

NEptune

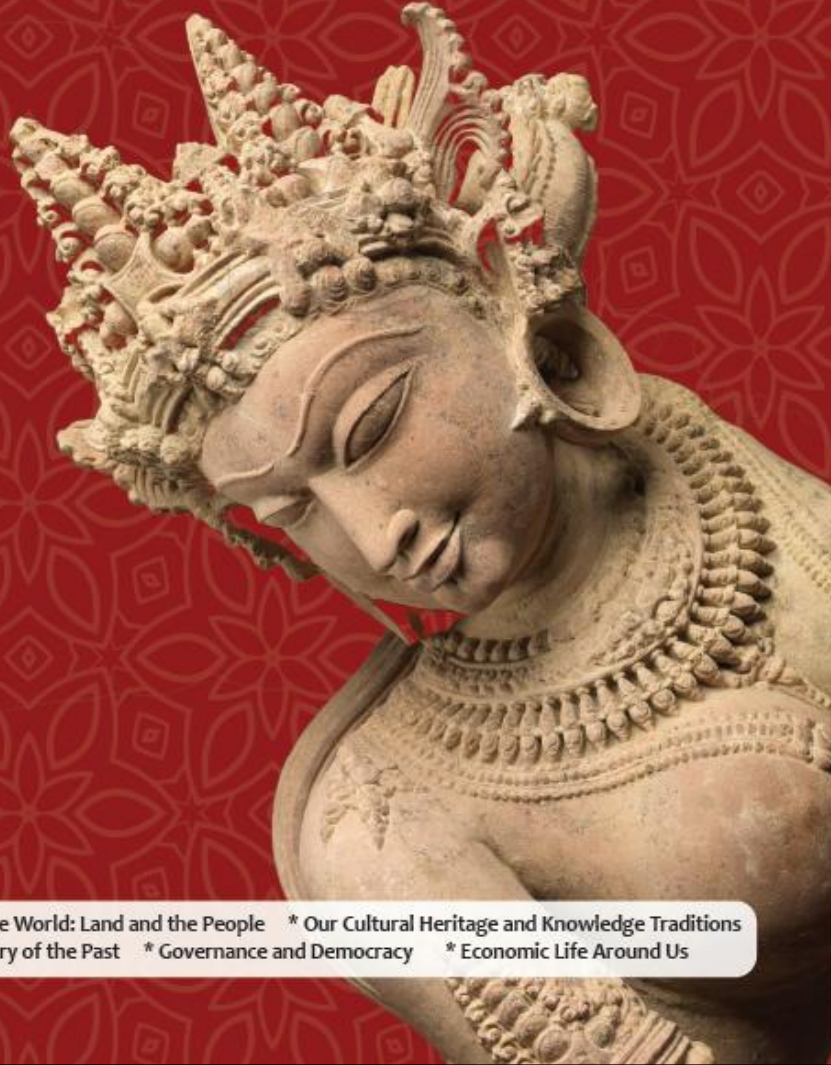
SOCIAL SCIENCE

#NEP #NCF

6



Orient BlackSwan



NCF

* India and the World: Land and the People * Our Cultural Heritage and Knowledge Traditions
* Tapestry of the Past * Governance and Democracy * Economic Life Around Us

