

Class 6

Section I
Suggested pedagogical process
The learner be provided opportunities in pairs /groups / individually and encouraged to -
Use diagrams, models and audio-visual materials to understand motions of the earth
Observe stars, planets, satellite (Moon), eclipse under the guidance of parents / teacher /elders, etc. To understand astronomical phenomena.
Use globe for understanding latitudes and longitudes.
Use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere
Explore maps for locating continents, oceans, seas, States /UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc.
Discuss myths linked to eclipses.
Use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India.
Undertake map activity: for locating important places, sites of hunter-gatherers; food producers, Harappan civilisation, janapadas, mahajanapadas, empires, places related to events in the life of the Buddha and Mahavira; centres of art and architecture-areas outside India with which India had contacts.
Explore epics, Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc.
Discuss basic ideas and central values of Buddhism, Jainism and other systems of thought- relevance of their teachings today- development of art and architecture in ancient India- India's contribution in the area of culture and science.
Role play on various historical themes like change of Ashoka after Kalinga War-one of the events, incidents from literary works of the time etc.
Undertake projects on the evolution of state- working of ganas or sanghas- contributions of kingdoms, dynasties in the field of culture- India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects
Visit museums to see the material remains of early human settlements- Harappan and discuss the continuity and change between these cultures
Participate in discussions on the concepts of diversity, discrimination, government, and livelihood.
Observe examples of fair /unfair treatments to people meted out in the family, school, society, etc.
Study from the text and directly observe of functioning of a Gram Panchayat or a municipality /corporation (according to the place a student lives)
Understand the role of governance in society, and the difference between affairs of a family and those of a village /city.
Describe case studies of nearby localities / villages in respect of occupations.

Section II**Learning Outcomes of NCERT – adapted by CBSE****The learner —**

Distinguishes between stars, planets and satellites e.g., sun, earth and moon	Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them.
	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.
Recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere	Describes existence of life, zones of the earth with special reference to biosphere in order to recognise that the earth is a unique celestial body
Demonstrates day and night; and seasons	Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.
Locates directions on the flat surface; and continents and oceans on the world map	Locates directions on the flat surface; and continents and oceans on the world map
Identifies latitudes and longitudes, e.g., poles, equator, tropics, States /UTs of India and other neighbouring countries on globe and the world map	Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighbouring countries on globe and the world map
Locates physical features of India such as–mountains, plateaus, plains, rivers, desert, etc. on the map of India	Locates physical features of India such as–mountains, plateaus, plains, rivers, desert, etc. on the map of India in order to compare and describe them.
Draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols	Draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols
Examines critically the superstitions related to eclipses	Critically examines the superstitions and myths related to eclipses
Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.	Identifies different types of sources (archaeological, literary etc.) In order to understand and describe how historians use them in reconstruction of history of this period.
Locates important historical sites, places on an outline map of India	Locates important historical sites, places on an outline map of India in order to discuss significance /cultural value for the present generation.
Recognises distinctive features of early human cultures and explains their growth	Recognises distinctive features of early human cultures in order to explain their growth

Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.	Lists out significant contributions of important kingdoms, dynasties with examples
Explains broad developments during the ancient period, e.g., hunting–gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another	Explains broad developments during the ancient period, and relates the developments occurring in one place with another
Describes issues, events, personalities mentioned in literary works of the time	Describes issues, events, personalities mentioned in literary works of the time in order to demonstrate understanding of how issues were different and people have existed, acted, thought in a particular historical period.
Describes the implications of India’s contacts with regions outside India in the fields of religion, art, architecture, etc.	Describes the implications of India’s contacts with regions outside India in the fields of religion, art, architecture, etc.
Outlines India’s significant contributions in culture and science viz. Astronomy, medicine, mathematics, and knowledge of metals, etc.	Outlines India’s significant contributions in culture and science viz. Astronomy, medicine, mathematics, and knowledge of metals, etc.
Synthesises information related to various historical development	Synthesizes information related to various historical developments in order to distinguish historical facts and interpretations.
Analyses basic ideas and values of various religions and systems of thought during ancient period	Analyses basic ideas and values of various religions and systems of thought during ancient period in order to understand the historical, social and cultural contexts.
Describes various forms of human diversity around her /him.	Describes various forms of human diversity around her /him.
Develops a healthy attitude towards various kinds of diversity around her /him	Develops a healthy attitude towards various kinds of diversity around her /him
Recognises various forms of discrimination and understands the nature and sources of discrimination.	Recognises various forms of discrimination and understands the nature and sources of discrimination.
Differentiates between equality and inequality in various forms to treat them in a healthy way	Differentiates between equality and inequality in various forms to treat them in a healthy way
Describes the role of government, especially at the local level.	Describes the role of government, especially at the local level in order to understand its complexity.
Identifies various levels of the government—local, state and union	Identifies various levels of the government—local, state and union
	Names present heads of government at the national, state and district level.
	Names various states, rivers, mountain ranges, etc. in the country, the districts in her state and the district and block that she belongs to in order to reflect upon and explore own background.

