

CBSE CLASS VI
CBSE Syllabus
OUR PASTS – I
SOCIAL SCIENCE

THEMES	OBJECTIVES
An Introduction to History When, Where and How (a) The time frame under study. (b) The geographical framework. (c) Sources.	Explain the specific nature of the discipline. (a) Familiarize the learner with the major developments to be studied. (b) Develop an understanding of the significance of geographical terms used during the time frame. (c) Illustrate the sources used to reconstruct history.
The Earliest Societies (a) Hunting and gathering as a way of life, its implications. (b) Introduction to stone tools and their use. (c) Case study: the Deccan.	(a) Appreciate the skills and knowledge of hunter gatherers. (b) Identify stone artefacts as archaeological evidence, making deductions from them.
The First Farmers and Herders (a) Implications of farming and herding. (b) Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. (c) Case study: the North-West, and North-East.	(a) Appreciate the diversity of early domestication. (b) Identify the material culture generated by people in relatively stable settlements. (c) Understand strategies for analyzing these.
The First Cities (a) The settlement pattern of the Harappa civilization. (b) Unique architectural features. (c) Craft production. (d) The meaning of urbanism.	(a) Appreciate the distinctive life in cities. (b) Identify the archaeological evidence of urban centers. (c) Understand how this is used to reconstruct processes such as craft production

(e) Case study: the North-West.	
Different Ways of Life (a) The Vedas and what they tell us. (b) A contemporary chalcolithic settlement. (c) Case studies: the North-West and the Deccan.	(a) Appreciate that different developments were taking place in different parts of the subcontinent simultaneously. (b) Introduce simple strategies of textual analysis. (c) Reinforce the skills of archaeological analysis already developed.
Early States (a) Janapadas to Mahajanapadas (b) Case study: Bihar, Magadha and the Vajji confederacy.	(a) Introduce the concept of the state and its varieties. (b) Understand the use of textual sources in this context.
New Ideas (a) Upanisads. (b) Jainism. (c) Buddhism.	(a) Outline the basic tenets of these systems of thought, and the context in which they developed and flourished. (b) Introduce excerpts from sources relating to these traditions.
The First Empire (a) The expansion of the empire. (b) Asoka (c) Administration	(a) Introduce the concept of empire. (b) Show how inscriptions are used as sources.
Life in towns and villages (a) The second urbanization. (b) Agricultural intensification. (c) Case study: Tamil Nadu.	a) Demonstrate the variety of early urban centers— coastal towns, capitals, religious centers. (b) Illustrate the use of archaeological material including coins, sculpture, as well as textual sources to reconstruct social and economic histories.
Contacts with Distant lands (a) The Sangam texts and long distance exchange. Suggested regions: the Tamil region, extending to south east Asia and	(a) Introduce the idea of different contexts of contact between distant lands, and the motivating forces (including conquest). (b) Examine the implications of journeys within

<p>the west.</p> <p>(b) Conquerors from distant lands: north western and western India.</p> <p>(c) The spread of Buddhism: north India to Central Asia.</p>	<p>the subcontinent.</p> <p>(c) Illustrate the use of textual and visual material for reconstructing the histories of such contacts.</p>
<p>Political Developments</p> <p>(a) Gupta empire and Harshavardhana.</p> <p>(b) Pallavas and Chalukyas.</p>	<p>(a) Introduce the idea that strategies of expansion, and their logic, differ.</p> <p>(b) Explain the development of different administrative systems.</p> <p>(c) Understand how prasastis and caritas are used to reconstruct political history</p>
<p>Culture and Science</p> <p>(a) Literature, including the Puranas, the epics, other Sanskrit and Tamil works.</p> <p>(b) Architecture including early monasteries and temples, sculpture, painting (Ajanta);</p> <p>(c) Science.</p>	<p>a) Develop a sense of appreciation of textual and visual traditions of the period.</p> <p>(b) Introduce excerpts from texts and visual material for analysis and appreciation.</p>

GEOGRAPHY

Rationale

Geography is an integral component of social science. At this stage learners are introduced to the basic concepts necessary for understanding the world in which they live. Geography will be introduced to promote the understanding of interdependence of various regions and countries. The child will be introduced to the contemporary issues such as global distribution of economic resources, gender, marginalized group, and environment and on going process of globalization.