NEptune

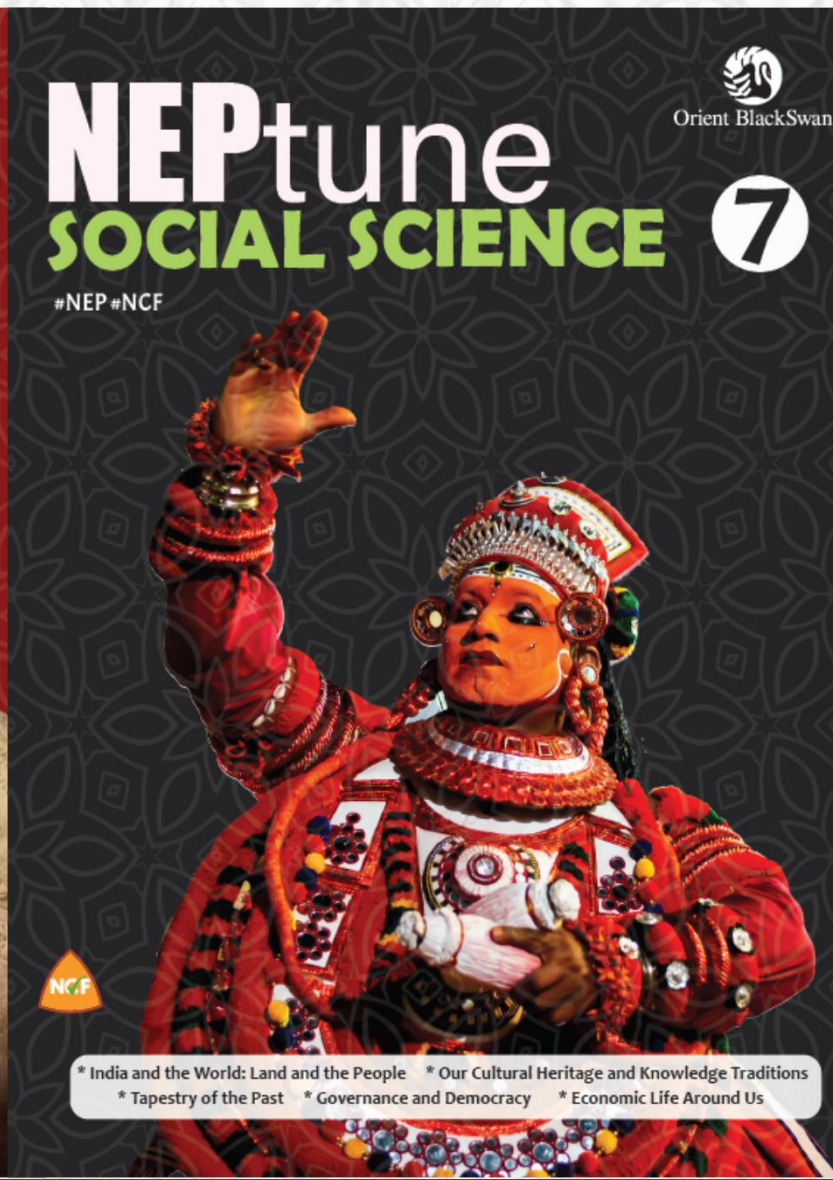
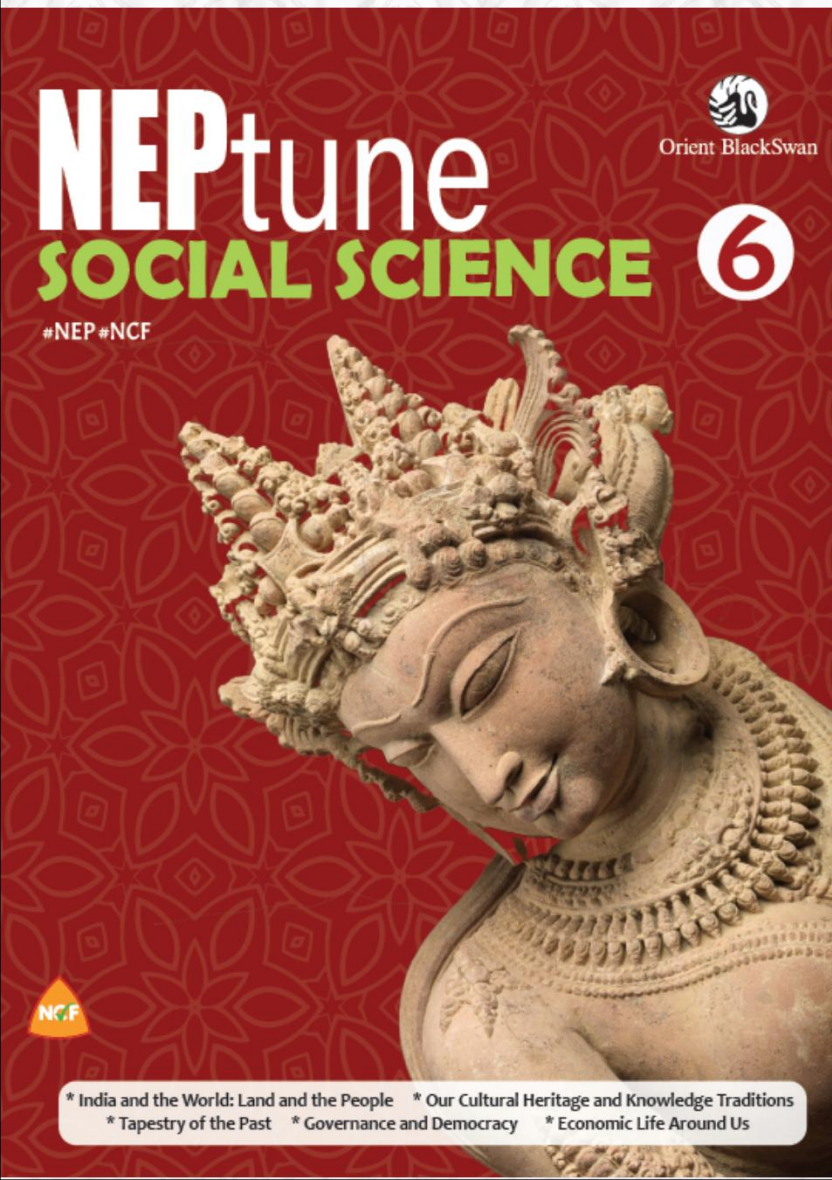
Social Science

#NEP #NCF



Orient BlackSwan

COVERS



THE PACKAGE



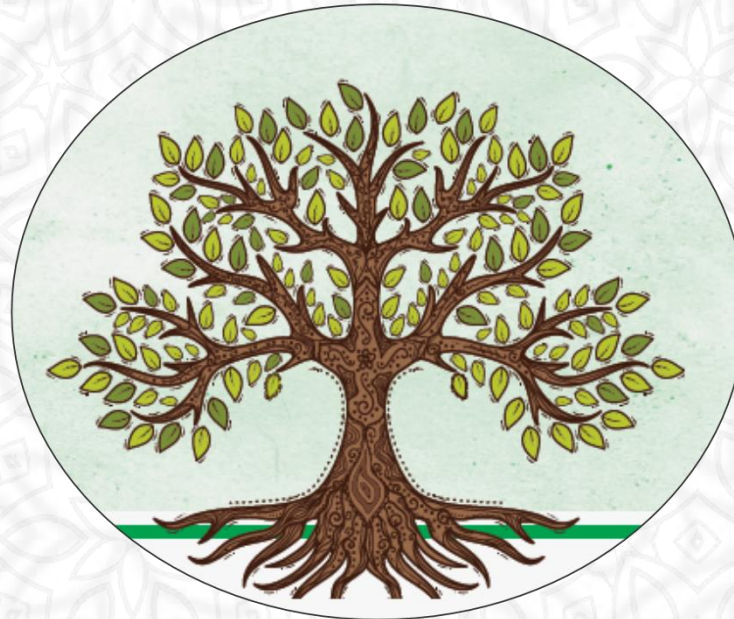
For the students	For the teachers
Students' Textbooks (Classes 6–8)	Teachers' Resource Manuals (Classes 6–8)
Students' Smart App (Classes 6-8)	OrientBlackswan Teacher' Portal with Smart Books (Classes 6–8)
Students' Workbooks (Classes 6–8)	



MARKET



- **All CBSE schools**
- **State-board schools that are open to using NCF-aligned books**



