



	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>JULY</b>
<b>CHAPTERS</b>	Geographical Diversity of India  New Beginnings: Cities & States	The Rise of Empires	Understanding the Weather	Climates of India
<b>LEARNING OUTCOMES</b>	<p><b>Geographical Diversity of India</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- identify, classify, and compare physical features and regions, and describe major landforms and climate zones.</li> <li>- analyse the impact of geography on livelihoods and interpret maps effectively.</li> </ul> <p><b>New Beginnings: Cities &amp; States</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- define and classify sources of history, identify early cities, and describe features of early settlements such as Janapadas and Mahajanapadas.</li> <li>- infer causes of settlement growth, analyse the role of rivers, and construct timelines.</li> </ul>	<p><b>The Rise of Empires</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- identify and compare major empires such as Magadha and the Mauryan Empire, and describe the administrative features under the Mauryas.</li> <li>- analyse Ashoka's Dhamma,</li> <li>- examine the role of geography in empire building, and evaluate the strengths and weaknesses of major empires.</li> </ul>	<p><b>Understanding the Weather</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- define elements of weather, list instruments used, and describe weather patterns.</li> <li>- interpret weather data and analyse factors affecting weather.</li> </ul>	<p><b>Climates of India</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- define climate, differentiate between weather and climate, and describe major climate zones.</li> <li>- analyse the monsoon mechanism</li> <li>- interpret climate maps, and evaluate its impact on human life.</li> </ul>

<p><b>COMPETENCY-BASED SKILLS</b></p>	<p><b>Geographical Diversity of India</b> Critical thinking, Data handling, Decision-making, Collaboration</p> <p><b>New Beginnings: Cities and States</b> Historical reasoning, Source analysis, Chronological thinking</p>	<p><b>The Rise of Empires</b> Comparative analysis, Critical thinking, Reasoning</p>	<p><b>Understanding the Weather</b> Data interpretation, Observation, Analytical thinking</p>	<p><b>Climates of India</b> Analytical thinking, Environmental awareness, Data interpretation</p>
<p><b>ACTIVITIES</b></p>	<p><b>Geographical Diversity of India</b> Map work, Group discussion</p> <p>(Integration with Art, English and ICT)</p> <p><b>New Beginnings: Cities and States</b> Timeline creation, Source analysis</p> <p>(Integration with Art and ICT)</p>	<p><b>The Rise of Empires</b> Map work, Poster-making (Ashoka's dharma), Debate (Kalinga war)</p> <p>(Integration with Art, English and ICT)</p>	<p><b>Understanding the Weather</b> Map work, Data Interpretation, Weather chart (Multiple Assessment)</p> <p>(Integration with Art, Statistics and ICT)</p>	<p><b>Climates of India</b> Diagram making</p> <p><b>Project</b> (Scrapbook) Topic: "<b>Plants of Different Climatic Regions of India</b>"</p> <p>(Integration with Art, ICT and Biology)</p>
<p><b>ASSESSMENT</b></p>	<p>Worksheet, Notebook, Oral Q&amp;A, Exit slip</p>	<p>Poster Rubrics, Debate Rubrics</p>	<p>Class Test, Peer assessment, Activity assessment</p>	<p>Quiz, Worksheet,</p>



**Book:** Cambridge Social Sciences

	<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>
<b>CHAPTERS</b>	Age of Reorganisation  From Rulers to Ruled	From Barter to Money  Understanding Markets	How the Land Becomes Sacred	Gupta Era	Constitution of India
<b>LEARNING OUTCOMES</b>	<p><b>Age of Reorganisation</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- describe political changes and identify new kingdom.</li> <li>- analyse causes of reorganisation.</li> <li>- compare governance systems.</li> <li>- evaluate the impact of political reorganisation on society.</li> </ul> <p><b>From Rulers to Ruled</b></p> <ul style="list-style-type: none"> <li>- At the end of the chapter, learners will be able to:</li> <li>- define government, identify different types of governments, describe their features, and compare various systems of governance</li> </ul>	<p><b>From Barter to Money</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- define barter and explain the limitations of barter system.</li> <li>- describe evolution of money and classify forms of money.</li> <li>- analyse need for currency.</li> <li>- apply concepts of money to daily life.</li> </ul> <p><b>Understanding Markets</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- define and identify types of markets, describe their functions,</li> </ul>	<p><b>How the Land Becomes Sacred</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- define sacred geography, identify sacred sites, and describe local traditions and cultural practices.</li> <li>- evaluate the significance of these traditions and practices in society.</li> </ul>	<p><b>Gupta Era</b></p> <p>At the end of the chapter, learners will be able to:</p> <ul style="list-style-type: none"> <li>- identify Gupta rulers and describe the administrative system under their rule.</li> <li>- analyse the growth of art, architecture, and science during the Gupta period and compare it with other periods.</li> <li>- evaluate the achievements and contributions of the Guptas to Indian history.</li> </ul>	

	<ul style="list-style-type: none"> <li>- analyse the roles of citizens and evaluate the importance of governance</li> </ul>	<ul style="list-style-type: none"> <li>- and compare rural and urban markets.</li> <li>- differentiate between needs and wants.</li> <li>- analyse the role of government in regulating markets.</li> </ul>			
<b>SKILLS</b>	<p><b>Age of Reorganisation</b> Historical reasoning, Critical thinking</p> <p><b>From Rulers to Ruled</b> Civic awareness, Decision-making, Critical thinking</p>	<p><b>From Barter to Money</b> Financial literacy, Problem-solving, Logical reasoning</p> <p><b>Understanding Markets</b> Economic reasoning, Decision-making, Data handling</p>	<p><b>How Land Becomes Sacred</b> Cultural awareness, Interpretation skills, Empathy</p>	<p><b>Gupta Era</b> Historical analysis, Critical thinking</p>	<p><b>Constitution of India</b> Civic responsibility, Legal awareness, Argumentation</p>
<b>ACTIVITIES</b>	<p><b>Age of Reorganisation</b> Map work  (Integration with Art and ICT)</p> <p><b>From Rulers to Ruled</b> Debate  (Integration with ICT and English)</p>	<p><b>From Barter to Money</b> Barter activity  (Integration with ICT and Theater)</p> <p><b>Understanding Markets</b> Role-play (buyer-seller), Excursion: Market survey  (Integration with ICT)</p>	<p><b>How Land Becomes Sacred</b> Storytelling, Discussion  (Integration with English and ICT)</p> <p>Project: (research and prepare a project on the “<b>Traditions and Practices of your Locality</b>”)  (Integration with Art and ICT)</p>	<p><b>Gupta Era</b> Map work, Think-pair-share activity (Achievements of the Guptas), Timeline development  (Integration with English, ICT and Art)</p>	<p><b>Constitution of India</b> Mock parliament, Chart making (salient features of the Indian Constitution)  (Integration with Art, ICT and Theater)</p>
<b>ASSESSMENT</b>	Worksheet, Quiz	Activity assessment	Project rubric	Quiz, Peer assessment	Case-based questions, Activity assessment