	Describes the functioning of rural and urban local government bodies in sectors like health and education
	Describes factors responsible for availability of different occupations undertaken in rural and urban areas.

MAPPING OF GRADE 6 GEOGRAPHY TOPICS WITH NCERT LEARNING OUTCOMES

Note: Overall Learning Outcome for the course:

Chapter 1	Topic	Learning Objectives	Learning Outcome
THE EARTH IN THE SOLAR SYSTEM	The Solar system	explore their knowledge about universe, galaxy, stars, solar system and planets with the help of diagrams.	Describes different characteristics and motions, etc. of stars, planets and satellites e.g., sun, earth and moon in order to distinguish between them.
		Critically analyses about various celestial bodies	
		compare planets and dwarf planets	
		define phases of the moon like full moon and new moon.	
		Explore and describe unique place of the Earth in the Solar System, which provides ideal conditions for all forms of life, including human beings.	
	The Sense of Collective Belonging	To enable the students to list the planets according to the distance from the sun. Appreciate the importance of Sun, Planets, Pole star collaboratively	
To enable the students to distinguish between asteroids and meteoroids.			
		Enable the students to develop various dimensions of learning like critical thinking, analytical, comparative, creative etc.	

Chapter 2	Topic	Learning Objectives	Learning Outcome
GLOBE: LATITUDES AND LONGITUDES	Important parallels of latitudes	understand-Latitudes and Longitudes, Heat Zones of the earth and the relationship between time and longitude	Identifies latitudes and longitudes, e.g., poles, equator, tropics, states /UTs of India and other neighboring
		To Critically analyses heat zones on the basis of Latitudes.	

	Heat zones of the Earth	Collaboratively locate places on globe with the help of latitudes and longitudes. To identify relationship between longitude and time.	countries on globe and the world map
	Why do we have standard time?	To clarify difference between the standard time and local time.	
	The Sense of Collective Belonging	Appreciate the relationship between longitude and time. perform: Map and Globe Activity. Involving the Competencies – <ul style="list-style-type: none"> - Creative thinking - Collaboration - Communication 	

Chapter 3	Topic	Learning Objectives	Learning Outcome
MOTION OF THE EARTH	Rotation and Revolution	Student will be able to understand the concept of day and night.	Demonstrates day and night; and seasons through oral discussions /in writing /through models and other formats.
		Critically analyses the concept of day and night.	
		Enable the students to describe the terms – Orbital plane, Axis, Rotation, Equinox, etc. collaboratively	
	The Sense of Collective Belonging	Critical thinking on what would happen if the Earth did not rotate?	
		Will able to enhance their communication skill when Discuss the importance of rotation and revolution, Importance of longitudes in our daily life.	

Chapter 4	Topic	Learning Objectives	Learning Outcome
		locate different places and points in the local map.	

MAPS	Different types of map	understand function and concept of map	Draws a neighborhood map showing scale, direction, and features with the help of conventional symbols
		know about the importance of map with the help of globe.	
		know about classification of map.	
	Direction	understand the different types of direction.	
		Develop their analyzing skills using their understanding of directions	
	Sketch	Design Creative methods to make a plan of their own house or school	
	The Sense of Collective Belonging	Appreciate the importance of Maps over Globe collaboratively	
To develop basic skills of map reading.			
	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill		

Chapter 5	Topic	Learning Objectives	Learning Outcome
MAJOR DOMAINS OF THE EARTH	Lithosphere	Students will be aware of the importance of lithosphere.	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.
		Critically analyses the seven major continents and the four major Oceans of The World collaboratively .	
		To enable the students to differentiate between lithosphere, hydrosphere, atmosphere, biosphere.	Locates directions on the flat surface; and continents and oceans on the world map.