USPs/ SPECIAL FEATURES

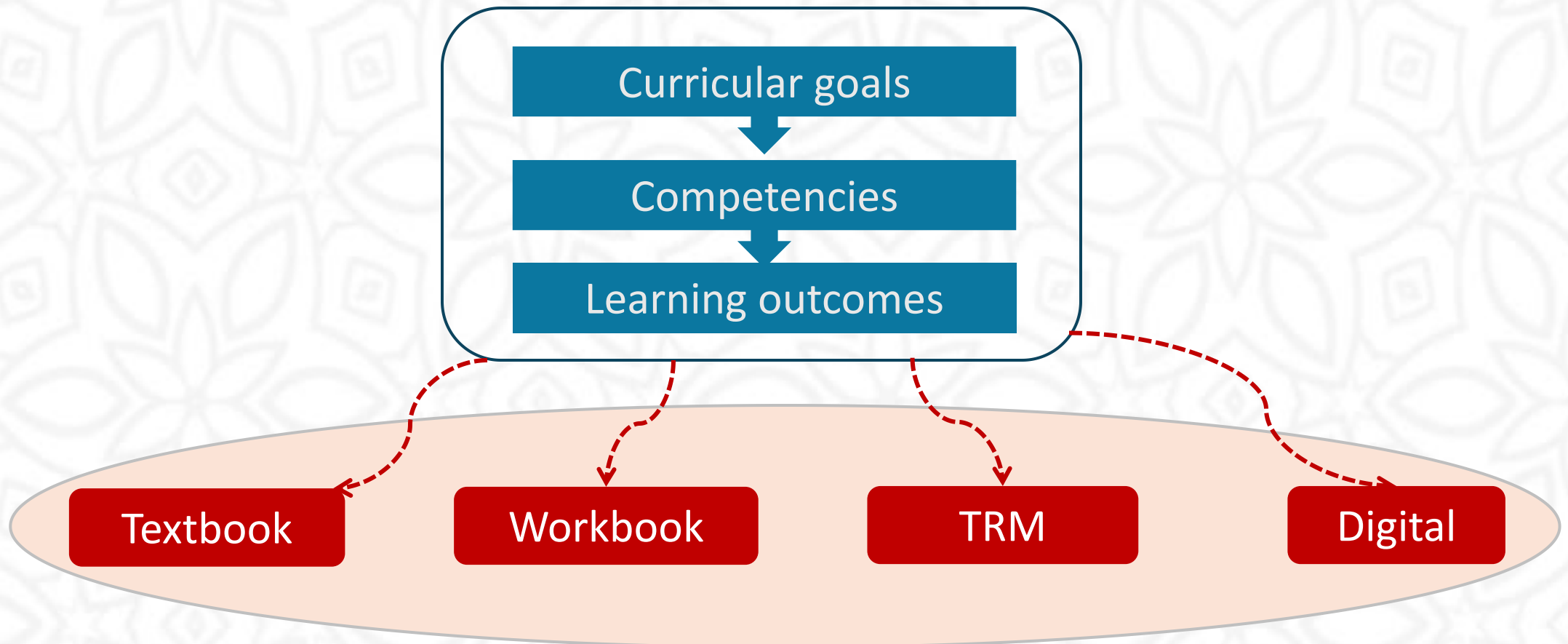


USPs/ SPECIAL FEATURES



- Content matched to the **curricular goals** and **learning outcomes** laid down by the **NCF 2023**
- An aim to develop an appreciation for **Indianness** or **Bhartiyata** among students
- **Content** that helps develop in students an understanding of their **local and regional roots**
- Activities that develop **21st century skills**
- A variety of assessments **For, As** and **Of** learning
- **Tags** to reflect **compliance with the requirements of the NCF**
- **Structured content** that aims at building **conceptual clarity**
- **QR code-linked digital assets** that integrate **ICT** in the classroom

Content matched to curricular goals and competencies



NCF 2023, Curricular goals and competencies for Social Science Middle Stage (6-8)



National Curriculum Framework for School Education 2023

Section 5.4 Learning Standard

Social Science as a separate subject begins in the Preparatory Stage, primarily through Middle Stage, these general capacities of observation, data collection, and the basic understanding of social life are further sharpened to enable methods of inquiry and understanding of conceptual structures within Social Science. While in the Middle Stage, understanding and capacities are developed in an integrated manner; in the Secondary Stage (Grades 9 and 10), students more formally enter the disciplinary domains of History, Geography, Economics, and Political Science. This enables them to develop disciplinary rigour in both, the methods and concepts of Social Science. Students get adequate exposure to Social Science as a discipline and with this understanding, they can make informed choices about pursuing Social Science as a specialisation in Grades 11 and 12.

5.4.1 Curricular Goals & Competencies

5.4.1.1 Middle Stage

CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
	C-1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1	Explains and analyses major changes in the past and their impact on society
	C-2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies
	C-3.2	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies

collectives shape these institutions

CG-5

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

- C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels
- C-5.2 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

CG-6

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

- C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
- C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies
- C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
- C-6.4 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)

CG-7

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

- C-7.1 Explains India's unity in diversity by recognising 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
- C-7.2 Discovers the topographical diversity of the Indian landmass — from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country
- C-7.3 Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements



CGs, Competencies and Learning outcomes: TRM

Theme: Tapestry of the past	Chapter: From villages to the first cities	Lesson Module
Name of the teacher:		Class:

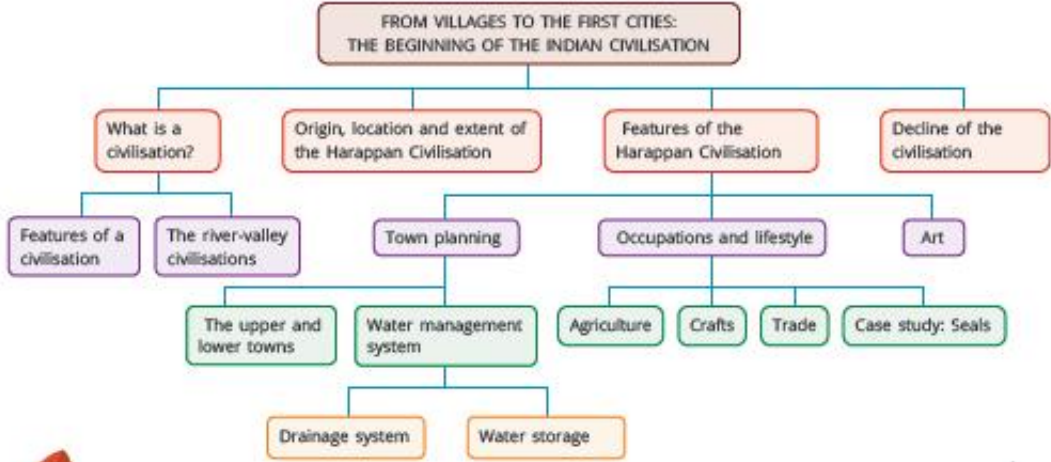
Lesson Objectives	Curricular Goals	Competency Code and Description
1. Explain the meaning of a civilisation and outline some of its main features	CG-2: Explores continuity and change in human civilisations	C-2.1: Explains and analyses major changes in the past and their impact C-2.2: Recognises continuity despite major changes
2. Identify the four major river-valley civilisations and describe the origin, location and extent of the Harappan Civilisation	CG-6: Understands spatial distribution of resources and interdependence of natural phenomena	C-6.2: Identifies distribution of resources such as water and agriculture C-6.4: Correlates livelihoods with landforms, resources and climate
3. List the main features of Harappan town planning and architecture	CG-4: Understands functioning of social, cultural and political institutions	C-4.1: Collects, organises and interprets information about institutions C-4.2: Assesses influence of institutions on society
4. Describe the lifestyle, occupations and artistic skills of the Harappan people	CG-7: Appreciates India's cultural unity and heritage	C-7.1: Explains India's unity in diversity via cultural elements C-7.3: Appreciates inclusion and cultural influence
5. Analyse the possible reasons behind the decline of the civilisation	CG-3: Draws connections between causes and effects of social and historical events	C-3.1: Analyses the effect of major changes on society C-3.2: Identifies reasons behind harmony/conflict and their impact
6. Explain the significance of seals and artefacts in understanding Harappan life	CG-1: Comprehends and interprets sources related to aspects of human life	C-1.1: Collects and interprets multiple sources C-1.2: Represents and analyses data from text, maps, and diagrams
7. Describe Harappan trade, including internal and overseas trade, and its role in the civilisation	CG-9: Understands processes of economic activities (trade and commerce)	C-9.1: Explains key elements of trade and its impact on society

