

**GOOD WORD PUBLIC SCHOOL**

**REDHILLS, CHENNAI.**

**ANNUAL CURRICULUM PLAN 2020- 2021**

**GRADE : VI**

**SUBJECT : SOCIAL SCIENCE**

<b>MONTH &amp; WORKING DAYS</b>	<b>Theme/subtheme</b>	<b>Learning objectives</b>	<b>Behavioral objectives</b>	<b>Activities &amp; Resources</b>	<b>Expected learning outcomes</b>	<b>Assessment</b>
June (24 days)	History : 1. What, where, how and when	<ul style="list-style-type: none"> <li>To understand the specific nature of the discipline passed to us by our ancestors</li> <li>To understand the significance of time, and date to study of History.</li> <li>To learn about the significance of geography in the study of History</li> </ul>	<ul style="list-style-type: none"> <li>The Students will be able to evaluate that history is the study of past events in a chronological order</li> <li>This student will be able to analyse that history and geography are interconnected</li> </ul>	Ask the student to recollect the memorable past events and sources of information are required to make it memorable, share the feelings and to compare it with the present time	They can evaluate that history is the study of past events set in the chronological order	Through the classroom discussion about their remembrance of childhood information, they gather from their parents.  Compare the study of past day with the present day.
	CIVICS: 1. Understanding diversity	<ul style="list-style-type: none"> <li>*To understand the meaning of diversity</li> <li>* To know how different we are humans</li> <li>* To know the importance of languages, spoken around the world</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to realize how diversity affect our society</li> <li>Student will be able to know the different</li> </ul>	Prepare a poster on right tries to convey the message of unity in diversity and display it on screen	Students are sensitive about inter cultural learning.  They can realize	Through the assessed activity on the topic unity and diversity.

		today	language spoken around the world	with your opinion about the diversity the sole of India.	how diversity affect our society	
	Geography: 1. The Earth in the solar system	<ul style="list-style-type: none"> <li>To know about our universe galaxy, stars, solar system and planets.</li> <li>To learn about why earth is called blue planet</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explore their knowledge about universe, galaxy, constellations stars solar system and planets with the help of diagram</li> </ul>	Draw a labeled diagram of a solar system consisting of planets.	Students explore their knowledge about universe, galaxy, constellati on stars with the help of the diagram	Worksheets and activities
JULY(24 days)	History : Chapter 2: From hunting gathering to growing food	<ul style="list-style-type: none"> <li>To understand about hunting and gathering as a way of life and its implications</li> <li>To appreciate the skills and knowledge of hunters and gathers</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to interpret the archeological remains to study about hunter and gather society</li> <li>Students will be able to analyse how the discovery of fire came.</li> </ul>	Divide the class in groups of five. Each group will collect information on importance discovery of Neolithic age and share its advantages	Students interpret the archeological sources to study about hunter and gather society	Through the classroom discussion Through the presentation of the students and accuracy in map.
	Geography : Ch 2. Globe latitudes and longitudes	<ul style="list-style-type: none"> <li>To understand the shape of earth</li> <li>To learn about the mechanisms of rotation and revolution of the earth.</li> <li>To know about the different</li> </ul>	Students will be able to recognize points of reference on a globe	Collect the pictures of plants and animals from different heat zones and prepare a collage by briefly explaining the heat zones	Students will learn the mechanism of rotation and revolution of earth.	Activity and Map

		latitudinal zones of world.				
	<b>CIVICS:</b> Ch 2. Diversity and discrimination	<ul style="list-style-type: none"> <li>To understand about prejudice and stereotype society</li> <li>To learn about caste discrimination in India</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognize the different kinds of discrimination that happen in a society</li> </ul>	<b>Debate:</b> Do you think the Indian constitution can safeguard our society	Students recognize the different kinds of discrimination that happen in a society	From the real life situation students were able to understand what different types of diversity leads to discrimination.
August(24 days)	<b>CIVICS :</b> CH. 3. What is government?	<ul style="list-style-type: none"> <li>Students will be able to understand the meaning of government, why it is necessary and how it works at different level.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to define the term government and need of government</li> </ul>	Have a debate on the topic a country progress faster under a dictatorship or democracy	Students define the term government and recognize the need of government	Activity and mind map
	<b>Geography:</b> Ch 3. Motions of the earth	<ul style="list-style-type: none"> <li>Students will be able to understand what causes day and night.</li> <li>Students will be able to make relation between equinox and solstices</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyse the change that is taking place around our surroundings and examine the causes of seasons due to climate.</li> </ul>	Draw a diagram of revolution of the earth around the sun with four seasons.	Students analyse the change that is taking place around our surroundings and examine the causes of seasons due to climate	Worksheet
	<b>History:</b> Ch 3. In the earlier cities	<ul style="list-style-type: none"> <li>To understand the transition from pastoral</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to describe the condition that</li> </ul>	Debate on the topic city life is better than	Students will describe the condition	Through the activity

		<p>phase to urban phase</p> <ul style="list-style-type: none"> <li>To learn about the way of life in Harappan culture</li> </ul>	<p>let to the growth of civilization.</p> <ul style="list-style-type: none"> <li>Students will be identify the four river valley civilization.</li> </ul>	villages	<p>that let to the growth of civilization. Students will be identify the four river valley</p>	
SEPTEMBER(23 days)	Geography: Ch 4. Maps	<ul style="list-style-type: none"> <li>To understand the importance of maps and their components.</li> <li>To develop basic skills of map</li> <li>To understand the difference</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to define and classify the map.</li> <li>Students will be able to examine the difference between a globe and a map</li> </ul>	In a political map mark a state with its capital	<p>Students are able to define and classify the map.</p> <p>Students will examine the difference between a globe and a map</p>	Through marking and locating the places accurately in map.
	History: Ch 4. What books and burials tells us?	<ul style="list-style-type: none"> <li>Students will be able to learn about vedas and Upanishads</li> <li>Students will be able to understand the vedic philosophy</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to compare the life in early vedic period and later vedic period</li> </ul>	Debate on topic the position of Indian women today is better than the position of later vedic age.	Students will compare the life in early vedic period and later vedic period	Through the points which is present in debate
	CIVICS : Ch4. Key elements of democratic government	<ul style="list-style-type: none"> <li>To understand what apartheid is.</li> <li>To understand how conflicts are resolved between people</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the elements of democracy participation and accountability</li> </ul>	Gather the reports of conflicts in and around a city and make a project report on these conflicts and ways of resolving the conflicts	Students will identify the elements of democracy participation and accountability	Through the assessed activities