	Hydrosphere	Able to collect the information about oceans and they are the major part of the hydrosphere	Draws and understands diagrams in order to understand lithosphere, hydrosphere, atmosphere and biosphere.
	Atmosphere	Critical analysis of the layers of atmosphere.	
		Biosphere	
	The Sense of Collective Belonging	Locates directions on the flat surface; and continents and oceans on the world map	
		Enhance their communication skills by discussing on different continents in the world.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 6	Topic	Learning Objectives	Learning Outcome
MAJOR LANDFORMS OF THE EARTH	Mountains	Critically analyse various landforms. What is the difference between them?	Locates physical features of India such as– mountains, plateaus, plains, rivers, desert, etc. on the map of India in order to compare and describe them.
	Plateaus	Enhance their knowledge about oldest plateau.	
		Understand the importance of plateaus that how useful they are.	
	Plains	Aware of the importance of various landforms.	
	The Sense of Collective Belonging	Appreciate the diversity in relief features of the Earth.	
Students would be able to Present in front of the class the refined knowledge about mountains and plateaus amongst themselves by discussing / communicating .			

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter 7	Topic	Learning Objectives	Learning Outcome
OUR COUNTRY INDIA	Location Setting	explore their knowledge about Indian standard time and its importance.	locates important historical sites, places on an outline map of India
	India's Neighbours	Critically analyse various geographical fact about India collaboratively .	
	Political and administrative division	know more about India in terms of locational setting, neighbours, all the major physical features and how they are complementary to each other.	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 8	Topic	Learning Objectives	Learning Outcome
INDIA:CLIMATE, VEGETATION AND WILDLIFE	Weather	Students will able to discuss the importance of change in climate. Appreciate the need of it.	Recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere.
	Why are forest necessary	BE Aware of the importance of forests in our life.	
	Wild Life	Discuss the importance of preservation of animals. Why do birds migrate and its importance? Locate different Wild Life Sanctuaries on the map of India	

		Explore the reasons for reduced bird migration in our country e.g. Saras, Cranes or Flemings	
	The Sense of Collective Belonging	Appreciate the diversity of weather, forests, plant, animals etc.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 1	Topic	Learning Objectives	Learning Outcome
UNDERSTANDING DIVERSITY	What does diversity add to our lives?	Students will appreciate that how diversity enhances their life.	Develops a healthy attitude towards various kinds of diversity around her /him.
	Diversity in India	Critical analyzation of the different kind of features of the diversity like geographical, historical, cultural etc	
	Unity in Diversity	Describe the incidents that took place at Jaliawala Bagh massacre.	
		Appreciate the contribution of the people irrespective of their different background they were together in the freedom movement.	
	The Sense of Collective Belonging	Appreciate, accept and adopt that Diversity adds value in your life.	Recognises various forms of discrimination and understands the nature and sources of discrimination.
		Enhance their communication skills by discussing on diversity in India.	

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter 2	Topic	Learning Objectives	Learning Outcome
DIVERSITY AND DISCRIMINATION	Difference And Prejudice	Critical analysis on difference and Prejudice To learn about caste discrimination in India.	Recognises various forms of discrimination and understands the nature and sources of discrimination.
	Inequality and discrimination	Able to know the several reasons of inequalities and discrimination. Case study of Dr. Baba saheb. Now students will be able to realise the situation of discriminated people after reading the case study of Baba Saheb Ambedkar.	
	Striving of Equality	To learn about different kind of fundamental rights.	
	The Sense of Collective Belonging	Build capability, awareness, and acceptability.	Differentiates between equality and inequality in various forms to treat them in a healthy way
		Awareness, respect others and acceptance	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 3	Topic	Learning Objectives	Learning Outcome
GOVERNMENT	Levels of Government	understand meaning of government. Why it is necessary and how it work at different level?	Identifies various levels of the government local, state and union

	Types of Government	understand types of government. Will able to differentiate between Democratic, Monarchy and Dictatorship Government.	
	Democratic Government	Critical analyzation on that, why democracy is the best form of government.	
		gain knowledge about the democratic functioning of government. Will able to explain about Women’s Suffrage movement.	
	The Sense of Collective Belonging	Capability, awareness, and acceptability.	
		Enhance their communication skills by discussing on right to vote for all women	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 4	Topic	Learning Objectives	Learning Outcome
KEY ELEMENTS OF DEMOCRATIC GOVERNMENT	Participation	Students will able to explain about racial discrimination in South Africa.	locates physical features of India such as–mountains, plateaus, plains, rivers, desert ,etc. on the map of India
		Appreciate the efforts done by The African National Congress.	
		Critically analyze how democratic government ensure participation of people in the government processes.	
		know people participation can be through election and public opinion.	

