

Espalier Heritage School											
Annual Planner 2022-23											
Grade	Subject: History + civ										
	HISTORY										
Sr No	Lesson Name	learning objectives/ Subtopic/ Learning outcomes	Methodology	Pedagogical process	Teaching Aid	Teaching Place	Is the lesson worksheet ready	Reff.books with pg.no.	No.of lectures required	Class Activities /Diagrams / Map work	Activity Suggested ---Tr Name
1	What, where, how and when?	1.Students learn about archaeology, manuscripts and inscriptions. 2.Students learn about the date keeping method of the past. 3. Students learn about the various habitations and occupations of the people in the past and also give answers to the questions asked by the teacher as well as are able to solve the textbook exercise.	Reading and explanation, observation, writing, reading and questionning, discussion.	Students take an outdoor visit to collect various types of stones and try interpreting the uses of different types of stones.This would develop their imagination skills	Textbook , video	classroom	No	Ncert text boo	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by explaining them the meaning of history and showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	<b>CODING ACTIVITY</b> Activity of developing script using various signs and symbols will be taken up in the class. With this activity students will develop their own scripts and help others to decipherment (decode) it. Professor Ramnath Ravals session on Modhi lipi
2	On the trail of the earliest people	1. Students learn about hunters, gatherers and rockshelters. 2. Students learn about stone tools and their uses. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about various ages: Paleolithic, Mesolithic and Neolithic.	Reading and explanation, observation, writing, reading ,questionning and discussion.	Students take up map activities for locating important places, sites of hunters-gatherers and food producers.	Textbook , video	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by explaining them in short the early man and showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	1.Teacher will ask the students to collect some stones. 2. After that students will carry try the methods of tool making- i.e stone on stone and pressure flaking and will also try to interpret uses of different types of stones.
3	From gathering to growing food	1. Students know about early farming and herding. 2. Students learn about the use of archaeological study. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about the uses of earthen pots, types of houses in the early age and the areas where different crops were grown.	Reading and explanation, observation, writing, reading , questionning, discussion.	Students undertake activity to locate the various crops grown in different cities and states.	Textbook , video	classroom	No	Ncert text boo	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	<b>INCLUSION OF CIVICS (CULTURES AND TRADITIONS)</b> 1.Teacher will ask the students to discuss with their parents one of their traditions, customs, beliefs and also one famous cuisine of their culture. 2. Next day students will discuss the information gathered and also explain the recipe of the famous cuisine with the ingredients.

4	In the earliest cities	1. Students learn the settlement pattern of the Harappan civilisation. 2. Students learn the unique architectural features 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn the meaning of urbanisation.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students use model making for the purpose of understanding the difference between Harappan cities and Modern cities	Textbook , video	classroom	No	Ncert text boo	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	<b>ART INTEGRATION</b> Shadumati model making. 1. After the explanation of the lesson, the teacher will divide the class into 2 groups. 2. The first group will prepare the model of a modern town showing the houses, drains and roads and the second group will prepare a model showing Harppan township including drains, road, great bath and houses. Both the groups will explain the difference between modern town and harappan town.
5	What books and Burials tell us	1. Students learn about the four vedas and the contains of the vedas. 2. Students learn about various epics like Ramayana, Mahabharata etc. 3. Students also learn about various types of burials. 4. Students are able to explain the gist of the lesson and also solve the exercises given.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students explore epics like Ramayana, Mahabharata and also some important work by Kalidasa	Textbook , video	classroom	No	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Teacher gathers various epics and gets them to the class. Teacher shares with them the details of the epics like:- writer, idea behind it and also some of the stories and characters in it. With the help of the sanskrit teacher, she explains some sanskrit shlokas mentioned in the epics.
6	Kingdoms, Kings and Early Republic	1. Students learn about the rulers and their kingdoms. 2. Students learn about Janapadas, Mahajanpadas. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students also learn about the tax system, changes in agriculture, Magadha and Vajjis.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students undertake map activity related to janpadas, mahajanpadas, empires.	Textbook , video	classroom	No	Ncert text book	7 to 8	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	<b>INCLUSION OF GEOGRAPHY (MAP MAKING)</b> Teacher divides the class into groups and gives each group name of a Janapada or Mahajanpada. Each group will show their empire on the map and give details about their empire.

7	New Questions and Ideas	1. Students learn about the story of Buddha. 2. Students learn about Jainism, Buddhism, Upanishads.3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about Monastries, temples and Sangha.	Reading and explanation, observation, writing, reading and questionning, discussion.	Students will be shown via videos places related to life of Buddha and Mahavira	Textbook , video	classroom	No	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	A special lecture by a Jain and a Buddhist so that they can share more about their culture with the students.
8	Ashoka, the emperor who gave up War	1. Students learn about Ashokas dynasty and Kingdom 2. Students learn about the different wars fought by emperor Ashoka. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about the kind of ruler he was.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Roleplay on the great Kalinga war or character of Ashoka	Textbook , video	classroom	No	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Role play on Ashoka.
9	Vital Villages, Thriving towns	1. Students learn about the importance of metal Iron. 2. Students learn about the ancient coins and the structure of the cities.3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about the crafts and craftsperson.	Reading and explanation, observation, writing, reading ,questionning, discussion.	students will visit a museum to know about various ancient artefacts.	Textbook , video	classroom	Yes	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Coin museum visit

