

**Directorate of Education, GNCT of Delhi**  
**ANNUAL SYLLABUS**  
**SESSION: 2026-2027**

**SUBJECT: SOCIAL SCIENCE**

**CLASS-VI (Middle Stage)**

**TEXTBOOK- Exploring Society: India and Beyond**

| <b>Chapter Number and Name</b>                            | <b>Curricular Goal (CG) as per NCF –SE-2023</b>   | <b>Competency (C) as per NCF–SE-2023</b>  | <b>Learning Outcome</b>   | <b>Suggestive activities</b>   |
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| <p><b>Chapter 1:</b><br/>Locating places on the Earth</p> | <p><b>CG-1:</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.</p>   | <p><b>C-1.2:</b> Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.</p>   | <ul style="list-style-type: none"> <li>• 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>• Observe and study models of the globe in the classroom.</li> <li>• Practice identifying latitudes and longitudes on a globe.</li> <li>• Engage in the activity/game provided on pages 12–13 under the section “<i>Let’s Explore.</i>”</li> <li>• Calculate the time difference between two places based on their longitudinal positions.</li> </ul> |
| <p><b>Chapter 2:</b><br/>Oceans and Continents</p>        | <p><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.</p> | <p><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.</p> <p><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.)</p> | <ul style="list-style-type: none"> <li>• Identifies continents, oceans, and islands, and describes the forms of life found in these regions.</li> <li>• Locate and label continents, oceans, and islands on the world map.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe and study globe models in the classroom.</li> <li>• Engage in activities given on pages 36 and 40 under the section “<i>Let’s Explore.</i>”</li> <li>• Undertake map-based activities to locate continents, oceans, and islands.</li> </ul>   |

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| <p><b>Chapter 4:</b><br/>Timeline and sources of History</p>           | <p><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.</p>  | <p><b>C-2.1</b> Explains and analyses major changes in the past their impact on society.</p>  | <ul style="list-style-type: none"> <li>• Applies timelines to measure historical time and uses different historical sources to analyse and understand the past.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Engage in the activities provided on pages 63 and 66 under the section “<i>Let’s Explore.</i>”</li> <li>• Organise a visit to a nearby museum to explore historical artefacts and sources.</li> </ul>  |
| <p><b>Chapter 5:</b><br/>India, That is Bharat</p>                     | <p><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.</p> | <p><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</p>              | <ul style="list-style-type: none"> <li>• Describes the origin and process of different names of our country.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assign project work to learners to explore and document the different names of our country and their historical contexts.</li> <li>• Engage learners in the activity provided on page 83 under the section “<i>Let’s Explore.</i>”</li> <li>• Conduct map-based activities to identify and locate the national boundaries of the Indian subcontinent.</li> </ul> |
| <p><b>Chapter 9:</b><br/>Family and Community</p>                      | <p><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.</p>  | <p><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.</p>   | <ul style="list-style-type: none"> <li>• Explains the roles and responsibilities of family and community and analyses their importance in the development of a nation.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Engage in the activity provided on page 143 under the section “<i>Let’s Explore.</i>”</li> </ul>   |
| <p><b>Chapter 10:</b><br/>Grassroot Democracy – Part-1: Governance</p> | <p><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.</p>  | <p><b>C-4.1:</b> Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society.</p> <p><b>C-4.2:</b> Assesses the influence of social, cultural, and political</p> | <ul style="list-style-type: none"> <li>• Describes the concept of governance, explains the need for government, outlines its organs and levels, and analyses the importance of democracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize a class discussion or debate on the process and significance of power sharing.</li> <li>• Facilitate a discussion on the concepts of direct democracy and representative democracy.</li> </ul>  |

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|   |  | institutions on an individual/group/ community/ society in general.  |  |   |
| <b>Chapter 13:</b><br>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>Distinguish between economic and non – economic activity and importance of community work.</li> </ul> | <ul style="list-style-type: none"> <li>Facilitate a class discussion on the value and dignity of work.</li> <li>Organise a role-play based on the activity provided on page 184.</li> </ul> |

- Note:**
- The prescribed syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning.
  - Teachers are encouraged to use embossed globes and maps, wherever feasible, to promote experiential and inclusive learning.
  - All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

### Mid Term Examination-2026

| <b>Chapter Number and Name</b>                            | <b>Curricular Goal</b>   | <b>Curricular Competency</b>  | <b>Learning Outcome</b>   | <b>Suggestive activities</b>   |
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| <b>Chapter 3:</b><br>Landforms and Places                 | <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>Explains different landforms and places with their features.</li> </ul>                                | <ul style="list-style-type: none"> <li>Organise a discussion on the journeys undertaken by the various students of the class and identify the different landscapes seen on the way.</li> <li>Observe the pictures given on pg no. 50 of textbook and discuss the challenges faced by the people living in those areas and explore how they have made ways for their survival.</li> </ul> |
| <b>Chapter 6:</b><br>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>Explains the distinctive features of important towns of Early Urban Civilization (Harappa).</li> </ul> | <ul style="list-style-type: none"> <li>Organise discussion on similarities and differences between Harappan cities and present day town planning.</li> </ul>   |