	Other ways of participating	Students can critically analyze 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.	
	Need to resolve conflict	Examine Case study of Kaveri river water dispute.	
	Equality and Justice	know about their rights like right to vote and about our constitution.	
	The Sense of Collective Belonging	Appreciate, accept and adopt the value of Constitution in your life.	
		Enhance their communication skills by discussing on diversity in India.	
	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill		

Chapter 5	Topic	Learning Objectives	Learning Outcome
PANCHAYATI RAJ	Gram Sabha	know the importance of Gram Sabha, that it is the key factor in making the Gram Panchayat.	Describes the role of government, especially at the local level in order to understand its complexity.
	The Gram Panchayat	Students can critically analyze the task of Gram Panchayat to implement development programmes for all villages that come under.	
		Able to know the different sources of funds for Gram Panchayat	
	Three levels of Panchayat	Critical thinking of peoples participation in the Panchayati Raj system at different level.	

		Analyze performance of different panchayats in your state	
	The Sense of Collective Belonging	Appreciate, accept and adopt the value of Panchayati Raj system.	
		Enhance their communication skills by discussing on by different levels of Panchayati Raj system.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 6	Topic	Learning Objectives	Learning Outcome
RURAL ADMINISTRATION	Area of the Police Station: The work at the Police Station	Understand the functioning and responsibility of police circles and the officials responsible for a peaceful environment at all levels.	Describes the functioning of rural local government body in sectors like health and education
	Maintenance of land record	Know that lack of education makes record keeping very important to safeguard the ignorant from exploitation of landlords, money lenders, and middlemen.	
		Critically analysis the role of patwari. He / She is responsible for the maintenance of land records and the collection of land revenue	
	A new law	Analysis of the governmental action in securing equality of women by passing laws.	
	The Sense of Collective Belonging	Appreciate the rural administration makes the life of villagers organized and systematic	
Will enhance their creativity and knowledge. Make a list on different public services in the village collect information.			

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter 7	Topic	Learning Objectives	Learning Outcome
URBAN ADMINISTRATION	The ward councilor and administrative staff	Students will develop collaboration by taking part in the discussion the issues and problems faced by the people living in urban areas.	Describes the functioning of urban local government body in sectors like health and education.
		Functions performed by Municipal Corporation.	
		Election of ward councillors and Mayor by the citizens.	
		The meaning of sub-contracting and why it is important in today's scenario.	
	How does the Municipal Corporation get its money?	Students will able to know the different sources of money of Municipal corporation.	
	A community protest	learn civic sense and need of different ways to protest for unjust (citizenship)	
The Sense of Collective Belonging	Knowledge about Role and responsibilities of ward councilor and Mayor, Elected and administrative staff of municipal Corporation.		
	Students will develop collaboration by taking part in the doing a role play to show the role of municipal corporation in cities.		

		Students would be able to enhance their communication skills by discussing and presenting the role play.	
		It will offer students opportunities to show their speak abilities.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 8	Topic	Learning Objectives	Learning Outcome
RURAL LIVELIHOOD	Kalpattu village Thulasi	Students will develop collaboration by taking part in the discussion understand various types of occupation prevailing in rural areas.	Describes factors responsible for availability of different occupations undertaken in rural and urban areas.
		Difference between farming and non-farming activities.	
		Describe the working conditions of landless farmers like Thulasi	
		Analyze the working conditions of small farmers like Sekar	
		Students would be able to enhance their creativity by creating mind map for entire chapter	
	On being in debt	Analyze the situation that how the miserable condition of farmers when caught in debt trap.	
	Ramalingam and K Laruthamma	working conditions of large-scale farmers like Ramalingam	
The Sense of Collective Belonging	Collaboratively discuss the miserable condition in which rural people have to earn their livelihood..		

