

| Espalier Heritage School | | | | | | | | | | | | |
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| Annual Planner 2023-24 | | | | | | | | | | | | |
| Grade IX | Subject: History and civics | | | | | | | | | | | |
| Sr No | Lesson Name | learning objectives/ Subtopic | Methodology | Pedagogical methods | Learning outcome | Teaching Aid | Teaching Place | Is the lesson worksheet | Reff.books with pg.no. | No.of lectures required | Class Activities /Diagrams / Map work | Activity Suggested --Tr Name |
| 1 | The French Revolution | 1.Students would learn how to interpret these kinds of historical evidences. 2. Students will get familiarized with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. Student will be able to understand the significance of philosophers on emergence of Middle Class. 3. Student will be able to understand the role of king Louis XVI who had increased taxes on the 3rd Estate. 4. Student will be able to understand formation of new constitution of 1791 in France. 5. Student will be able to understand life of women before and after the revolution. 6. Student will be able to | Classroom discussion Narration Questioning Reading | Teacher will ask the students To share the ideas of the liberty, freedom and equality and discuss the importance of these ideas in the lives of the people. | 1.Students will know about the ideas of liberty, freedom and equality. 2. The role of Monarchy in France. 3.The declaration of the Rights of Man during the revolution. 4.About the anti-colonial movements in India. 5. Critically analyses the significance of the role of king Louis XVI had to increased taxes on the 3rd Estate, which became the reason for the outbreak of the revolution. 6. Students will know and understand significance of Jacobin regime in bringing the most | PPT Ncert textbook | Online classroom | Yes | 3-----24 | 8 | Teachers asks the students to discuss collaboratively about the nature of politics which carry an immense power to change the lives of people which has been seen in France in the year of 1789 and also established the ideals of liberty and equality into everyday practice and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the | Teachers asks the students to discuss collaboratively about the nature of politics which carry an immense power to change the lives of people which has been seen in France in the year of 1789 and also established the ideals of liberty and equality into everyday practice and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the |
| 2 | Socialism in Europe and the Russian Revolution | 1. Studets will explore the history of socialism through the study of Russian revolution.. 2. Students will "Familiarize with the different types of ideas that inspired the revolution. 3. Enables students to explore the causes different events of revolution. 4. Will explain the liberal, radical and conservative political tendencies. 5. Will appreciate the efforts made by Russian in moderning their empire by ending the old regime. 6. Highlights the legacy of Russian revolution. | Classroom discussion Narration Questioning Reading | Teacher will ask the students to make a flow chart on the happening of the events in France during Grench revolution. | 1. To understand secularism, safeguarding the rights of individuals against governments and opposed the uncontrolled power of dynastic rulers. 2. To know , how some nationalist, liberals and radicals wanted revolutions for removing the governments established in Europe in 1815. 3. To understand how Liberals in Russia wanted the abolition of autocracy of the Tsar. 4. To recall te Global Influence of the Russian | PPT Ncert textbook | Online classroom | Yes | 25-48 | 10 | Ask the students to prepare for a debate. Divide the students into three groups. The first group should be of the opinion that everything is fine in Russia. The second group should argue that there need to be changes, but not during a war and not to get rid of the Tsar. The third group should argue for a | Divide the students into three groups. The first group should be of the opinion that everything is fine in Russia. The second group should argue that there need to be changes, but not during a war and not to get rid of the Tsar. The third group should argue for a |
| 3 | Nazism and the Rise of Hitler | 1. Students will be able to get familiar with the birth of Weimar Republic. 2. To analyze the effects of the first World War on Germany. 3.To know the political radicalism and economic crisis. 4. To understand the impact of economic depression on Germany. 5.To analyse the reason for the establishment of racial state and the critical significance of Nazism on in shaping the politics of modern world. 6 To get familiar with the speeches and writing of nazi leaders | Classroom discussion Narration Questioning Reading | The teacher will ask the students to collect information about dictators of various countries from different sources viz, newspaper, magazine, books | 1. Able to get familiar with the birth of the Weimer Republic. 2. can critically analyse the effects of the first world war on . 3. to Know the political radicalism and economic crises. 4. Able to understand the impact of economic depression on Germany. 5 can analyse the reasons for the establishment of the racial state. 6. can explain the destruction of democracy. | PPT Ncert textbook | Online classroom | Yes | 49-74 | 8 | The teacher will ask the students to collect information about onarch, dictators and rulers from different sources viz, newspaper, magazine, books, television, internet and differences they found in Democracy and Autocracy. | The teacher will ask the students to collect information about onarch, dictators and rulers from different sources viz, newspaper, magazine, books, television, internet and differences they found in Democracy and Autocracy. |
