

Common Syllabus

Social Science

Classes III to VIII

Opening Note:

The aim of the Draft Curriculum for Classes III to V is to build consonance and continuity with Classes VI to X, in the basic pedagogic principles of the learning of the Social Sciences, and in terms of the gradient of evolution, keeping as basis, the growing mind of the child. As such, therefore, there is a redrafting of governing considerations in the formation of the syllabus, to suit the requirements of a younger age group. The attempt has been to evolve the content in growing concentric circles.

1. To help a child experience herself - as part of the history of her life, in the geographical space she occupies, with a social implication to how she lives it

Time line [Family Tree], My History in my Geography: My community and occupation; Landmarks in My Neighbourhood, Drawing out the 4 directions, and my own orientation, extending to mapping the area and then the state in the country

2. To help children understand that history is not just facts, but life as it was lived

- Structures of Governance
 - The life of the common person
 - Archaeology Monuments Heritage Religion
 - Movements
 - Public amenities
 - Literature
1. Geography- maps could be introduced through plotting and symbols could be introduced through what needs to be explained/ common in maps, and diagrammatic representation. Mapping could be done from my village, district, state and country in this order.

3. To help children understand that history may be changed / rewritten – with an understanding of impacts and implications

- Modes of transport
- Physical boundaries
- Landscapes
- Community frameworks, and Lifestyles
- Governance
- Civic rights and responsibilities

4. To help children connect to the physical world that makes their social and psychological, and economical and political world possible

- Culture
- Seasons
- Rainfall
- Occupations
- Community life
- Changes in the environment; Human interaction with the environment.
- Global and local governance systems; that affect the physical world, and the quantity and quality of natural resources.
- Different landmarks: landmarks for a traveller, landmarks for a period, landmarks for study.

5. To help children understand the earth as a phenomenon

- The environment of the child – earth, air, water
- Wildlife and habitat
- Landscapes – a beginning - plateaus, mountains, plains, the nature of the soil, vegetation, agriculture, human interaction with landscape

6. To help children feel responsible as citizens and empowered as people

- Systems around the child – Rights and responsibilities, (human, child), democracy
- the protection of common spaces, and public properties,
- The protection of species
- The protection of the environment
- The protection of the rights of other citizens.
- Protecting oneself and one's world
- Community helpers, their role in the society and why we need them.

7. Help children understand about the resources and functioning of local state and national bodies

- Administration
- Services
- Revenue
- List would include things in a connected way so that it is easily relatable.

8. Help children understand about the role and impact of power to act

- Changes caused to lifestyle, village, city, district, state, country, and world by human habitation on this planet.
- Community aspect of festivals and other contexts of celebration, would give scope to explore togetherness, tradition and relationships in a larger social framework.

9. Helping children realize that individual initiatives, and larger changes in the world have also come because of strong passions and a larger vision

- Freedom struggle in India
- The struggle to discover, to create, to invent
- People who make a difference – not necessarily famous
- Systems that protect justice

10. Evolving national scope and boundary

- Understanding natural and manmade disasters
- Resources → natural; man-made → technologies → electronics; agriculture
- Facilities → lifestyles, jobs, choices

*Caution: All overlapping areas are to be seen as Preparation and Introduction, and an aid to facilitating a rich classroom atmosphere.

CLASS – VI

History	Geography	Civics	Economics
<p>Unit 1 Pre-historic Period Hunting, gatherers, living together, villages, agriculture, (Neo-lithic culture) sites in India and in Tamil Nadu specifically – Adhichanallur, Thiruvallur and Thandikudi</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To know and understand the life of primitive people • To acquaint with the environment and geography of the period • To understand groups, communities and skills and their knowledge. • To learn about tools found in India, habitation of ancient man, using evidences to understand their tools, paintings and skeletal remains. 	<p>Unit 1 The Earth and The Solar System Structure of Solar System – Sun Planets – Size – Orbits – Composition 7 planets – Unique position of Earth in the Solar System.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To know that the Earth is a unique planet • To understand that the earth is a living planet in the solar system • To know that planets are at different orbits and they revolve around the sun 	<p>Unit 1 Family and Society Society – Family – interdependence, Social diversity – multiple facets discrimination and difference</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To understand the interdependence of individual– family – society and community • To know the differences and diversities multiplicity • To understand that the diversity is not weakness and it works for strength • To realise the strength of unity in the multiplicity, difference and variety. 	<p>Unit 1 Economics - An Introduction Consumption – Production – Distribution</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To understand the economic aspects of daytoday life • To understand how food is produced, distributed and how it is consumed at home • To understand how these activities happen in a market economy

History	Geography	Civics	Economics
<p>Unit 2 Indus Valley Civilization Harapan Civilization and its Dravidian Features</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> To understand the concept of chalcolithic Period To know the town planning, drainage system, hygiene, prominent buildings religion, seals, language, script and other features of life To understand the concept of Indus valley civilization 		<p>Unit 2 Society and School Understanding that school as one of the social institutions</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> The School – to fulfil the expectations of the society School as a place for cultivating social development To be aware of the regularities, norms and disciplines of (school)life To know the social objectives of the school 	
<p>Unit 3 Ancient Tamilnadu Pre-historic Land of Tamils, the Lemurian Continent, First, Middle and Third sangam of Tamil – Historic Period in Tamizhagam – Cheras, Cholas and Pandiyas</p>			

History	Geography	Civics	Economics
Learning outcomes <ul style="list-style-type: none">• To understand the antiquity of the pre-historic Tamil Land• To be aware of the three sangams prevailed• The bravery – philanthropy and administration of the Cheras, Cholas and Pandiya Kings			