Content based on Learning outcomes: Textbook

Learning outcomes

By the end of this lesson, you will be able to:

- explain the meaning of a civilisation and outline some of its main features
- identify the four major river-valley civilisations and describe the origin, location and extent of the Harappan Civilisation
- list the main features of Harappan town planning and architecture
- describe the lifestyle, occupations and artistic skills of the Harappan people
- analyse the possible reasons behind the decline of the civilisation



SESSION 2: FEATURES OF A CIVILISATION AND RIVER-VALLEY CIVILISATIONS

(30 minutes)

Topics: What is a Civilisation? (Features), River-valley Civilisations

Teaching Techniques: Direct instruction, visual analysis, collaborative discussion, concept-based activity.

SESSION PLAN

1. Recap & Detailed Features

(15 minutes)

Briefly review the definition of a civilisation. Then, elaborate on the “*certain special features*” that define a civilisation, linking them back to the introductory story where applicable:

- focuses on technology and innovation
- has an effective system of government with laws and rules in place (example from story, “They made rules to live peacefully...”)

2

Session plans based on CGs, Competencies and LOs: TRM

- (example from story, “They made rules to live peacefully...”)
- has people (example from story, “They made rules to live peacefully...”)
- has an efficient system of agriculture with surplus (more than enough for immediate needs) food production (example from story, “grains they harvested... more than enough”)
- has several well-developed urban centres or cities (example from story, “Villages grew into towns and then into cities”).
- has a system of writing (example from story, “They also developed a way of writing”).

2. Introducing River-Valley Civilisations

(10 minutes)

Introduce the four earliest major river-valley civilisations recognised by historians today: Mesopotamian, Egyptian, Harappan and Chinese civilisations..

- Present the question: “*The four ancient civilisations are often called river-valley civilisations. Can you guess why? Take a close look at the map given below—it holds the clue to this question. Think about it and share your ideas with your class.*” (Guide students to deduce the importance of rivers for fertile soil, water for agriculture/drinking and transportation, using the map (Fig. 8.1) as a visual aid).
- **Rationale for NEP/NCF tags:** Identifying and explaining features enhances Critical thinking and Communication. The “Let’s do it” activity with the map (Fig. 8.1) promotes Experiential learning and develops Visual-Spatial intelligence by encouraging students to infer geographical significance.

3. Concept-based Classroom Activity 1: “Civilisation blueprint”

(5 minutes)

- **Instructions:** Divide the class into small groups. Give each group a blank sheet of paper. Ask them to imagine they are starting a new settlement and want it to become a civilisation. They must draw or list at least three features they would prioritize for their settlement to grow into a civilisation (for example, a central water system, a place for farming, a system for rules). Discuss their “blueprints.”

End-of-Session Test

“Name two key features that distinguish a highly developed human society, or a civilisation, from a simple village.”

Content based on LOs: Workbook

Chapter 8: From villages to the first cities

A. Fill in the Blanks.

1. The first river-valley civilisations began to emerge around _____ years ago.
2. The Harappan sites of Rakhigarhi and Banawali are located in the state of _____.
3. The uniform ratio of bricks used across different Harappan cities suggests the presence of a strong _____ authority.
4. The Harappan script, found mainly on seals, appears to be _____, meaning it used pictures or symbols to represent words or ideas.
5. The Harappans were possibly the first people in _____ to grow cotton, which they expertly wove into textiles.

B. Tick the correct answer.

1. Which of these was a defining feature of the Harappan cities?
 - a. Buildings were primarily made of mud and straw.
 - b. The cities consisted of a single, unified urban area without internal divisions.
 - c. They featured winding, irregular streets that followed natural contours.
 - d. They were divided into an upper citadel and a lower town, with streets intersecting at right angles.
2. The discovery of Harappan seals in Mesopotamia is significant because it provides direct evidence of:
 - a. Harappan military conquest of Mesopotamia
 - b. the migration of Harappan people to Mesopotamia
 - c. the Harappan script being understood by Mesopotamians
 - d. long-distance trade between the two civilisations
3. If a Harappan city had to survive a long dry season, which feature would be most crucial for its inhabitants?
 - a. the Citadel
 - b. the large reservoirs and wells
 - c. the standardised weights
 - d. the terracotta toys
4. The ‘Pashupati Seal’ is of great interest to historians because it might offer clues about the Harappan people’s:
 - a. system of government
 - b. agricultural techniques
 - c. religious beliefs
 - d. trade routes

C. Write T for True and F for False.

1. The Harappan Civilisation was smaller in area compared to the contemporary Egyptian Civilisation.
2. The lower town of Harappan cities was reserved for rulers and important public buildings.
3. The Harappan script has been fully deciphered, allowing us to read their written records.

