understanding Media 3: Our Changing Earth(Geo)	<ul style="list-style-type: none"> ● Debate: "Should media be completely free or regulated?" ● Build with Clay: Students model glacial/wind landforms.
Jan-Feb	30	12	7: Markets Around Us 8: A Shirt in the Market 4: Air(Geo)	<ul style="list-style-type: none"> ● Market Collage: Students bring pictures from newspapers/magazines and make a collage of various markets. ● Layered Model Making: Create a 3D model or a flipbook of atmosphere layers.

**SYLLABUS OVERVIEW
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SPLIT-UP SYLABUSS**

SUBJECT: SOCIAL SCIENCE-B

Teacher: Miss SH

Chapter No.	Name of the Chapter	Marks
1	Introduction: Tracing changes through a thousand years	15
2	Kings and Kingdoms	15
5	Water	10
Total		40
1	Introduction: Tracing changes through a thousand years	4
2	Kings and Kingdoms	4
3	Delhi: 12th to 15th Century	10
4	The Mughals (16th to 17th Century)	8
5	Water	4
6	Human Environment Interactions	10
Total		40
5	Tribes, Nomads and Settled Communities	13
6	Devotional Paths to the Divine	13
7	The Making of Regional Cultures	14
Total		40
5	Tribes, Nomads and Settled Communities	6
6	Devotional Paths to the Divine	7
7	The Making of Regional Cultures	7
8	Eighteenth-Century Political Formations	10
7	Life in the Desert	10
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	11	6	Chapter – 1 (History) Introduction: Tracing changes through a thousand years	<ul style="list-style-type: none"> • Group Activity: “Time travel through 1000 years” – Students work in groups to explore changes in maps, names, regions and historical sources. • Map Comparison: Compare Al-Idrisi’s map with a modern map to understand historical perspectives.
May	20	11	Chapter – 2 (History) Kings and Kingdoms	<ul style="list-style-type: none"> • Research and Presentation: “How did new dynasties emerge?” – Short group presentations on how rulers gained power and legitimacy.
June	15	9	Chapter – 5 (Geography) Water	<ul style="list-style-type: none"> • Poster Making: “Save Water, Save Life” – Students design posters promoting water conservation.

July	24	13	Chapter – 3 (History) Delhi: 12th to 15th Century	<ul style="list-style-type: none"> • Subject Enrichment Activity – Timeline Chart: Create a chart showing dynasties and key rulers with pictures, reign periods, biography and major contributions.
August	21	13	Chapter – 4 (History) The Mughals: 12th to 15th Century Interactions Chapter – 6 (Geography) Human Environment interactions	<ul style="list-style-type: none"> • Research task: Compare Akbar and Aurangzeb's administration and present key differences. • Coin Design: Design a Mughal-era coin with ruler's name and symbol and explain its importance. • Map Activity: Locate and shade the Amazon Basin and the Ganga-Brahmaputra Basin on a world map.
September – October	28	16	Chapter – 5 (History) Tribes, Nomads and Settled Communities Chapter – 6 (History) Devotional Paths to the Divine	<ul style="list-style-type: none"> • Research task: Write 5–6 lines on the contribution of a tribal leader or group in Medieval India. • Chart Activity: Make a chart showing differences between tribal and settled communities (occupation, lifestyle, governance). • Poetry Recitation: Recite or write verses inspired by Bhakti or Sufi saints. • Storytelling: Narrate inspirational stories from the lives of saints like Guru Nanak, Kabir or Nizamuddin Auliya.
November – December	25	15	Chapter – 7 (History) The Making of Regional Cultures Chapter – 8 (History) Eighteenth Century Political Formations	<ul style="list-style-type: none"> • Chart making & Presentation: Show famous regional art forms (e.g., Kathak, Manipuri, Pattachitra) with pictures and give a presentation about it. • Research task: Write 4–5 sentences on a key figure like Nizam-ul-Mulk, Saadat Khan or Balaji Baji Rao. • Quiz: Conduct a quiz on important rulers, battles and political changes of the 18th century.
January	16	10	Chapter – 7 (Geography) Life in the Deserts	<ul style="list-style-type: none"> • Craft Activity: Make a camel using paper or clay and write 2–3 facts about adaptation. • Drawing Activity: Draw and label a desert landscape showing features like dunes, oasis and tents.
February			Revision	<ul style="list-style-type: none"> • Term End (24th Feb – 4th March)