



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: social science

Teacher Name: rubeena khan

| M | Unit/Chapter | Concepts/Sub topic | Learning Outcomes/ Skills acquired | Essential Questions |
|-------|-----------------------------------|--|---|---|
| APRIL | <p>Introducing History</p> | <p>Three stages of history Sources of history Time frame in history</p> | <p><u>Observation and reporting</u></p> <ul style="list-style-type: none"> Define history Explain the significance of history as a link between our past and present. To Identify and explain the significance of Hlstory, Prehistory, Protohistory. To examine the role of Archaeologist and historian to reconstruct the past <p><u>Mapping skill</u></p> <ul style="list-style-type: none"> Identify and locate the physical divisions Interlink to UAE <p><u>Identification and classification:-</u></p> <ul style="list-style-type: none"> Recognize the importance of time frame in history Compare: between the importance of various sources in studying history To write down what they are likely to find in a site that dates back to 2500 BCE in india and UAE <p><u>Life skills;</u> Problem-solving skills , emotional skill; We find people writing their names and some remarks on the walls of historical monuments. Write a paragraph on harm done to the monument by doing such act. What steps should be taken to ensure that our monuments are not vandalized.</p> <p><u>Web links;-</u> HTTP://WWW.WEBINDIA123</p> | <ul style="list-style-type: none"> What is the importance of historical categorisation? Discuss the way history is documented from the literary and archaeological sources. State how important and critical they are in terms of procuring information. Why are literary sources important in reconstructing the past. ? How are historical sequence arranged nowadays? <p>21st century learning: Is it right to categorise . History into three broad ages</p> |



