



	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
<b>Chapters</b>	<b>- Eminent Festival of a Region</b>  <b>-Places of Eminence: Investigate and Construct History</b>	<b>-Places of Historical Significance</b> <b>-Localities: Then and Now</b> <b>-Natural Vegetation and wildlife</b>	<b>-Agriculture Pattern in India</b> <b>- Medieval Societies</b>	<b>-Indian Subcontinent: Climate and Rainfall</b>
<b>Learning Outcomes</b>	<b>Students will be able to-</b> -appreciate the regional festivals and their significance in social life. -explore the socio- cultural aspects of the region in connection to the festival. -describe festivals as a platform for unifying various cultures and social inclusion.  -learn about sources of history. -identify about eminent places in a village or town. -learn about sources of evidence about these sites. -collate various sources to build the history of places in one's locality.	<b>Students will be able to-</b> -explain the importance of historical places. -recognise the importance of historical places. -locate significant historical places on the political map of India. -interpret the history and significance of Kalibangan,Agra and Tanjore.  - to learn the meaning of a locality and its type. -learn about the changes in society with time. -learn about localities of the past and present. -learn about the causes and consequences of change.  -talk about the natural vegetation belts of the world. -identify the diverse flora and fauna in different vegetation belts.	<b>Students will be able to-</b> -talk on major crops in India.  -compare different types of farming.  -describe modern agricultural practices in India.  -discuss the functioning of medieval empires in India. -compare the features of two big Indian medieval empires. - compare and analyse state policies, society, economy and landholdings of these empires with today's context.	<b>Students will be able to-</b> -differentiate between weather and climate. - analyse the factors affecting the climate of a region. - comprehend the mechanism of the Indian monsoon. - learn about the impact of the monsoon on the lives of people.
<b>Skills</b>	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy, Life skills and values.	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy, Life skills and values.	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy

<b>Activities</b>	<b>Competency skill based Activities/Experiential learning Activities:</b>  <b>Poster making;</b> Design a poster to spread awareness about celebrating festivals in a responsible manner. <b>(Integrated with Art)</b>  <b>Project:</b> Creating a time capsule. <b>(Integrated with Art and craft)</b>	<b>Competency skill based Activities/Experiential learning Activities:</b> <b>Map work-</b> Mapping of Historical Places. <b>Video show</b> on “Then and Now: A Journey through Time.” <b>(Integrated with visual art)</b> <b>Debate:</b> on Heritage vs Modern Development. <b>(Integrated with performing art)</b> <b>Table formation</b> showing different vegetation belt, latitudes, rainfall, temperature, countries, wildlife. <b>(Integrated with Math and science)</b>	<b>Competency skill based Activities/Experiential learning Activities:</b>  <b>Chart making</b> on Rabi, Kharif and Zaid crops. <b>(Integrated with science )</b>  <b>Project:</b> Search on the agricultural pattern practiced in Daman and Diu and Dadra and Nagar Haveli . <b>(Art integrated)</b>  <b>Map work-</b> Highlighting the area two major medieval Empires.  <b>Role Play</b> on the two major medieval empires depicting their major policies and their impact on society. <b>(Integrated with performing art)</b>	<b>Competency skill based Activities/Experiential learning Activities:</b>  <b>Search work and Flip teaching</b> on Monsoon. <b>(Integrated with performing art)</b>
<b>Assessments</b>	-Note book Evaluation - Periodic test -Search work -Multiple assessment -CW/HW -Book- Cambridge Social Sciences -Publisher- Cambridge University Press			



	<b>August/September</b>	<b>October</b>	<b>November</b>	<b>December/ January</b>
<b>Chapters</b>	<b>-Local Administration</b>  <b>-Differences and Discriminations</b>	<b>-Socio- Religious Movements</b>  <b>-Women Change the World</b>	<b>-South Africa: Location and Geographical Features</b>	<b>-History, Society and Economy of South Africa</b>
<b>Learning Outcomes</b>	<p><b>Students will be able to-</b></p> <ul style="list-style-type: none"> <li>-talk about the local self-government bodies.</li> <li>-examine the roles,responsibilities, and functions of local administration through case studies.</li> <li>-discuss and debate on the relevance of a government at the local level.</li> <li>-differentiate between prejudice and stereotyping.</li> <li>-assess prejudice and stereotyping lead to inequality and discrimination.</li> <li>-identify and appreciate different types of diversity in everyday life.</li> <li>-appraise the Constitution of India upholds our Right to Equality.</li> </ul>	<p><b>Students will be able to-</b></p> <ul style="list-style-type: none"> <li>-explain the belief systems prevalent during the medieval period in north and south India.</li> <li>-differentiate between the Bhakti movement and Sufi movement and their teachings.</li> <li>-discover the legacy of the Bhakti and Sufi Movements in today's context.</li> <li>-identify the existing gender inequalities in different spheres of society.</li> <li>-appreciate women for positive changes brought by them in society.</li> <li>-evaluate the government's role in bringing changes through various legislations.</li> </ul>	<p><b>Students will be able to-</b></p> <ul style="list-style-type: none"> <li>-locate South Africa on the world map.</li> <li>-discuss the geographical features of South Africa-climate, rainfall, soil, landforms, forests etc.</li> <li>-locate and talk about some important cities of South Africa.</li> </ul>	<p><b>Students will be able to-</b></p> <ul style="list-style-type: none"> <li>-compare the history of colonisation of South Africa with India.</li> <li>-talk about the Apartheid policy and its legacy in South Africa.</li> <li>-discover the mining activities, industries, trade and commerce in South Africa.</li> </ul>
<b>Skills</b>	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy, Life skills and values.	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy, Life skills and values.	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy	Critical thinking and Analysis, Research and Inquiry ,Social Awareness and Empathy

<b>Activities</b>	<p><b>Competency skill based Activities/Experiential learning Activities:</b></p> <p><b>Poster making;</b> Design a poster to spread awareness about celebrating festivals in a responsible manner. <b>(Integrated with Art)</b></p> <p><b>Project:</b> Creating a time capsule. <b>(Integrated with Art and craft)</b></p>	<p><b>Competency skill based Activities/Experiential learning Activities:</b></p> <p><b>Map work-</b>Mapping of Historical Places.</p> <p><b>Video show</b> on “Then and Now: A Journey through Time.” <b>(Integrated with visual art)</b></p> <p><b>Debate:</b> on Heritage vs Modern Development. <b>(Integrated with performing art)</b></p> <p><b>Table formation</b> showing different vegetation belt, latitudes, rainfall, temperature, countries, wildlife. <b>(Integrated with Math and science)</b></p>	<p><b>Competency skill based Activities/Experiential learning Activities:</b></p> <p><b>Chart making</b> on Rabi, Kharif and Zaid crops. <b>(Integrated with science )</b></p> <p><b>Project:</b> Search on the agricultural pattern practiced in Daman and Diu and Dadra and Nagar Haveli . <b>(Art integrated)</b></p> <p><b>Map work-</b> Highlighting the area two major medieval Empires.</p> <p><b>Role Play</b> on the two major medieval empires depicting their major policies and their impact on society. <b>(Integrated with performing art)</b></p>	<p><b>Competency skill based Activities/Experiential learning Activities:</b></p> <p><b>Activities:</b> <b>Dance</b> of South Africa. <b>(Integrated with dance)</b></p>
<b>Assessments</b>	<p>-Periodic Test</p> <p>-Notebook Evaluation</p> <p>-Subject Enrichment U</p> <p>-Multiple Assessment</p> <p>-CW/HW</p> <p>-Book-Cambridge Social Sciences</p> <p>-Publisher- Cambridge University Press</p>			