10	Traders, Kings and Pilgrims	1. Students learn about the silk route, spread of buddhism. 2. Students learn about the beginning of Bhakti. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about the kingdoms along the coast.	Reading and explanation, observation, writing, reading , questionning, discussion.	Students have visited Phalke smarak	Textbook , video	classroom	Yes	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Students have already visited Phalke Smarak and have studied about Buddha
11	New Empires and Kingdoms	1. Students learn about the warrior Samudragupta and his era. 2. Students learn about Harshvardhana, Harshcharitra, Pallavs, Chalukyas and Pulakeshins Prashasti 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about the lifestyle of the people and the kingdom.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students will prepare a project on the various eras.	Textbook , video	classroom	No	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Students will be divided into groups. They will find information about the various eras, the rulers and the condition of people during that area. The information collected will be put forth before the class by the students.
12	Buildings, Paintings and books	1. Students learn about the buildings in bricks and stones. 2. Students learn about how the stupas, temples were built. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students learn about the ancient paintings, books and the art of record keeping.	Reading and explanation, observation, writing, reading and questionning, discussion.	Students have already visited a museum before to have a look at various ancient paintings, coins and other equipments.	Textbook , video	classroom	No	Ncert text book	6 to 7	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Students have already visited a museum before to have a look at various ancient paintings, coins and other equipments.
CIVICS											

1	Understanding Diversity	1. Students understand the meaning of discrimination and various types of discriminations. 2. Students can list out the different types of discriminations in India. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students will have a discussion on the various discriminations they see around them and will try to discuss and find a solution for it.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Teacher will divide the class into two groups. Students will be given some time to note down the discriminations they see around them and think of solutions that can be derieved to solve the problems.
2	Diversity and Discrimination	1. Students understand about discrimination, difference and Prejudice. 2. Students know the general stereotypes of discrimination. 3. Students give the gist of the lesson with explanation of the difficult concepts. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students will oath to be indiscriminate on their part.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Students will be asked to pen down some common stereotypes and prejudices. A poster presentation competition on depicting the various stereotypes will be taken up in the class.
3	Government	1. Students know the meaning of government. 2. Students know the various levels of government. 3. Students know the types and government and the laws of the government. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading ,questionning, discussion.	Students examine the functioning of the local government in the city.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Teacher will give a short project to the students to find out about the advantages and disadvantages of a democratic government.

4	Key elements of a Democratic Government	1. Students know the meaning of Democratic government. 2. Students know the elements of a Democratic government 3. Students learn the Democratic government of our country. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading, questioning, discussion.	Students examine the functioning of the local government in the city.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Teacher will take up a discussion in the class discussing the policies and new rules implied by the existing government. Oath taking of the prime minister and the role of the prime minister will also be discussed in detail.
5	Panchayat Raj	1. Students learn the meaning of Gram Sabha, Panchayat Samiti 2. Students learn the three levels of Panchayat. 3. Students learn about the way in which meetings are conducted in the village. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading, questioning, discussion.	Students learn about the functioning of the panchayat.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Teacher will show them the functioning of the panchayat raj. Various documents maintained by them and the rules and regulations of the panchayat samiti.
6	Rural Administration	1. Students learn about the area of Police station and the working of the Police station 2. Students learn the maintenance of land records and record keeping techniques 3. Students learn about the new law, Hindu Succession Amendment act. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading, questioning, discussion.	Students examine the administration in the village carefully.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Teacher will show the students a copy of the land records and explain various essential clauses mentioned in it. The total area, name of the owner, cost, rules. An activity where the students will prepare a rough draft of a hypothetical land they own can be taken up.

7	Urban Administration	1. Students learn about the various wards in the city 2. Students learn about the ward councillor and Administrative staff 3. Students learn about the community protest and conservation of community 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading, questioning, discussion.	Student study the functioning of the administration in cities	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	A short survey of the locality to be done by the students. The students will find out about the tasks carried out by the municipal corporation. They will find out about the garbage vans, street lights, road maintainance, water supply, electricity. They will find and write down the names of the institutions to be contacted if any of the above facility is not available.
8	Rural Livelihoods	1. Students learn about the meaning of livelihood and various livelihoods in villages. 2. Students learn about the livelihoods in village of kalpattu 3. Students learn about the agricultural labourers and farmers in India 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading, questioning, discussion.	Students will research about rural occupations.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Students will take up a research on various occupations of the people living in the village.
9	Urban Livelihoods	1. Students learn about the meaning of livelihood and various livelihoods in urban places. 2. Students learn about livelihoods like business, factories, offices, markets. 3. Students learn the hardships faced by people in order to earn their livelihoods. 4. Students give answers of the questions asked in the exercise and also the questions asked by the teacher.	Reading and explanation, observation, writing, reading, questioning, discussion.	Students observe the occupations around them.	Textbook, video.	classroom	No	Ncert text book	5 to 6	a. Step 1: Teacher starts the introduction of the chapter by showing them a video on the chapter. b. Step 2: Then the teacher discusses about the concepts shown in the video and explains it to them. c. Step 3: Then the teacher starts with explanation of the chapter by reading it aloud and gives them meaning of difficult concepts and words. d. Step 4: After the explanation of the lesson the teacher takes a quick revision of the chapter and moves towards textbook exercise solving and notes giving. She writes down the answers on the board.	Students will observe the various occupations around them and write down the difference between the rural livelihoods and urban livelihoods observed by them.