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| | <p>Latitudes and longitudes</p> | <p>Axis of the earth and the poles Latitudes and longitudes Heat zones of the earth Longitude and time International date line</p> | <ul style="list-style-type: none">• <u>Observation and reporting</u>• To assess the significance Axis of the earth and the poles• To identify and distinguish between characteristic features of Latitudes and Longitudes on both maps and globes• <u>Identification and classification:</u>• Compare: between the various heat zones on Earth• To describe the concept of times zones of the earth and international date line• to draw clear and marked diagrams of latitude, longitude and the heat• <u>Mapping skill</u>• Students should use an atlas to locate five countries each that lie on the three heat zones.• <u>Interlink to UAE</u> On which hemisphere and name the latitude passes through UAE.• <u>Life skills;</u> <u>Thinking skills</u> If the Wimbledon tennis final begins at 1 pm when should we tune into our television to watch if we are in India.• <u>Reading skill;</u> Read the classic adventure novel 'around the world in 8 days' written by Jules Verne. Read on to find out whether Phileas Fogg could actually circumnavigate the world on time and win the bet or lose it after he crossed the international date line.• <u>Decision making skill</u> Discuss why some latitudes are more important than others and hence have been given special names.• <u>Web links:-</u> http://www.smallboatgps.com/class/index.html http://www.mapsofworld.com/lat_long/india-lat-long.html | <ul style="list-style-type: none">• How important the Earth axis and the poles?• Distinguish between latitudes and longitudes.• Should there be a universal time?• If you were to travel from UAE to India and Philippines how would you adjust your watch during the two journeys respectively?• Why is the International Date Line not a straight line? <p>21st century learning:</p> <ul style="list-style-type: none">□ Discuss the flora and fauna of the• Various heat zones.• Due to global warming the concept of heat zones will be a thing of past. Do you agree?• |
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| | Diversity | Understanding diversity Types of diversity | <p><u>Observation and reporting:-</u> To understand the meaning ,scope and significance of the term Diversity To distinguish between the linguistic,regional,religious and cultural Diversity * Recognises the essence of the term “unity in Diversity”</p> <p><u>Identification and classification:-</u> Compare: between the different languages and cultures present in India</p> <p><u>Connect:-</u>To create background charts on their classmates based on their name, religion, age, language and location of birth. They can then mark the similarities and differences between them.</p> <p><u>Life skills:</u> <u>Thinking skills:</u> Imagine you were president for a day and the one task assigned to you is abolishing social inequality. As, president, you would have tremendous access to resources and immense authority over several matters. How would you go about it. Suggests some ways that you think would abolish social inequality.</p> <ul style="list-style-type: none">• Debating skill• Talk about the concepts of multiculturalism• Web links• HTTP://WWW.KAMAT.COM/INDICA/DIVERSITY. | <p>What is unity in Diversity? Do they notice diversity in their own lives and lives of the people around them</p> <ul style="list-style-type: none">• Do you think Diversity in India is India’s strength <p>21st century learning: Discuss how religious intolerance andcommunalism has led to violence overthe years as well as the steps taken to Promote communal harmony.</p> |
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| Earliest Societies | Life of early man Three phases of the stone age | <p><u>Observation and reporting</u>:-</p> <ul style="list-style-type: none">* gain information about the people of stone age and create a work of art, drawing from their new knowledge <p><u>Identification and classification</u>:-</p> <ul style="list-style-type: none">*To classify the three phases of stone age with characteristics of each.*co-relate the tools of the particular age for better understanding.• Explore and visualize the life of the stone age man through cave paintings. <p><u>Mapping skill</u>:-</p> <p>2. Students can be Paleolithic and Mesolithic sites on an outline map.</p> <p><u>Interlink to UAE</u></p> <ul style="list-style-type: none">• <u>Life skills</u>;• The discovery of fire made life easier for early humans. But fire can also be harmful. So we must be careful with the fire. What should we do to avoid such accidents?• Discuss how hunting and gathering of food changed to cultivation of food and the beginning of human settlements.• <u>Emotional skills</u>; <p>In slum cluster areas people still lead ordinary way of life, without knowledge of modern amenities. What should we do to raise awareness and why?</p> <p><u>WEB LINKS</u>:-</p> <p>http://en.wikipedia.org/wiki/Stone_Age http://asi.nic.in/asi_monu_whs_rockart_bhimbetka.a sp http://asi.nic.in/asi_monu_whs_rockart_bhimbetka.a sp</p> | <p>Ask the students if they already know something they know about the early humans Is the stone age a true precursor of the future ages? Do you think stone age Artefacts needs to be preserved?</p> <p>21st century learning:</p> <ul style="list-style-type: none"><input type="checkbox"/> Discuss the gradual evolution of stone tools and the lifestyle of human beings in the three ages—how tools became more polished and how humans discovered things like fire that were to become useful to them in future |
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Motions of
The earth

Movement of the earth
Rotation and revolution
Occurrence of seasons

Observation and reporting Teacher Name: rubeena khan

To identify the movements of the Earth

*To Define rotation –time taken and its effects

*To analyse the occurrence of day and night

Identification and classification:-

Compare: between the lengths of days and nights in different parts of the Earth during any given position of the Earth

* To understand revolution –time taken and its effects

*To illustrate and describe the occurrence of seasons

Drawing skill:-

Identify the hemisphere which is tilted towards the sun.

- Draw labelled and accurate diagrams of the inclination of the Earth's axis, occurrence of night and day and the circle of illumination.

Discovery of facts:-

21st century learning:

People in the rural areas are not aware of concepts like rotation and Revolution.

how education is slowly making people more aware of Things around them especially in the rural locations.

WEB LINKS:-

<http://www.softschools.com/quizzes>

<http://www.kidsgeo.com>

<http://www.en.wikipedia.org>

Life skills;

Thinking and social;

Suppose a family wants to visit Australia around 21 June for a week. make a checklist of things that a family has to pack for the trip.

Gathering information skill;

The spring season celebrates the renewal of life on earth. It is heralded through various festivities in different cultures. Find out how spring is celebrated in different parts of the world.

If the Earth only rotated on its axis, and did not revolve around the sun, what would have happened ?

What are the effects of rotation and revolution?

How do they come about?

Why the poles experience equal months of night and day light?

21st century learning:

Talk about areas around UK where

days are long during summer.