| 4 | Forest Society and Colonialism | 1. Students will be explain the relationship between forests and livelihood 2. To discuss the impact of colonialism on forest societies. 3. To compare the impact of colonial rule on the forest in India with that in Indonesia 4. To discuss how forest rules affect cultivation. 5. To explain nature and consequences of forest transformation in Java | Classroom discussion Narration Questioning Reading | Students are asked to take a look around their surroundings and identify all the things that are produced with raw | 1. Able to explain relationship between human and forest 2. Able to evaluate causes and consequences of deforestation 3. Able to examine impact of colonial rule and modern world on forest. 5. Can describe rise of commercial forestry, its effects on lives of people 6. Can describe new trades, | PPT Ncert textbook | Online classroom | Yes | 76- 96 | 8 | Students are asked to tell what kind of forests they have in their localities. They may be asked to tell how forests are inevitable for the livelihood of human beings.. | Students are asked to tell what kind of forests they have in their localities. They may be asked to tell how forests are inevitable for the livelihood of human beings.. |
| 5 | Pastoralists in the Modern World | 1. Students will know the life of a nomadic tribes and reason why they ove from place to place. 2. Will understand the different Acts and taxes introduced for the tribes. 3. Will expalin Massai community abd the environment they are. 4. Will able to copare the Massai community modern stage and earlier stage., | Classroom discussion Narration Questioning Reading | Teacher will ask the students to find out the occapusion of nomadic tribes. | 1. Able to describe the laws brought by the colonial government in India. 2. Able to find out the reason of assai community the lose of Grazing land. 3. Able to evaluate Indian herders and life of Massai herders. | PPT Ncert textbook | Online classroom | Yes | 51-64 | 10 | Students will take an interview on the nomadic tribes and their communities. They may publish in school magazine. | Students will take an interview on the nomadic tribes and their communities. They may publish in school magazine. |

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| | Civics | | | | | | | | | | | |
| 1 | What is Democracy? Why Democracy? | 1. Students will define democracy, dictatorship ,broad meaning of democracy. 2. To analyze why democracy is a better form of government. 3. To distinguish between a good democracy and a bad democracy. 4. To know the form of democracy in Pakistan, China, Syria etc., | Classroom discussion Narration Questioning Reading | Teacher will give the constitution book to the students and ask them to go through | Able to realize the importance of Democracy. 2.To understand the problems of a non democratic country, 3. To evaluate the importance of democracy | PPT Ncert textbook | Online classroom | Yes | 01-----17 | 8 | Teacher will ask the students to write the features of the democracy and state why are they important. | Teacher will ask the students to write the features of the constitution and state why are they important. |
| 2 | Constitutional Design | 1. Students will know about the constitution of various countries. 2. Will analyse the need of constitution. 3. Will understand the framing and making of The Indian constitution. 4. Students will appreciate the draft of preamble. | Classroom discussion Narration Questioning Reading | Students will be asked to write nmes of poets who compose the | 1. Students will learn about the constitution of South Africa and India. . 2. Will analyse the need of constitution. 3. Will admire the efforts of the members of drafting committee | PPT Ncert textbook | Online classroom | Yes | 18-33 | 8 | Students will identify the poets of patrotic songs and will compose the historical songs | Students will identify the poets of patrotic songs and will compose the historical songs |
| 3 | Electorial Politics | Students will understand , what makes election. 2. Able to identify minimum requirements for conducting elections. 3. Will realize that its good to have political competitions. 4. Will know | Classroom discussion Narration | Students will be sked to select a candidate in class | Students will be able to define General Elections and what is electroial | PPT Ncert textbook | Online classroom | Yes | 34-55 | 8 | Students will demonstrate the election scenoiro and wil conduct voting method to appoint the | Students will demonstrate the election scenoiro and wil conduct voting method to appoint the class prefect. |
| 4 | Working of Institutions | Students will know about Who makes the law? 2. To identify the role of executives. 3. To analyse the functions of Prime Mininter and council of Mininters. | Classroom discussion Narration | The class will do a recap of their learning from the | Students will understand the law making body of our country. 2. The functions of parliament. 3. Will appreciate the work of | PPT Ncert textbook | Online classroom | Yes | 56-73 | 10 | Teacher will ask to demonstrate the work and functions in parliament in the form of PPT. | Teacher will ask to demonstrate the work and functions in parliament in the form of PPT. |
| 5 | Democratic Rights | 1. Students will define Fundamental Rights. 2. Able to analyse the all Rights in the Indian Constitution. 3.Will know about the constitution remedies. 4.Will understand the importance and | Classroom discussion Narration | Teacher will ask the students to state the basic rights they | Students will be able to understand the importance of Fundamental Rights. 2. Able to evaluate different types of rights granted to | PPT Ncert textbook | Online classroom | Yes | 74-90 | 8 | Students will make a flow chart of all the Rights mentioned in the constitution of India. | Students will make a flow chart of all the Rights mentioned in the constitution of India. |