Appreciation for Indianness or Bhartiyata



Textbook

Workbook

TRM

Digital



The Upani

The Upani
important
shift in the
rituals and
the compos
about life,
back to the
the beginni

Each region has also adapted these epics in its own language and cultural style—such as the *Kamba Ramayana* in Tamil, the *Saptakanda Ramayana* in Assamese and the *Bhavartha Ramayana* in Marathi. Tribal communities, too, have their own unique interpretations. In Kerala's Wayanad district, for instance, tribal groups tell oral versions of the *Ramayana*.

Pilgrimage centres mentioned in the epics and *Puranas* are found all over the country, forming a sacred geography that connects Indians across regions and sorrow, morality and heroism, good and evil, and understand the world around them. More of values and traditions that unites them.



Fig. 10.23. A scene from the Ramayana and Mahabharata.

The *Ramayana* and *Mahabharata* are epics that tell the truth and righteousness (dharma) of people across India can relate to.

The word 'dharma' is a Sanskrit word that means duty, law, or righteousness. It is a concept that is central to Indian religions and is often translated as 'dharma' in English.

- Atman
- Brahma
- Karma

- Rebirth: The concept of being born again after death
- Moksha: Liberation from samsara—the cycle of birth and death—through self-realisation

Workbook

A. Match the following.

- | |
|-------------------------|
| 1. Tapi River |
| 2. Sundarbans |
| 3. Mount Everest |
| 4. Barren Island |
| 5. Shivanasamudra Falls |

B. Name the following.

- The geological phenomenon of the Himalayas is called _____.
- The Himalayan archipelago is called _____.
- The major physical region of India is _____.
- The landform created by the Himalayas is _____.
- The traditional water conservation system in the Himalayas is called _____.

C. Tick the correct option.

- Which of the following mountains is the highest in the world?
 - The Aravalli Range
 - The Northern Mountains
 - The Himalayas
 - The Shivaliks
- The Mishmi Hills are a part of _____?
 - the Himalayas
 - the Shivaliks
 - the Garo, Khasi, and Jaintia hills
 - the Patkai Bumai
- The fertile Northern Plains are found in _____?
 - Rajasthan
 - Bihar
 - Uttar Pradesh
 - Madhya Pradesh
- Which of the following is a river of the Deccan Plateau?
 - Yamuna
 - Godavari
 - Krishna
 - Godavari

D. Write T for True and F for False.

- India lies entirely in the Southern Hemisphere.
- The Himalayas are also called the Roof of the World.
- The Purvanchal Himalayas are the Eastern Hills.

TRM

SESSION PLAN

1. Introduction: The Himalayas

- Describe "The Himalayas" (Lesser Himalayas) as lying between its beautiful valleys, hills, forests, and popular hill stations (Shimla, Dharamshala, Nainital). Discuss its moderate climate, winter occupations of its inhabitants.

2. The Shivaliks & Purvanchal Himalayas

- Explain "The Shivaliks" (Outer Himalayas) as the southernmost Himalayas. Note their composition (soft rocks, soil leading to erosion and sand, and the presence of 'duns' (like Dehradun). Mention wildlife, and agriculture as the main occupation in valleys.
- Describe "The Purvanchal Himalayas" (Eastern Hills) as the eastern parts of Arunachal Pradesh, Nagaland, Manipur, Mizoram. Cite dense forests, naming major ranges like Mishmi, Patkai, Naga.
- Question Guidance:** For "Let's do it": "Compare the nature of the Himalayas with the Shivaliks and Purvanchal Himalayas." Guide students to observe the snow (Manali, Himadri/Himachal) versus the greener, less extreme Himalayas (Himachal). This helps them infer the varying altitudes and climates.

3. Himalayan Snippets

- Show the picture of and highlight the Himalayan brown bear, a wildlife of the region. Connect its thick fur to the climate of the region.
- Show the picture of and discuss Kath Khuni architecture and its significance.
- Discuss why certain tourism activities (trekking, rafting) are popular in the Himalayas.
- Discuss the "Niblet" section. Briefly cover the Garo, Khasi, and Jaintia hills and their unique agricultural practices.

4. The Northern Plains

- Introduce "The Northern Plains" as lying between the Himalayas and the Arabian Sea, stretching from Punjab to Assam. Emphasise its historical significance as the cradle of ancient civilisations (Harappan, Maurya, Gupta).
- Explain their formation by alluvial soil deposited by Himalayan rivers (Ganga, Brahmaputra, Indus) over millions of years, forming flat, fertile land.
- Detail the three main parts: Indus or Punjab Plains, Ganga Plains, and Brahmaputra Delta. Highlight their collective importance as one of India's most fertile regions.

5. Ganga-Brahmaputra Delta & Sundarbans

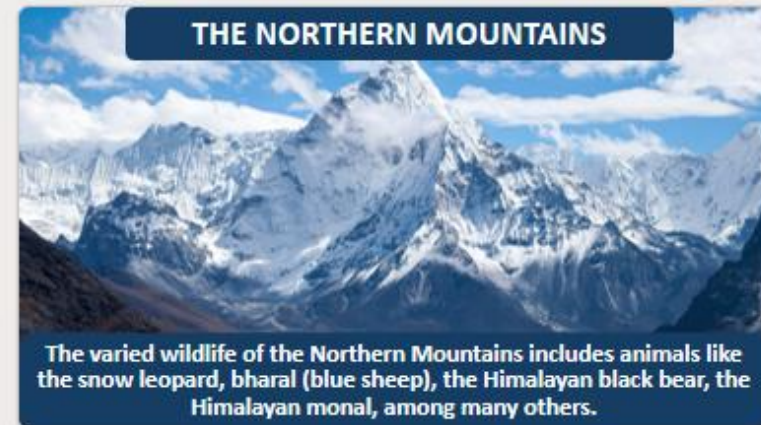
- Explain the merger of Ganga and Brahmaputra with Meghna to form the Ganges-Brahmaputra Delta (largest in the world) as sediments are deposited.
- Describe the Sundarbans as the world's largest mangrove forest.

Digital



WILDLIFE OF THE DIFFERENT PHYSICAL REGIONS OF INDIA

THE NORTHERN MOUNTAINS



The varied wildlife of the Northern Mountains includes animals like the snow leopard, bharal (blue sheep), the Himalayan black bear, the Himalayan monal, among many others.



Snow Leopard

Himalayan Monal

Focus on developing local and regional roots

Textbook

Workbook





National Curriculum Framework for School Education 2023

5.5.4.4 Themes Cutting Across Four Levels — Local, Regional, National, and Global/International

The themes should span from local to regional to country and then the world. Themes should be equally relevant and useful at all these levels.