The course at this stage comprises study of the earth as the habitat of humankind, study of environment, resources and development at different scales local, regional/national and the world. **Objectives**

The major objectives of the course are to:

1. Develop an understanding about the earth as the habitat of humankind and other forms of life.
2. Initiate the learner into a study of her/his own region, state and country in the global context.
3. Introduce the global distribution of economic resources and the on going process of globalization.
4. Promote the understanding of interdependence of various regions and countries

CLASS VI : THE EARTH - OUR HABITAT

Topics	Objectives
Planet: Earth in the solar system.	To understand the unique place of the earth in the solar system, which provides ideal condition for all forms of life, including human beings; (Periods-8)
Globe: the model of the earth, latitudes and longitudes; motions of the earth rotation and revolution.	To understand two motions of the earth and their effects; (Periods-12)
Maps: essential components of maps distance, directions and symbols.	To develop basic skills of map reading; (Periods-10)
Four realms of the earth: lithosphere, hydrosphere, atmosphere and biosphere: continents and oceans.	To understand interrelationship of the realms of the earth; (Periods-12)
Major relief features of the earth.	To understand major landforms of the earth; (Periods-10)
India in the world: physiographic divisions of India – mountains, plateaus and plains; climate; natural vegetation and wild life; need for their conservation.	To comprehend broad physiographic divisions of India; To describe the influence of land, climate, vegetation and wildlife on human life; To appreciate the need for conserving natural vegetation and wild life. (Periods-13)

Project/Activity

- Make a chart showing distance of the planets from the sun.
- Draw a sketch of your school and locate the following:
 - i. the principal's room
 - ii. your classroom
 - iii. playground
 - iv. library
- Show the major wildlife sanctuaries of your region on a political map of India.
- Arrange for a trip to a wildlife sanctuary or zoo.

Note: Any similar activities may be taken up.

SOCIAL AND POLITICAL LIFE**Rationale**

At the elementary stage, the idea is to introduce students to various aspects of political, social and economic life. This will be done through a preliminary focus on certain key concepts, knowledge of which is essential to understand the functioning of Indian democracy. These concepts will be explained using imaginary narratives that allow children to draw connections between these and their everyday experiences. There will be no attempt made at this level to cover all aspects of India's democratic structure, but rather the effort is more to provide an overview with which the child learns to critically engage by constructing herself as an interested citizen of a vibrant and ongoing democratic process. The focus on the real-life functioning of institutions and ideals is to enable the child to grasp the deep interconnectedness between the political and social aspects of her everyday life, as well as the impact of these two in the realm of economic decision-making.

Objectives

- To enable students to make connections between their everyday lives and the issues discussed in the textbook;
- To have students imbibe the ideals of the Indian Constitution;
- To have children gain a real sense of the workings of Indian democracy: its institutions and

processes;

- To enable students to grasp the interconnectedness between political, social and economic issues;
- To have them recognize the gendered nature of all of the issues raised;
- To have them develop skills to critically analyze and interpret political, social and economic developments from the point of view of the marginalized;
- To have them recognize the ways in which politics affects their daily lives.

CLASS VI

DIVERSITY AND INTERDEPENDENCE

Rationale

In the first year of the new subject area, 'Social and Political Life' the themes of diversity, interdependence and conflict are to be focused on. This is done through first elucidating aspects of social diversity through a discussion of linguistic diversity as well as the diversity of art forms. In discussing these topics the idea is to celebrate diversity and interdependence while also highlighting that this can be zone for conflict. The idea of government is introduced at this grade and then elaborated upon through a discussion of the types of government at the local level, as well as different aspects of their functioning. Through focusing chapters on concrete, though narrativised, Syllabus for Classes at the Elementary Level 178 examples of land administration in the rural context and sanitation services in the urban one, the attempt is to have the child gain an experiential understanding of the ways in which local government functions. The last chapter through its focus on how people make a living in the rural and urban context discusses issues of the diversity of livelihoods.

Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes	Objectives
	To enable students to:

UNIT 1: Diversity

In this unit we focus on various aspects of diversity. The first section begins by having the child recognize diversity as a fact of being human and understanding diversity as different ways of doing the same thing. The second section builds on this by having the child interrogate societal prejudices against diversity, recognizing that the self can be made up of multiple identities and that the Constitution compels us to respect diversity.

Section 1

- Diversity as a fact of being human.
- What diversity adds to our lives.
- Diversity in India.

Section 2

- Prejudice and discrimination.
- Inequality and discrimination.
- Recognition of multiple identities in oneself.
- The Constitution and respect for diversity.

- understand and appreciate various forms of diversity in their everyday environments,
- develop a sensitivity towards pluralism and interdependence,
- understand how prejudice can lead to discrimination,
- understand the difference between diversity and inequality,
- recognize that there are multiple identities within ourselves that we use in different contexts and that these can come into conflict with each other,
- understand that the Constitution compels us to respect diversity

UNIT 2: Government

This unit introduces the student to the idea of government. The first section focuses on the need for it, the history of adult franchise, the various types of governments that exist at present. The second section discusses the key elements that influence the functioning of democratic government.

Section 1

- The need for government.
- Decision-making and participation.
- The quest for universal adult franchise through examples of the sufferagete movement and the antiapartheid struggle.
- Various forms of government and absence of collective

To enable students to:

- gain a sense of why government is required,
- recognise the need for universal adult franchise,
- appreciate need to make decisions with collective sanction,

<p>sanction.</p> <p>Section 2</p> <p>Key elements that influence the functioning of democratic government:</p> <ul style="list-style-type: none"> • Participation and accountability. • Resolution of Conflict. • Concerns for Equality and Justice. 	<ul style="list-style-type: none"> • understand key elements that influence the functioning of democracy.
<p>UNIT 3: Local Government</p> <p>This unit familiarizes the student with both rural and urban local government. It covers the Panchayati Raj, rural administration and urban government and administration. The effort is to have the child draw contrasts and comparisons between the ways in which urban and rural local government function.</p> <p>Section 1</p> <p>Panchayati Raj</p> <ul style="list-style-type: none"> • Description of panchayat including electoral process, decision making, implementation of decisions • Role of a gram sabha • Women and the panchayat <p>Section 2</p> <p>Urban Local Government</p> <ul style="list-style-type: none"> • Municipal corporation elections, decision making structures • The provision of water and the work of the municipal corporation • Citizens protests to get their grievances addressed <p>Section 3</p> <p>Rural Administration</p> <ul style="list-style-type: none"> • Focus on a land dispute and show the role of local police and patwari. • On land records and role of patwari. • On the new inheritance law. 	<p>To enable children to</p> <ul style="list-style-type: none"> • understand local level of government functioning, • understand the workings of the panchayati raj and appreciate its importance, • gain a sense of who performs what role within the local administration, • understand how the various levels of administration at the local level are interconnected, • understand the intricacies involved in the local administration's provision of water.

<p>UNIT 4: Making a Living</p> <p>This unit focuses on individuals earn a livelihood both in the rural and the urban context. The rural context focuses on various types of farmers and the urban one on various types of occupations people engage in to earn an income. The student should be able to compare and contrast the urban and the rural context.</p> <p>Section 1</p> <p>Rural Livelihoods</p> <ul style="list-style-type: none"> • Various types of livelihoods prevalent in a village. • Different types of farmers: middle farmer, landless labourers and large farmers. <p>Section 2</p> <p>Urban Livelihoods</p> <ul style="list-style-type: none"> • Difference between primary, secondary and tertiary occupations. • Descriptions of various types of livelihoods including vegetable vendor, domestic servant, garment worker and bank employee. • Differences between self-employed, regular employment and wage employment. • The inter linkage between rural and urban lives through a discussion of migration. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand conditions that underline and impact life strategies of various groups of people, • understand that these conditions and opportunities for making a living are not equally available to all.
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