		Critically think to suggest the measures to improve the conditions of rural people	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 9	Topic	Learning Objectives	Learning Outcome	
URBAN LIVELIHOOD	Working on the street	Collaboratively Understand various types of occupation prevailing in urban areas and challenges faced by the street hawkers in the city.	Describes factors responsible for availability of different occupations undertaken in rural and urban areas.	
	In the market In the factory workshop area	Analyse the situation that how the miserable factory workers are being exploited		
	In the office area	* Develop collaboration by taking part in the discussion on difference between permanent and temporary job.		
	The Sense of Collective Belonging			Students would be able to enhance their creativity by creating mind map for entire chapter.
				Students will develop civic sense (Citizenship) by understanding the role of Government in providing facilities to the street hawkers in promoting employment opportunities with 90%accuracy.
				Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill

Chapter 1	Topic	Learning Objectives	Learning Outcome
WHAT WHERE HOW AND WHEN	Finding about what happened?	To understand the importance of archaeological sources to reconstruct history	Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.
	Finding about the past	Students would be able to mark the important places on the where first-time crops were grown.	
		Locate the Ganges and its tributaries on the map	
		To understand the importance of maps while studying past.	
		differentiate between manuscripts and inscriptions.	
		critically	
		analyse importance of manuscripts and inscriptions for the kings and common man.	
	What do dates mean?	Students would be able to understand the concept of A.D. and B.C.	
		Learning dates with the events for better understanding.	
	The Sense of Collective Belonging	Appreciate, accept and adopt that history and geography are interconnected, the movement of the people and the creation of states are related to geography.	
		gain knowledge about timeline.	
		gain knowledge about the various sources of information.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 2	Topic	Learning Objectives	Learning Outcome
ON THE TRAIN OF THE EARLIEST PEOPLE	Why did hunter-gatherers move from place to place, difficulties faced by them and skills and knowledge early humans had.	Critically analyse various activities of early humans	Locates important historical sites, places on an outline map of India
		Appreciate the things which ancients used to do which actually served for the betterment of the society as a whole	
		Assess and evaluate the skills and knowledge that early humans had. Various reasons why hunter gatherers moved from place to place.	
	Caves and shelters and Important Habitation sites	Student will be able to learn about the major habitation sites during which Stone Age people lived in India	
		Build character amongst themselves by discussing /communicating the importance of stone tools.	
		Understand that the early humans chose the places where they could get all the resources for making tools (factory sites).	
	Stone tools and techniques	Student will be able to understand the importance of stone tools and techniques used to make stone tools.	
		Facing a Changing Environment - Herding and Rearing animals	
	Communicate clearly the early humans adaptation to the environment		
	The Sense of Collective Belonging	Appreciate the skills and knowledge of hunter and gatherers.	

		Identify stone art facts as archaeological evidence, making education from them.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 3	Topic	Learning Objectives	Learning Outcome
FROM GATHERING TO GROWING FOOD	Beginning of farming and herding	Students will be able to explain the start of settlement at one place	Explains broad developments during the ancient period, and relates the developments occurring in one place with another
		Relate the origin of farming and domestication	
		Critically analyze how farming and domestication have changed over a period of time. Appreciate the diversity of early domestication	
	A New Way of Life from growing food to storing food	Student will be able to learn about the diversification of life skills (farming, pottery, weaving, etc.)	
Towards a Settled Life	Student will be able to understand the factors that led to settled life - use of tools, making of houses, clay pots. The student will be able to understand the settled life with the help of the case study – Mehargarh and Daojali Hading		

	A closer look of Mehrgarh and Daojali Hading	<p>know and understand</p> <p>important remains of houses, potteries, animal bones and burial sites which helped the archaeologist to study this period</p> <p>the shift from a nomadic lifestyle to permanent settlement affected social structure, Burial practices & beliefs</p>	
	The Sense of Collective Belonging	Build character amongst themselves by discussing the diverse life skills of early farmers and herders .	
		Identify diverse life skills which helped them lead an improved life	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 4	Topic	Learning Objectives	Learning Outcome
IN THE EARLIEST CITIES	In The Earliest Cities: The story of Harappa What was special about these cities	Critically analyse how the Harappan cities were excavated.	locates important historical sites, places on an outline map of India
		Develop the idea of citizenship by making them visualize how the people of Indus Valley Civilization took good care of the cities, drainage system, architecture etc the different parts of the city like The Great Bath .	
		Appreciate the planning of the Indus Valley civilization	
	Discuss the importance of Great Bath		
	Life of the Harappan people: Houses, drains and streets	<p>Student will be able to understand life of the people.</p> <p>Different kind of people.</p> <p>How the houses ,streets and drains were constructed</p>	