You

can also discuss the poles that experience six months of daylight and six months of complete darkness.



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| MAY | | | | |
| | *Diversity: prejudice and discrimination | Prejudice and stereotyping Discrimination and inequality Constitution and inequality | <p><u>Observation and reporting:</u> To analyse the reasons of inequality prevalent in India * To examine How our constitution has provisions to remove inequality</p> <p><u>Identification and classification:-</u> Compare: between prejudice, stereotype and discrimination and explore how they are inter-related</p> <p><u>Life skills:-</u> <u>Emotional skill:</u></p> <ul style="list-style-type: none">Imagine yourself as a victim of discrimination, any kind of discrimination . write how you feel and how you would go about in handling the situation. Do you think discrimination is bad? <p><u>WEB LINKS:-</u> http://www.kamat.com/indica/diversity http://en.wikipedia.org/wiki/prejudice http://psychology.about.com/od/pindex/g/prejudice.htm</p> | <p>What is prejudice? And how it is harmful?</p> <ul style="list-style-type: none">Whether reservation and positive discrimination in legislation is the right way forward for India.Are gender stereotype true today? <p><u>21st century learning:</u> Discuss whether reservation and positive discrimination in legislation Is the right way forward for India?</p> <p>Discuss the issue of communal violence and how stereotyping causes harm to society.</p> |



