

**ANNUAL SYLLABUS**  
**SESSION: 2025-2026**  
**SUBJECT: SOCIAL SCIENCE**  
**CLASS-VI**

<b>Chapter Number and Name</b>	<b>Curricular Goal</b>	<b>Curricular Competency</b>	<b>Learning Outcome</b>	<b>Suggestive activities</b>
<b>Chapter 1</b> Locating places on the Earth	<b>CG-1</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	<b>C1.2</b> Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	<ul style="list-style-type: none"> <li>Learners explain the concept of directions on maps, Latitude, Longitude, co-ordinates, Time Zones and International Date Line.</li> </ul>	<ul style="list-style-type: none"> <li>Models of Globe may be observed in the class.</li> <li>Finding latitude and longitude on a Globe.</li> <li>Play the game given on Page No. 12 under the head Let's Explore.</li> <li>Calculate the time of two places on the basis of their longitudinal value.</li> </ul>
<b>Chapter 2</b> Oceans and Continents	<b>CG-6</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	<b>C-6.1</b> Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed. <b>C-6.2</b> Correlates the existence of different pattern of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national and global contexts.)	<ul style="list-style-type: none"> <li>Learners identify continents, oceans and islands and lives available there.</li> </ul>	<ul style="list-style-type: none"> <li>Models of Globe may be observed in the class.</li> <li>Use the activity on page no. 36 and 40 under the head Let's Explore.</li> <li>Map work.</li> </ul>
<b>Chapter 4</b> Timeline and sources of History	<b>CG- 2</b> Explores the process of continuity and changes in human civilisations through specific examples from their context and a few historical episodes.	<b>C-2.1</b> Explains and analyses major changes in the past their impact on society.	<ul style="list-style-type: none"> <li>Learners measure time in history and identify the different sources of history along with life of early humans.</li> </ul>	<ul style="list-style-type: none"> <li>Use the activity on page no. 63 and 66 under the head Let's Explore.</li> <li>Visit to nearby museum.</li> </ul>

<b>Chapter 5</b> India, That is Bharat	<b>CG-7</b> Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.	<b>C-7.1</b> Explains India's unity in diversity by recognizing commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga	<ul style="list-style-type: none"> <li>Learners describes the root process of Naming of our country.</li> </ul>	<ul style="list-style-type: none"> <li>Project works may be given to learners to find out the different name of our country.</li> <li>Activity given on page number 83 under the head Let's Explore.</li> <li>Map work.</li> </ul>
<b>Chapter 9</b> Family and Community	<b>CG-4</b> Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	<b>C-4.2</b> Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	<ul style="list-style-type: none"> <li>Learners describe the roles, responsibility, importance of family and community in the development of nation.</li> </ul>	<ul style="list-style-type: none"> <li>Use the activity on page no. 143 under the head Let's Explore.</li> </ul>
<b>Chapter 10</b> Grassroot Democracy – Part-1: Governance	<b>CG-8</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	<b>C-8.3</b> Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level.	<ul style="list-style-type: none"> <li>Learners explains the different level and different parts of governance.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion/ debate may be organized on the process and importance of distribution of power sharing.</li> </ul>
<b>Chapter 13</b> The Value of Work	<b>CG-9</b> Understands the processes of economic activities (production and consumption, trade, and commerce)	<b>C-9.1</b> Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	<ul style="list-style-type: none"> <li>Learners distinguish between economic and non – economic activity and importance of community work.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the topic of the value of work.</li> <li>Role play of the activity given of page no. 184.</li> </ul>

**Note:**

- ❖ Above mentioned syllabus should be completed by 6<sup>th</sup> September 2025.
- ❖ **Use embossed globe/maps as far as possible.**
- ❖ Revision of Syllabus for Mid Term Examination.

## Mid Term Examination

Chapter Number and Name	Curricular Goal	Curricular Competency	Learning Outcome	Suggestive activities
<b>Chapter 3</b> Landforms and Life	<b>CG-6</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	<b>C-6.4</b> Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	<ul style="list-style-type: none"> <li>Learner explains different landforms and places with their features.</li> </ul>	<ul style="list-style-type: none"> <li>Zigsaw Puzzle, Quiz and such activities may be used for better understanding of the learners.</li> </ul>
<b>Chapter 6</b> The Beginning of Indian Civilization	<b>CG- 2</b> Explores the process of continuity and changes in human civilisations through specific examples from their context and a few historical episodes.	<b>C-2.1</b> Explains and analyses major changes in the past their impact on society.	<ul style="list-style-type: none"> <li>Learners explains the distinctive features of important towns (Harappa) of Early Urban Civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on similarities and differences between Harappan cities and present day cities.</li> <li>Locate and label the Harappan cities on the political outline map of India.</li> </ul>
<b>Chapter 7</b> India's Cultural Roots	<b>CG-7</b> Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite	<b>C-7.3</b> Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements.	<ul style="list-style-type: none"> <li>Learners trace the various roots of Indian Society.</li> </ul>	<ul style="list-style-type: none"> <li>Role play of Shvetaketu, Nachiketa.</li> <li>Short play on debate between Gargi and Yajnavalkya.</li> </ul>

	the geographical diversity of India.			
<b>Chapter 8</b> Unity in Diversity, or Many in the one	<b>CG-7</b> Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.	<b>C-7.1</b> Explains India's unity in diversity by recognizing commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga.	<ul style="list-style-type: none"> <li>Learner identifies how diversity enriches our country through different foods, textiles, clothing and epics.</li> </ul>	<ul style="list-style-type: none"> <li>Enlisting the different festival, foods founds different parts of India.</li> <li>Debate or open discussion session may be organized on the topic how diversity enshrines our country.</li> </ul>
<b>Chapter 11</b> Grassroot Democracy – Part 2: Local Government in rural areas	<b>CG-8</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	<b>C-8.3</b> Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.	<ul style="list-style-type: none"> <li>Learners evaluates the functioning of rural administration.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any public issue and from your surrounding and discuss it in the classroom to find its solution.</li> </ul>
<b>Chapter 12</b> Grassroot Democracy – Part 3: Local Government in urban areas	<b>CG-8</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	<b>C-8.3</b> Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.	<ul style="list-style-type: none"> <li>Learners evaluate the functioning of urban administration.</li> </ul>	<ul style="list-style-type: none"> <li>Stage a street play to identify any public issue and its solution.</li> </ul>
<b>Chapter 14</b> Economic Activities around us	<b>CG-9</b> Understands the processes of economic activities (production and consumption, trade, and	<b>C-9.1</b> Explains the key elements of trade and commerce (commodity, production, consumption, and	<ul style="list-style-type: none"> <li>Learners distinguish between primary, secondary and tertiary sector of economics.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion on economic activities around us.</li> <li>Activity given of page no. 206.</li> </ul>

	commerce).	capital) and its impact on individual life and society.		
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**Note:**

- ❖ Above mentioned Syllabus should be completed by 31<sup>st</sup> January 2026.
- ❖ **Use embossed globe/maps as far as possible.**
- ❖ Revision of Syllabus for Annual Examination.
- ❖ Whole Syllabus will be evaluated in Annual Exam.

## Annual Examination 2026

### Map Work

Chapter 1: Locating places on the Earth	Modern cities of Bharat (Map 1.5)
Chapter 2: Oceans and Continents	The Continents and Oceans (Map 2.3)
Chapter 5: India, that is Bharat	Major rivers of Bharat (Map 5.2), The Mahajanpadas(Map 5.4)
Chapter 6: The Beginning of Indian Civilization	Harrapan Sites (Map 6.3)