		Students will know and understand and discuss the construction style of houses. Appreciate the planning of the Indus	
		Appreciate the planning of the Indus	
		Understand the town planning of Harappans	
	New crafts in the city	Student will be able to understand the difference between citadel and lower town.	
		Critically analyse various metals were used in making tools and ornaments. Appreciate the work of craft persons collaboratively	
	In search of raw material	Discuss the importance features of Dholavira and Lothal. Appreciate the planning of these cities .	
		Critically analyse how the location of these places helped the cities to become important centres for trading	
	Harappan towns in Gujarat	Built character amongst themselves by discussing / communicating the importance of early cities and their life styles.	
		develop citizenship by sensitizing the students towards cleanliness and planned as people of Harappan civilization were.	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
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What Books and Burials Tell Us	Important Vedas and its types	Critically analyse the social, religious and economic background of Rig Veda civilization Assess and evaluate why are Vedas the foundation of modern Indian culture and religion.	Describes issues, events, personalities mentioned in literary works of the time
		growth and composition of early Sanskrit literature like the Vedas, importance of the Vedic rituals on social and religious life of people.	
		Develop character by learning that Vedas are the most ancient texts which define truth for Hindus.	
	Varna System Social structure during early historic period	Understand the social conditions and different social groups during early historic period	
		Acquire knowledge about social category that had grown during the early period.	
		Know the role of the people belonging to different categories.	
		Know the categories of people in that existed in early society	
	Importance of Megaliths and Social differences Important burial sites found in Inamgaon Occupation of the people living in Inamgaon	Student will be able to understand the social and religious life of the people of ancient times, the use of megaliths in their life.	
		Able to explain- <ol style="list-style-type: none"> 1. Different types of occupations of that time 2. People of that time had sense of arithmetical calculation / geometrical design of the body 3. Kinds of animals that were hunted by people for food 4. Kinds of crops, fruits, grains that were used as food 	

		5. the beliefs, rituals of Brahmins that existed during that period	
		Critically analyse the belief system and rituals that existed during that period. Creatively generate ideas and present the religious, economic and political condition of the people	
	The Sense of Collective Belonging	Appreciate that different developments were taking place in different parts of the subcontinent simultaneously.	
		Develop communication skills by debating on how different social groups perform different work in the society	
	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill		

Chapter 6	Topic	Learning Objectives	Learning Outcome
KINGDOM, KING AND EARLY REPUBLIC	How men became rulers	Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.	Describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.
		Critically analyse the money involved in performing these yajnas. Example -Ashvamedha Yajna	
		Collaboratively they will realize how varna system restricted shudras to be part of any yajnas.	

	Ashvamedha yajna and varna system	Given the content (topic) discuss the yajnas performed by the rulers to show how rich and powerful they were.	
		Collaboratively they will understand the procedure of performing Ashvamedha yajnas	
		Importance of performing yajnas by the kings /rulers to show how rich and powerful they were.	
		Know the various ways of ruling in those times Types of yajnas performed .	
	Janapadas and mahajanapadas	Know the important janapadas and mahajanapadas.	
		Students will know the about the life of people living in janapadas and maha janapadas.	
		Critical think and figure out the factors that change janapadas into mahajanapadas.	
	Taxes, a closer look to Magadha and Vajji	Given the content (topic) understand various political and religious conflicts with respect to ruler of those times and current times	
		Critically think the difference in the kingdom , Magadha and vajji	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 7	Topic	Learning Objectives	Learning Outcome
NEW QUESTIONS AND IDEAS	The story of Buddha	Given the content (topic) understand the importance of religion Buddhism, its concept and life of Buddha	