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| <p>*From hunters Farmers</p> | <p>Changes occurred during Neolithic age The implication of food production</p> | <p><u>Observation and reporting:-</u></p> <ul style="list-style-type: none">*To learn about the Neolithic Age*To identify the changes that occurred during the Neolithic Age*To describe the concept of domestication <p><u>Identification and classification:-</u></p> <ul style="list-style-type: none">*To identify and explain the customs and practices of this age* To describe the sequence of events that resulted in the discovery of food production <p><u>Discovery of facts;-</u></p> <p>Interlink to UAE; Do we find the evidences of hunter gatherers as farmers in UAE. If it is so where and in which area.</p> <p>Life skills; Imagination and thinking skill.</p> <ul style="list-style-type: none">Imagine you have visited a place where you meet some one who don't know to read and write. You want him to learn the basic skills of reading and writing. What will you do? <p>Post-reading</p> <ul style="list-style-type: none">The Neolithic Age <p>Web links;- http://en.wikipedia.org/wiki/Stone_Age</p> | <ul style="list-style-type: none">Is the Neolithic age an important stage in human civilization?How did Neolithic age lead towards the growth of civilization? <p>21st century learning:</p> <ul style="list-style-type: none">Do you think modern day agriculture owes a lot to the farmers of the Neolithic Age? |
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| <p>*Maps</p> | <p>Globe and map Different types of maps Comparison between map, sketch and a plan</p> | <p><u>Observation and reporting:-</u></p> <p>*To list the essential features of the map *To identify the difference between sketch and plan</p> <p><u>Identification and classification:-</u></p> <ul style="list-style-type: none">• To compare between the advantages and disadvantages of a globe and a Map <p>*To compare and contrast the different types of maps and list the characteristics of each</p> <p><u>Life skills;</u> <u>Problem solving;</u></p> <ul style="list-style-type: none">• As you get up early in the morning go to an open space near your house or your terrace during sunrise. Find the directions around your house with the help of the rising sun.• Discuss the GPS navigation devices that are installed in modern automobiles. How are they useful? <p><u>WEB LINKS:-</u> http://www.compassdude.com/map-symbols.shtml</p> | <ul style="list-style-type: none">• Could maps become obsolete with the new mapping software introduced in phones?•• What are the essential features of a map?• If you don't know the local language and you have to visit a place. All you have a sketch of the location. How would get by? <p>21st century learning: Could maps become obsolete with the new mapping software's introduced in Phones?</p> |
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| SEPTEMBER | <p>*The first civilization in India</p> | <p>Growth of civilization Main features of indus valley civilization Reasons for the decline of indus valley civilization</p> | <p><u>Observation and reporting:-</u></p> <p>*To analyse the meaning of the word “civilization”. * To identify and describe the “ Indus Valley Civilization”</p> <p><u>Identification and classification:-</u> To understand and explain the economic, social and religious conditions of the indus valley civilization *To explain through multiple viewpoints the reasons behind the decline/ene of indus valley civilization</p> <p><u>Mapping skill</u> On the given outline map mark the extension of Indus Valley civilization. Life skills; Thinking and social; Imagine you have moved to a new place where you do not know anyone. How will you try to adjust in that place?</p> <p><u>Interlink to UAE.</u> Do we find any similarity between the culture of uae and indus valley civilization in terms of lifestyle, artefacts, archaeological finding etc.,</p> <p><u>WEB LINKS:-</u></p> <p>http://www.harappa.com/har/har0.html http://en.wikipedia.org/wiki/lothal</p> | <p>Can the Indus valley civilization be regarded one of the best to have ever existed? What are the lasting contribution of the Harappan civilization towards the modern day?</p> <p>21st century learning:</p> <p><input type="checkbox"/> Conduct a comparative research between the Indus Valley Civilization and the other civilizations that existed in that era like the Sumerian and Egyptian civilizations.</p> <p>Do you think that the Great Bath model can be used to construct small swimming pools as recreational areas for children?</p> |
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| <p>*The Government</p> | <p>Need for government Levels of government Forms of government Universal adult franchise Women's suffrage movement</p> | <p><u>Observation and reporting:-</u> *To Define What is a government? After recognizing the need to have a government <u>Identification and classification:-</u> *To distinguish between three levels of government *Identify and describe the forms of government.</p> <p><u>Life skills:</u> Debating skill Discuss the importance of an impartial judiciary for any country.</p> <p><u>Leadership skills:</u> Hold an election in class for class monitor. Prepare a list of rules and regulations that need to be followed and of the responsibilities to perform if elected. Prepare a Posters , banners ,ballot box and ensure peaceful election.</p> <p><u>Inter link to UAE:</u> What type of government do we find in uae. How the judicial system of this country helping both locals and expatriates.</p> <p><u>WEB LINKS:-</u> http://www.royal.gov.uk/ http://www.state.gov/j/drl/democ/ http://rdprd.gov.in/</p> | <p>Does the Indian system of governance allow for public participation? Is parliamentary system of government the most efficient form of government in present times ?</p> <p>21st century learning: Discuss the role of constitutional monarchy in UK.</p> <p>Discuss the benefits of a democratic form of government.</p> |
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| <p>*Realms of the Earth</p> | <p>Difference between lithosphere, hydrosphere and atmosphere Layers of atmosphere Importance of ecosystem</p> | <p>Observation and reporting:- To understand the characteristics of lithosphere and seven continents *To recognize the significance of Hydrosphere and appreciate the importance of four oceans Identification and classification: To recognize the layers of Atmosphere, composition of air, Temperature, Air pressure and Humidity of air *Distinguish the characteristics of biosphere, ecosystems and ecological balance Mapping skill; to mark out the different continents of the world using various colours. The oceans can be marked blue on an outline map of the world. Life skills; Discussion on various types of land water and air pollution. Suggest remedial measures to control them. Map skills; Locate and label the continents and oceans of the world. Self awareness skills; How would you contribute towards making earth a better place to live in? list five different ways through which you can help. WEB LINKS:- http://www.en.wikipedia.org http://geology.about.com</p> | <ul style="list-style-type: none">• Why do we inhabit earth and no other place in this Universe ?• What are the realms of the earth?• Why majority of Arctic Ocean is covered with the snow throughout the year?• Have they seen all the continents on a map before?• Why Is the troposphere an important layer to us? <p>21st century learning: <input type="checkbox"/> Talk about the size of each continent, the variety of cultures, the number of countries, the cuisines and overall economic condition and so on.</p> <p>Is man playing his prescribed role in preserving the Earth's biosphere?</p> |
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| OCTOBER | <p>*India Location and physical features</p> | <p>Size and location of india Physical divisions of India</p> | <p>Observation and reporting:- *EXPLAIN THE countries size and location *To identify India's neighbouring countries *To identify the political divisions of India</p> <p>Identification and classification:- *To list and compare the main physical divisions, the northern mountains, northern plains, peninsular plateau, Great Indian desert, Coastal Plains and Islands. * To understand and describe the geographical unity of the country</p> <p>Life skills; Creative thinking skills;</p> <ul style="list-style-type: none"> Imagine that you have to shift your residence from a coastal town to a hill station. How will you adjust your lifestyle in terms of weather conditions, type of housing, clothes, food and outdoor activities? <p>Gather information skills; Collect data about weather conditions in different seasons in the different physiographic regions of India. Data should include average temperature, amount of rainfall and its frequency, winds and clouds cover etc.,</p> <p>WEB LINKS:- http://geology.about.com www.gdrc.org www.vtaide.com</p> | <ul style="list-style-type: none"> Discuss how India has a varied landscape like US and China. Conduct a research. Apply it Choose a physical division make a detailed report on its economy, people culture cuisine. Find out the names of five beaches in India. <p>21st century learning: <input type="checkbox"/> Talk about the various features of the physical divisions of India—the food habits and weather of these places as well as the agricultural and industrial activities that are practiced here.</p> <p>What would India's climate be like if there were no Himalayas?</p> <ul style="list-style-type: none"> ➤ Do you think the diverse landscape is a major strength of our country? |
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| <p>The Vedic Age</p> | <p>Migration of new people into indian subcontinent Early vedic age and later vedic age Distinguishing features of chalcolithic culture</p> | <p><u>Observation and reporting:-</u></p> <ul style="list-style-type: none">*To trace the origin of Vedic age*To identify the early and later vedic texts <p><u>Identification and classification:-</u></p> <ul style="list-style-type: none">To Explain the key features of the social and economic life during Vedic age <p>Compare: between Indus Valley Civilization and the Chalcolithic culture</p> <p><u>Mapping skill;</u></p> <ul style="list-style-type: none">On a given outline map locate and label the movement of Aryans from early Vedic age to later Vedic age.Locate and label the important places of Vedic age. <p><u>Life skills</u> Debating skills; Organize a debate on 'The caste system then and now'</p> <p><u>Elocution</u> A study of burials makes the study of culture even more interesting.</p> <p><u>Thinking skills:</u> Try to think of the things that people did to make megaliths</p> <p><u>WEB LINKS:-</u> http://en.wikipedia.org/wiki/vedic_period</p> | <ul style="list-style-type: none">Were the seeds of the caste system sown in the Early Vedic Age?Have they experienced any incident related to caste discrimination.What differences you find in the sources used for the history the Vedic period to that of the Indus Valley Civilization. ? <p>21st century learning:</p> <p><input type="checkbox"/> Students should be asked to talk about the different aspects like society, religion and economy of the Vedic culture and the Chalcolithic culture.</p> <p>Do you think that the caste system was justified?</p> |
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AL AIN JUNIORS SCHOOL
INDIAN SYSTEM