This approach helps make the learning of Social Science observable, real-world, relevant, interesting, and connected to day-to-day occurrences for Middle Stage students, drawing them into thinking and talking about these occurrences while connecting them to the more expansive world. This would also give students a sense of their location in the world and the interconnections of matters between different levels of human aggregation.

Focus on developing local and regional roots



Enrichment activities

Textbook

21C: Research, Critical Thinking; SEL: Civic values, Social responsibility, Real-life connect; IL: Democratic values, Citizenship skills; MI: Visual-Spatial; SDG: 3: Good health and well-being, 6: Clean Water and Sanitation; 11: Sustainable Cities and Communities

Find Out: Find out which ward you live in and the name of your Municipal Councillor. You can ask your family members or research on the official website of the Municipal Corporation of your town or city. Then, write a few lines about the duties that the Municipal Councillor of your place fulfils.

Poster-making: Create a poster at home with the title '**I am a responsible citizen**'. In your poster, draw or write about things that responsible citizens do—like not littering, separating wet and dry waste, not urinating or spitting in public spaces, planting trees, saving water or reporting civic problems like broken streetlights or water leaks.

Workbook

I. Explore the world around you

As you travel within your city or town, carefully observe the streets, drainage systems and public buildings. Compare these with what you have learnt about Harappan cities. Draw or take pictures of examples from your locality and prepare a presentation comparing the Harappan cities and your town/ city.

Assessments and the HPC



A wide range of assessments across the different components

Assessments

+

Holistic Progress Card

Textbook

Workbook

TRM

Digital

- Let's begin (Assessment FOR learning)
- Let's think (Assessment AS learning)
- Let's do it (Assessment AS learning)
- Case-study questions (Assessment AS learning)
- Let's recap (Assessment OF learning: self-assessment)
- Exercises (Assessment OF learning)
- Passage/ picture/ map-based questions (Assessment OF learning)
- Enrichment activities (Assessment OF learning)
- Sample question papers (Assessment OF learning)

- Embedded questions within Lesson plans
- Question banks
- Worksheets

Interactive activities

In-chapter assessments

Let's begin!

Look at this picture. What do you think is happening here?

Describe it in a few words to your partner. You could also write a short story based on the picture.

Now, think and tell your partner three things that come to your mind when you hear the word 'family'. Then, use those words to create a definition of what the word 'family' means to you.

In this book, we explore families

21C: Critical thinking, Creativity, Communication; EL: Real-life connect; MI: Visual-Spatial, Verbal-Linguistic



Let's think!

21C: Critical thinking, logical reasoning

You just learnt that seasons on the Earth are shaped by the Earth's orbit around the Sun. How would a planet with a very long revolution period differ in its seasonal changes compared to the Earth?

Let's do it!

21C: Critical thinking, logical reasoning; MI: Visual-spatial



Study the map in Fig. 1.7 and then answer the following questions.

1. Locate the North Arrow on the map, and then mark the other three cardinal directions and the intermediate directions on it.

Let's recap

Tick the concepts that you have understood. Request your teacher to help you with the concepts you have not understood clearly.

- ☐ Economic activities can be divided into three sectors—primary, secondary and tertiary.
- ☐ The primary sector includes all economic activities that involve extracting or directly using natural resources from the Earth, such as farming, fishing, mining and forestry.
- ☐ The secondary sector includes manufacturing and industry. It turns raw materials from the primary sector into finished products.
- ☐ The tertiary sector includes all activities that provide services to people, such as transportation, communication, banking, insurance and information technology. It supports both the primary and secondary sectors and directly serves consumers.
- ☐ The three sectors are interdependent, meaning that none can function well without the others.
- ☐ Amul is a great example of how the three sectors are interdependent and interconnected. It also highlights the power of the cooperative movement.

Exercises

I. Fill in the blanks.

1. The word 'Veda'
2. The _____
3. Two of the oldest
4. Siddhartha Gautama
5. _____ ii

II. Complete the pairs.

1. Rig Veda Samhita
2. Upanishads: philosophy
3. Ahimsa: non-violence
4. The Buddha: sam

III. Choose the correct answers.

1. There are two statements marked Assertion (A): Cattle held an important place in Vedic society. Reason (R): Many Vedic words were derived from Sanskrit.
 - a. Both A and R are true, and R is the correct reason.
 - b. Both A and R are true, but R is not the correct reason.
 - c. A is true, but R is false.
 - d. A is false, but R is true.
2. What was the primary mode of exchange in the Vedic society?
 - a. Use of coins
 - b. Written contracts
3. Which of the following texts explain the concept of dharma?
 - i. Upanishads
 - ii. Aranyakas
 - iii. Brahmanas
4. What is the ultimate goal in Buddhism?
 - a. To become a king or ruler
 - b. To accumulate wealth
 - c. To reach *nibbana*
 - d. To perform grand religious ceremonies
5. Which of the following is a central teaching of Buddhism?
 - a. Belief in many gods and goddesses
 - b. Emphasis on elaborate rituals and sacrifices
 - c. The principle of non-violence (Ahimsa)
 - d. Strict adherence to the Vedic rituals

IV. Answer the following questions.

1. What were the Vedas and why are they important?
2. Describe the society during the Vedic period.
3. What are the Upanishads? What key teachings do they contain?
4. Who was Siddhartha Gautama? How did his teachings differ from those of the Upanishads?
5. Discuss the main teachings of Mahatma Gandhi.
6. Analyse the contribution of folk art to Indian culture.

V. Picture-based questions

The four images shown in Fig. 9.12 represent the four sights that Prince Siddhartha (the Buddha) encountered.

1. What do each of these images depict?
2. How did witnessing these sights influence the Buddha's decision to give up worldly life and shape his teachings on suffering and liberation?

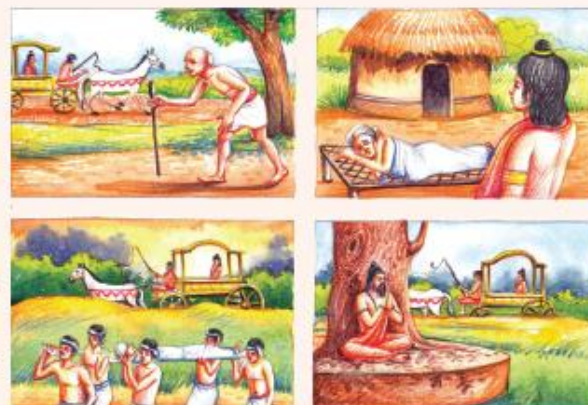


Fig. 9.12.