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|  |  |   | <ul style="list-style-type: none"> <li>Identifies the location of important cities of Harrapan civilisation on the political outline map of India.</li> </ul>   | <ul style="list-style-type: none"> <li>On the political outline map of India locate and label Harappan cities.</li> </ul>  |
| <p><b>Chapter 7:</b><br/>India's Cultural Root</p>               | <p><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.</p> | <p><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.</p>   | <ul style="list-style-type: none"> <li>Mentions the various roots of Indian Society.</li> <li>Identifies the location of important cities related to Buddhism and Jainism on the political outline map of India.</li> <li>Explains the similarity in Vedic, Buddhism and Jainism teachings.</li> <li>Analyses the impact of interaction between folk, tribal and Hindu belief systems.</li> </ul> | <ul style="list-style-type: none"> <li>Organise a role play activity of Shvetaketu or Nachiketa or Gargi-Yajnavalkya Samwad given on pg no. 111-112 of NCERT textbook.</li> <li>On the political outline map of India locate the important sites related to Buddhism and Jainism.</li> <li>On the /outline map of the world identify the countries where Buddhism is a major religion even today.</li> <li>Discuss the similarities in Vedic, Buddhism and Jainism teaching.</li> <li>List some of the tribal groups from your region or state. Document some of their art and belief system.</li> </ul> |
| <p><b>Chapter 8:</b><br/>Unity in Diversity, Many in the one</p> | <p><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.</p> | <p><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.</p> | <ul style="list-style-type: none"> <li>Identifies how diversity enriches our country through different foods, textiles, clothing and epics.</li> </ul>  | <ul style="list-style-type: none"> <li>Prepare a table having information like- Name of students, their Date of Birth, Name of their parents, birth place, their mother tongue or any other information to realise the existence of diversity everywhere.</li> <li>Collect a few folk tales from your region and discuss their message.</li> <li>Select a few stories from the Panchatantra and discuss how their message is still valid today.</li> </ul>   |

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| <p><b>Chapter 11:</b><br/>Grassroot Democracy – Part 2: Local Government in rural areas</p>  | <p><b>CG-5:</b> Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues.</p> <p><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.</p> | <p><b>C-5.2</b> Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice.</p> <p><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.</p> | <ul style="list-style-type: none"> <li>• Identifies and appreciates the efforts made at different levels to ensure equity, inclusion and justice.</li> <li>• Describes the Panchayati Raj system.</li> <li>• Explains the functioning of three tier of rural administration.</li> <li>• Evaluates the importance of rural self-government in governance and democracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Organise a class discussion on-how the ideals of inclusivity has been included in Indian social and political life (gender equality, voting rights, public facilities etc).</li> <li>• Organise a Bal Sabha to discuss any problem/ topic of choice. List the challenges they encounter while discussion and arriving at the solutions.</li> </ul> |
| <p><b>Chapter 12:</b><br/>Grass root Democracy – Part 3: Local Government in urban areas</p> | <p><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.</p>   | <p><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.</p>   | <ul style="list-style-type: none"> <li>• Explains the functioning of urban administration.</li> <li>• Evaluates the importance of urban self-government in governance and democracy.</li> </ul>   | <ul style="list-style-type: none"> <li>• Organize a class discussion on the works that has been undertaken by the Municipal Corporation in the locality.</li> <li>• Indore in Madhya Pradesh has been awarded the cleanest city in India under Swachh Survekshan government scheme for last several years. Discuss the role of citizens in this achievement.</li> </ul>                     |
| <p><b>Chapter 14:</b><br/>Economic Activity around us</p>                                    | <p><b>CG-9:</b> Understands the processes of economic activities (production and consumption, trade, and commerce).</p>  | <p><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.</p>  | <ul style="list-style-type: none"> <li>• Identifies the various economic activities around them as primary, secondary and tertiary economic activities.</li> <li>• Distinguish between primary, secondary and tertiary sector of economy.</li> </ul>  | <ul style="list-style-type: none"> <li>• Organise a class discussion on the variety of economic activities and categorise them in primary, secondary and tertiary economic activities.</li> <li>• Engage in the activities provided on pages no. 206 of the chapter.</li> </ul>   |

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|  |  |  | <ul style="list-style-type: none"> <li>Analyses the interconnectedness between three sectors of economy.</li> </ul> |  |
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- Note:**
- The prescribed syllabus should be completed by 30<sup>th</sup> January 2027, ensuring adequate time for revision and consolidation of learning.
  - Whole Syllabus will be evaluated in Annual Examination.
  - Teachers are encouraged to use embossed globes and maps, wherever feasible, to promote experiential and inclusive learning.
  - Sufficient time should be allocated for systematic revision prior to the Annual Examination to support learner preparedness.
  - All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

**Annual Examination 2027**

**Map Work**

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| 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)                                     |