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| M | Unit/Chapter | Concepts/Sub topic | Learning Outcomes | Essential Questions |
|----------|-------------------|---|---|--|
| NOVEMBER | *The Early States | Janapadas and mahajanapadas Types of government Monarchy Magadha versus republic vaji | <u>Observation and recording:</u> <ul style="list-style-type: none">To understand and explain Janapada and MahajanapadsTo examine and describe the factors lead for the growth of Magadha as Mahajanapada.To identify their administration style of Mahajanapadas. <u>Identification and classification</u> <ul style="list-style-type: none">To compare and contrast between republics and monarchies. <u>Map skills:</u> Locate and lable the important janapadas and mahajanapadas. <u>Life skills:</u> <u>Imagination skills:</u> Imagine yourself as a citizen of powerful Magadha Mahajanapada. Write a short article on daily life. <u>Web links:-</u> http://en.wikipedia.org/wiki/mahajanapadas | <ul style="list-style-type: none">How Janapadas did become Mahajanapadas?Have they read about early Indian Monarchies?Do they know about the monarchies still existed in India? 21st century learning: <input type="checkbox"/> Talk about the ways of governance and the level of power enjoyed by the kings. ➤ Can states like Jharkhand and Chhattisgarh be regarded as continuations of the <i>mahajanapada</i> tradition? |