		discuss the importance of teachings of Buddha.	Analyses basic ideas and values of various religions and systems of thought during ancient period
		Built Character and citizenship to discussing / communicating the importance of Buddha s teachings.	
Upanishads and language used to compose Vedas		Given the content (topic) explain the importance of Upanishads, what it literally means.	
		Students will know and be aware of the importance of upnishads	
		Students would be able to Acquire information about the recording of the thoughts in those times in Upanishads.	
		Why atman and Brahman were one?(Critical thinking)	
Jainism		Given the content (topic) understand the importance of religion Jainism, its concept and life of Mahavira.	
		Discuss the importance of teachings of Mahavira	
		Built Character and citizenship to discussing / communicating the importance of Mahavira' s teachings.	
The sangha		To knowing about book Vinaya Pitaka and the term used for men and women who lives in sangha	
		Debate on that why men and women live separately in sangha? (critical thinking)	
		Become aware of the importance of sangha	
The Sense of Collective Belonging		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 8	Topic	Learning Objectives	Learning Outcome		
ASHOKA, THE EMPEROR WHO GAVE UP WAR	How are empire different from kingdoms?	Student will be able to understand and appreciate the freedom to choose rulers of today and how the system differed in those times.	Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.		
		Discuss the difference in kingdom and empire Examples of some of the kingdoms and empires.			
		Critically analyse the hierarchy of various dynasties. Appreciate the importance of this hierarchy and some of the most famous and powerful rulers in the History collaboratively			
	How was Ashoka a unique Ruler , Kalinga's War	Student will be able to understand and appreciate the the kind of ruler Ashoka was and his transformation as a human being.		Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.	
		Discuss the importance of having a ruler like Ashoka now			
		Appreciate the need for putting a Ban on War and no violence society.			
		Critically analyse various issues that led to war of Kalinga and its outcomes .			
	What was Ashoka's Dhamma ?	Student will be able to understand why the lions are shown on our currency notes.			

		Students will know and understand <ol style="list-style-type: none"> 1. Discuss the importance of having a ruler like Ashoka now 2. Knowing about the Mughal empire and Mauryan officials 3. Collecting the tribute from the people. 	
		Critically analyse various information on Mughal empire and Mauryan officials	
	Inscriptions describing Kalinga's War	Student will be able to understand the inscriptions that declared his declaration.	
		Critically analyse various information on Mughal empire and Mauryan officials	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 9	Topic	Learning Objectives	Learning Outcome
VITAL VILLAGES, THRIVING TOWNS	Use of iron tools Irrigation methods and transplantation of paddy for intensification of production.	Explain the increased use of iron tools for the benefit of agriculture	Outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.
		Different irrigation practices for intensification of agricultural yield.	
		Students will be able to: <ol style="list-style-type: none"> 1) discuss the benefit of iron tools 2) Analyze the methods adopted by people to increase agricultural production 	
		Critically analyse various uses of iron	

		<p>Appreciate the efforts made by people to increase the yield</p> <p>Assess and evaluate why expansion of agriculture was important in term of revenue generation</p> <p>develop citizenship by visualizing and observing the need to use iron tools along with adoption of different irrigation methods for expansion of agriculture .</p>	
	<p>Life of people in villages</p> <p>Social structure of villages of North and South India</p>	<p>Student will be able to understand the Social structure in Indian villages .</p> <p>know the categories of people in Indian villages.</p> <p>Know the role of the people belonging to different categories.</p> <p>Built character amongst themselves by discussing /communicating the importance of categorizing people based on different roles..</p> <p>Answer knowledge, understanding, application and skill based questions based on the topic.</p> <p>Appreciate the fact that village were the source centres of food for cities.</p>	
		<p>Students will know and understand growth of cities about 2500 years ago.</p> <p>Built character amongst themselves by discussing /communicating the importance of categorizing people based on different roles..</p> <p>Answer knowledge, understanding, application and skill based questions based on the topic.</p>	

		Appreciate the fact that village were the source centres of food for cities.	
	Crafts, craftsmen ,trade and trading centres	Student will be able to understand the crafts, craftsmen and trade that existed during that period.	
		Critically analyse the development of road and water transport to facilitate trade .	
	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 10	Topic	Learning Objectives	Learning Outcome
Traders ,Kings and Pilgrims	Finding out about trade and traders	Given the content (chapter) the learners will be able to Introduce the idea of different contexts of contact between distant land.	Analyses basic ideas and values of various religions and systems of thought during ancient period
		Students would be able to learn about <ol style="list-style-type: none"> 1. creatively generate idea to connect the Sangam texts and long distance exchange. 2. Critically analyse trade relations with Rome. 3. collaboratively find out the need for traders to explore the sea routes. 	
		Critically make judgements and decisions regarding evidences found from archeological sites related to trade of items.	
	New Kingdoms along the coasts	Discuss and explain trade along the coastline and the role of ruling families of southern India.	