Enrichment activities

Analyse and present: The chapter introduces different schools of thought and belief systems. Choose one core concept or value (for example, non-violence) and research if and how this concept is understood and practised in another tradition. Prepare a short presentation comparing and contrasting their perspectives.

Enact a play: Work in groups and write the script for a play showcasing the Buddha's journey to Enlightenment. Prepare a play based on the script and with your teacher's permission, perform it in class.

Paint a picture: Use your imagination to paint a picture of a Vedic village. Make sure to get the style of clothing and the nature of the surroundings correct. You can find out more about these from the Internet.

Discuss in class: Choose any three interesting stories from the *Jataka tales*. For each story, find out its moral and then try to connect it with the teachings of Buddhism. For example, did the story show someone being very kind? How do the stories help us understand what Buddhists believe is important in life? Discuss among your classmates.

A step further

Hinduism, Buddhism and Jainism all originated in the Indian subcontinent. To which countries did each of these religions spread outside India? Compare their spread and find out which of them had a wider influence beyond India and why.

Exercises at the end of the chapter

NSS: Class 6

SAMPLE QUESTION PAPER: SEMESTER 1

Time: 3 hours

Total marks: 80

Section A: Multiple Choice Questions

12X1=12

- Assertion (A): The Equator divides the Earth into the Northern and Southern Hemispheres.
Reason (R): The Equator is the longest line of longitude passing around the Earth.
 - Both A and R are true, and R is the correct explanation of A.
 - Both A and R are true, but R is not the correct explanation of A.
 - A is true but R is false.
 - A is false but R is true.
- Which of the following statements about globes are correct?
 - Globes are a true-to-scale representation of the Earth.
 - Globes are easy to carry while travelling.
 - Globes are three-dimensional models of the Earth.
 - Globes can show detailed information like roads and landmarks.
 - i and ii
 - i and iii
 - ii and iv
 - i and iii
- Read the statements and identify the event.
 - This event occurs when the Northern Hemisphere is tilted towards the Sun.
 - On this day, the Sun is directly overhead at the Tropic of Cancer.
 - It is the longest day of the year in the Northern Hemisphere.

Options:

 - The Winter Solstice
 - The Vernal Equinox
 - The Summer Solstice
 - The Autumnal Equinox
- Which of the following statements about rotation are correct?
 - The Earth takes 24 hours to complete one full rotation.
 - The rotation of the Earth causes the cycle of day and night.
 - The rotation of the Earth has no effect on time zones.
 - The Earth rotates from west to east.
 - i and ii
 - i, ii, and iv
 - ii, iii, and iv
 - All of the above
- Arrange in the correct order the three main layers of the Earth from the surface down.
 - lithosphere, upper mantle, core
 - crust, mantle, core
 - core, crust, mantle
 - lithosphere, core, mantle
- Which among the following pairs is correctly matched?

Column A	Column B
1. Pacific Ocean	a. Smallest Ocean
2. Arctic Ocean	b. Third-largest Ocean
3. Indian Ocean	c. Largest and deepest Ocean
4. Atlantic Ocean	d. Second-largest Ocean

- Arrange the following key developments of the prehistoric period in their correct chronological order:
 - The beginning of agriculture and domestication of animals.
 - The first use of crude stone tools for hunting and gathering.
 - The invention of writing systems, marking the transition to recorded history.
 - The development of pottery for storing and cooking food.
 - iv, i, ii, iii
 - ii, iv, i, iii
 - ii, i, iv, iii
 - iv, ii, iii, i
- The Jain worldview is primarily built upon which foundational principle?
 - Belief in many gods and goddesses
 - Emphasis on elaborate rituals and sacrifices
 - The principle of non-violence (Ahimsa)
 - Strict adherence to the Vedic rituals
- What does the presence of jadeite at Daojali Hading suggest?
 - People were skilled in making jewellery
 - People had contact with regions like China or Myanmar
 - People worshipped green stones
 - People used jadeite for cooking
- In a democracy, laws are made by the _____.
 - executive
 - legislature
 - judiciary
 - citizens directly
- Which of the following is NOT an economic activity?
 - A farmer growing vegetables for sale
 - A teacher taking extra classes for payment
 - A mother cooking dinner for her family
 - A tailor stitching clothes for customers
- A mason is paid a fixed rate of ₹500 at the conclusion of each day they work on a construction site. This form of payment is best classified as _____.
 - wage
 - salary
 - profit
 - compensation in kind

Section B: Very Short-Answer Questions

(7X2=14)

- What is a globe?
- Name any two types of maps.
- Define revolution of the Earth.
- What are coral polyps?
- What is a microlith?
- What are oral sources of history?
- What are the different types of families?

Sample question papers (two) at the end of book

Workbook: India—Diverse

A. Match the following.

1. Tapi River	a. The Deccan Plateau
2. Sundarbans	b. Himadri range of the Hii
3. Mount Everest	c. Andaman and Nicobar I
4. Barren Island	d. The Central Highlands
5. Shivanasamudra Falls	e. Ganga-Brahmaputra De

B. Name the following.

- The geological phenomenon where the Indian and Eura: upward, forming the Himalayas: _____
- The Himalayan architectural style using interlocked woo and insulation: _____
- The major physical region of India that acts as a natural protecting northern plains from cold winds: _____
- The landform created by rivers depositing vast amounts _____
- The traditional water conservation technique of the Tha underground tank for collecting drinking water: _____

C. Tick the correct option.

- Which of the following mountain ranges separates India
 - The Aravalli Range
 - The Northern Mountains
- The Mishmi Hills are a part of:
 - the Himadri
 - the Shiwaliks
- The fertile Northern Plains stretch from Punjab in the w
 - Rajasthan
 - Bihar
- Which of the following is an important river that rises in Deccan Plateau?
 - Yamuna
 - Indus

D. Write T for True and F for False.

- India lies entirely in the Southern Hemisphere.
- The Himadri is also called the Greater Himalayas.
- The Purvanchal Himalayas are characterised by compar

3. What is a 'taanka'

4. Mention two typ

G. Answer the followin

1. Explain the form

I. Map-based questions.

- Mark five ranges of the Purvanchal Himalayas
- Mark the Vindhya and Satpura ranges
- Mark the Kaveri and Mahanadi rivers
- Colour the Thar Desert
- Mark the Lakshadweep Islands



Discuss the main characteristics of the Thar Desert.