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| <p>Panchayat Raj</p> | <p>The panchyati raj Composition of panchayati raj Panchayati raj empowers women</p> | <p><u>Observation and reporting:-</u> * To identify and explain The Panchayati Raj and local level of government in the villages</p> <p><u>Identification and classification:-</u> * To distinguish between The Grama Sabha, Grama Panchayat and Nyaya panchayat and their functions</p> <p><u>Life skills;</u> <u>Problem solving skills;</u> Quality circles in schools are a prevailing trend. QC comprises a small group of students [10-12] who voluntarily work to improve the quality of tasks [tangible and non-tangible] within the school. if you are given a member of QC of your school, what quality initiatives would you like to propose?</p> <p>Discuss how Nyaya Panchayats have helped reduce the work loads of district courts.</p> <p><u>WEB LINKS;-</u> http://en.wikipedia.org/wiki/panchayati_raj</p> | <ul style="list-style-type: none">• Is Panchayat system efficient one?• Why do we need the Panchayat system of government at the state and central level. <p>21st century learning: Discuss the relevance of Mahatma Gandhi's vision in realisation of the gram Panchayat system.</p> <p>More and more women sarpanch-es have changed the face of Panchayati Raj in India. Give reasons.</p> |
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*The first Empire the
Mauryas

Observation and reporting:-

To Explain the emergence of Mauryan dynasty

*To know about the political history of great emperor Ashoka

Identification and classification:-

*To Identify and explain the key features of Mauryan administration.

*To analyse and explain the reason for the decline of Mauryan dynasty

Life skills:

Problem solving skills:

In the ancient period the propriety of a craft town involved training of apprentices from an early age, today the child labour law does not permit the children to work till the age of 14. Carry out a survey in your locality, identify the children who are employed and write what steps you would take to educate the parents and the children so that the right to education act can be implemented in letter and spirit.

Emotional skills:-

Ashoka ensured that there was proper medical treatment for humans as well as animals. He loved his animals and taught his people to care for them. Do you have any pets?

If yes, write a note about your pet, if no, would you like to keep one and why?

WEB LINKS:-

http://en.wikipedia.org/wiki/maurya_empire

<http://india.mapsofindia.com/the-country/ancient-hirstory/mauryan-rulers.html>

- Is it possible to follow the principles of dhamma in today's world?
- Justify Asoka's place in history as a great emperor

DECEMBER

Beginning of an mauryan dynasty
Ashoka the great emperor and his and his principles of dhamma



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JANUARY

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Mauryas

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Ashoka the great emperor and
his and his principles of
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medical treatment for humans as well as
animals. He loved his animals and taught
his people to care for them. Do you have
any pets?

If yes, write a note about your pet, if no,
would you like to keep one and why?

WEB LINKS:-

[http://en.wikipedia.org/wiki/maurya_empor
e](http://en.wikipedia.org/wiki/maurya_empire)

[http://india.mapsofindia.com/the-
country/ancient-hirstory/mauryan-
rulers.html](http://india.mapsofindia.com/the-country/ancient-hirstory/mauryan-rulers.html)

- Is it possible to follow the principles of dhamma in today's world?
- Justify Asoka's place in history as a great emperor