		<p>Students will know and understand</p> <ol style="list-style-type: none"> 1. New kingdoms along the coast 2. Goods traded and exchanges 3. Ruling families of south 4. Satvahanas as lords of Dakshinapath <p>Compare and contrast the role muvedar and Satvahanas</p>	
		<p>Students would be able to learn about</p> <ol style="list-style-type: none"> 1. Use and manage information to communicate and create a script for roleplay for the topic. 2. effectively interact with others in collaboration to communicate the facilitation of trade 	
		<p>Students would be able to learn about the use and manage information to communicate and create a script for roleplay for the topic.</p>	
		<p>Students would be able to effectively interact with others in collaboration to communicate the facilitation of trade</p>	
	The story of silk route	<p>Learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the significance of the name ' Silk Route' 2. Locate silk route in the map 	
		<p>Students would be able to learn about</p> <ol style="list-style-type: none"> 1. Creatively generate ideas on why kings tried to control silk route. 2. communicate effectively about Kushanas as rulers who controlled silk route 	
		<p>Critically make judgements and decisions regarding advantages and problems in transporting silk by sea.</p>	

	The spread of Buddhism	understand the spread of Buddhism and its relation to silk route and Kushana dynasty.	
		Critically reason out why Buddhism spread far and wide.	
		Communicate clearly about difference between old and new form of Buddhism.	
		Develop character by participating in GO activity for compare and contrast chart related to two forms of Buddhism.	
	Working in close collaboration to find out meaning of important terms in the lesson like Bodhisattva		
The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill		

Chapter 11	Topic	Learning Objectives	Learning Outcome
New empires and kingdoms	Gupta Dynasty	To know about Gupta dynasty	synthesises information related to various historical developments
		Students will know and understand <ol style="list-style-type: none"> 1. What are Prashastis and what they tell us. 2. Samudra Gupta's Prashasti 	

3. Accounts of Gupta dynasty from description by Harishena.

Students would be able to

1. Critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Gupta dynasty.
2. Communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis
3. Critically differentiate the treatment of Samudragupta towards the rulers defeated by him (Rulers of Aryavarta, Dakshinapath, Rulers of Assam, Bengal, Nepal and few Ganasanghas and the descendants of Kushanas , Sakas and Srilanka)

Harshvardhana and the important ruling dynasties in south India

To comprehend and explain the life of Harshvardhan. Discuss and Explain the The Prashasti of Ruling kings of south India.

Students will know and understand

1. What are Prashastis and what they tell us.
2. Life and extent of kingdom of Harshvardhan through Harshacharita
3. the life and expeditions of the Pallavas, Chalukyas and Pulakesin
4. Describe the events indicating towards the expansion in international trade, art, architecture and their contribution to the Indian history

Students would be able to critically use system thinking and generate ideas from various sources like literary and archeological to derive information about Harshvardhana.

		Students would be able to communicate through information literacy tools about Genealogies of Kingdoms as mentioned in Prashastis.	
	Development of administrative system A new kind of army	Learners would be able to explain the development of different administrative systems and a new kind of army.	
		Students will know and understand <ol style="list-style-type: none"> 1. List all the important designations 2. to compare and contrast their administrative systems from the earlier ones. 3. Distinguish the key features that made the army new and different from earlier ones 	
		Students would be able to think creatively, develop, implement and communicate new ideas about administration and army to others effectively.	
		Works in collaboration for the activity to comprehend the key features of administration and the designations. and also, revenue collection for maintenance of army.	
	Assemblies in the southern kingdom. Life of ordinary people	Critically analyse the distinguishing features between the assembly of brahmins and non-Brahmins. Collaborates with others to critically make judgement and decision regarding the rightful condition of common people.	
		Develop citizenship by voicing opinion about how condition of common people is better in modern times as compared to earlier times.	

	The Sense of Collective Belonging	Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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