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 6

Subject: social science

Teacher Name: rubeena khan

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| <p>*India Climate and natural Vegetation</p> | <p>Climatic variations in India Factors affecting climate of india The cycle of seasons Types of forest in India and natural vegetation</p> | <p><u>Observation and reporting:-</u> *To identify the climatic variations of India. *To analyse the factors affecting the climate of a place * To identify and list the cycle of seasons *To know the distribution of annual rainfall</p> <p><u>Identification and classification:-</u></p> <ul style="list-style-type: none">To identify and list the types of natural vegetation in India.Compare: between the various forms of vegetation of India. <p><u>Life skills:</u> <u>Environment awareness skill:</u> *To discuss the importance of forest in our lives associated with wildlife of India.You have been selected as the green ambassador of your neighbourhood. How will you encourage the people in your locality to keep it clean and make it greener?<p><u>Social awareness skills:</u></p>Suggest some measures to preserve our rich and diverse flora and fauna? What would you do to spread awareness among your friends about this?<p><u>WEB LINKS:-</u></p><p>http://www.infoplease.com/ipa/a0908193.html http://www.weatherwizkids/weather-climate.com http://www.geography4kids.com/files/climate-intro.html</p></p> | <ul style="list-style-type: none">How diverse are India's Flora and Fauna?Is rainfall the single significant factor for areas prosperity?Have they visited any forest of India?Why do you think poachers kill animals?In the light of stricter laws has poaching been controlled? <p>21st century learning: Is rainfall the single significant factor for an area's prosperity?</p> |
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| FEBRUARY | <p>District Administration</p> | <p>Role of police Mainatinance of land records New law of inheritance</p> | <p><u>Observation and reporting:-</u> *To understand “How police plays an important role in solving conflicts”</p> <p><u>Identification and classification:-</u> *To identify the describe role and responsibilities of district administration</p> <ul style="list-style-type: none"> • Compare:between the rolesof police and collector in maintaining law and order within a particular area. • To distinguish between terms like IAS, IPS, IFS and FIR <p><u>Life skills:</u> <u>Thinking skills:</u> Discuss the growing importance of inheritance amendment act in safeguarding the rights of women.</p> <p>A group of students from the student council initiated a drive ‘the cleanest day’ they advised every child to identify an area which is neglected by civic authorities as well as by locals. They further advised children children to clean that area in teams.</p> <ol style="list-style-type: none"> 1. Do you think school students should be involved in such drives? If yes, why? <p><u>WEB LINKS:-</u> http://en.wikipedia.org/wiki/village_accountant http://en.wikipedia.org/wiki/indian_police_service http://en.wikipedia.org/wiki/municipal_corporation</p> | <ul style="list-style-type: none"> • What is the role of police in conflict resolution? • Is the new inheritance law favourable towards women? <p>21st century learning: Discuss the differences between the colonial police force and the Police force of independent India. How are they different?</p> <p>Discuss how and why a structured police force was created in India.</p> |
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| <p>*New Empires and Kingdoms</p> | <p>Early and later Guptas Administration under guptas Sources of information about guptas</p> | <p><u>Observation and reporting:-</u></p> <p>*To Learn about the political history of Gupta empire To identify and explain the key features of administrative style of Gupta</p> <p><u>Identification and classification:-</u> Compare:between the military achievements of the Gupta Age and the reign of Harshavardhana *To Describe the cultural development and comment on the conditions of common Indians during the reign of Harshavardhana, the pallavas and Chalukyas</p> <p><u>Life skills</u> <u>Thinking skills;</u> Samudragupta enjoyed music and poetry . Chandragupta encouraged education; harshavardhana patronized art and learning . what according to you are the qualities one should have to become s great amd powerfalking. <u>WEB LINKS:-</u> http://en.wikipedia.org/wiki/gupta_empire</p> | <ul style="list-style-type: none"> • Which were the new empires and kingdoms that rose after the fall of Kushans and Shatavahanas? • • How the monarchs mentioned in this chapter have ruled today? <p>21st century learning: <input type="checkbox"/> Compare the expanse of both the kingdoms belonging to both the dynasties and state how both were Able to reign over most of India.</p> <p>How the monarchs mentioned in the chapter would have ruled today?.</p> |
| <p>REVISION</p> | | | |



AL AIN JUNIORS SCHOOL
INDIAN SYSTEM

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| MARCH | Examination | | | |
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