Elaborate on the importance of the Peninsular Plateau for India's industries and agriculture. Mention the specific minerals found, and crops grown, in this region.

How do India's two main island groups, Lakshadweep and the Andaman and Nicobar Islands, contribute to the country's economy and strategic importance?

Explore the world around you

Imagine you are a travel guide promoting your hometown or a chosen place to your classmates. Highlight its physical features (like mountains, plains or coastal areas), explaining how they influence local climate, lifestyle and even architecture. Showcase tourist attractions tied to these geographical elements. Prepare promotional materials and present them to your class.

3. Defining Civilisation

(10 minutes)

Present the elder's proud statement: *"We were just a few families before. Now, we have built more than homes. We have built a civilisation."* Facilitate a discussion based on the questions provided in the source under "Features of a civilisation":

- "What does it mean to 'build more than homes'? What do you think the elder meant?" (Teacher should guide students to connect this to the development of complex social structures, rules, specialisation, and shared culture beyond basic shelter).
- "Based on what you read in the story, how would you define a civilisation?" (Teacher should encourage students to use details from the story to formulate their own definitions).
- **Rationale for NEP/NCF tags:** This story-based introduction and guided discussion directly foster Critical thinking and Communication by encouraging students to interpret a narrative and formulate their understanding of complex concepts.

4. Formal Introduction

(5 minutes)

Introduce the formal definition: *"A civilisation is a highly developed human society, characterised by certain special features."* Briefly mention that this transition occurred as early humans abandoned hunting/gathering to become farmers around 6,000 years ago, leading to the first civilisations.

End-of-Session Test

"What was the key observation that encouraged the early people to stop moving from place to place and settle down?" (Expected Answer: They noticed seeds growing into plants near the river).

TRM

Embedded within
Lesson plans

Worksheet: From villages to the first cities

A. Name the following.

1. The four major river-valley civilisations of the ancient world:

2. The first major site of the Harappan Civilisation to be discovered:

3. Objects that contain the main evidence of the Harappan script:

4. The Harappan site where a large dockyard was discovered:

B. Give reasons for the following.

1. The citadel in Harappan cities was built higher than the rest of the city and surrounded by a wall.

2. Harappan traders used standardised weights and measures.

C. Picture-based questions.

1. What name have archaeologists given to this statue?

2. What is it made of?

3. Which site of the Indus Valley Civilisation was it discovered from?



QUESTION BANK

A. Fill in the blanks.

- Focus on technology and innovation, an effective system of government and a well-developed system of trade and commerce are features of a _____. *Remembering*
- The Harappan Civilisation is also known as the Indus Valley Civilisation and the _____. *Remembering*
- The citadel in Harappan cities was a raised area that usually contained important buildings and was possibly used for _____. *Understanding*
- Harappan cities had a carefully planned _____ drainage system, with covered drains running along the middle of the streets. *Remembering*
- The largest building discovered at Harappa, likely used to store grains, was the _____. *Remembering*

B. Choose the correct option.

- Which of the following was NOT a major river-valley civilisation of the ancient world, as recognised by historians? *Remembering*
 - Mesopotamian
 - Egyptian
 - Roman
 - Harappan
- What evidence suggests that brick production in Harappan cities was standardised? *Understanding*
 - All buildings were made of bricks.
 - Bricks had unique designs for each city.
 - Bricks had a uniform ratio of 1:2:4 across all cities.
 - Brick kilns were found only in the lower town.
- There are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option. *Analysing*

Assertion (A): The Harappan Civilisation came to an end abruptly around 1300 BCE.
Reason (R): Historians have definitively identified a major earthquake as the reason for the sudden collapse of the civilisation.

 - Both A and R are correct, and R is the correct explanation for A.
 - Both A and R are correct, but R is not the correct explanation for A.
 - A is correct, but R is incorrect.
 - A is incorrect, but R is incorrect.

C. State whether the sentences are true or false. Correct the ones that are false.

- The Harappan cities generally had streets that ran randomly without any specific pattern. *Understanding*
- Most houses in Harappan cities had private bathrooms with wastewater flowing into covered drains. *Remembering*
- Harappan traders primarily relied on land routes for their external trade. *Remembering*

D. Answer the following in two or three lines.

- What evidence indicates that the Harappan people domesticated animals? *Remembering*
- Explain why archaeologists initially called the Harappan Civilisation the Indus Valley Civilisation, and how their understanding later expanded. *Understanding*

E. Answer the following in four or five lines.

- Analyse how the Harappan people's daily activities and occupational specialisations contributed to the overall complexity and success of their civilisation, as described in the chapter. *Analysing*
- Discuss the various proposed theories for the decline of the Harappan Civilisation. Based on the information provided, which theory do you find most compelling and why? *Evaluating*

TRM

Worksheets and
Question banks

[file:///C:/Users/parom/Downloads/Neptune SS 6-7/NEPTUNE-SS-HIS-6-DEMO/book.html](file:///C:/Users/parom/Downloads/Neptune%20SS%206-7/NEPTUNE-SS-HIS-6-DEMO/book.html)

**Only show assessments here Paroma.
The link the smart book to show
digital assets in slide 39 – support for
teachers?**

360-degree Holistic Progress Card

Name of Student: _____

Class: _____

Beginner 

Progressing 

Proficient 

S: Class 6

Curricular Knowledge

1. Locating places on the Earth

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

2. Movements of the Earth

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

3. Continents and oceans

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

4. Major landforms and life in them

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

6. Timelines and sources of history

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

7. Early humans and the beginning of settled life

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

8. From villages to the first cities

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

9. The Vedic culture and the emergence of new ideas

Lesson Objectives

Self-assessment

Peer assessment

Teacher assessment

Parent assessment

Holistic Progress Card

Tags to reflect compliance with the requirements of the NCF





Let's do it!

21C: Critical thinking,
logical reasoning ; IL:
Subject integration
(Maths); MI: Visual-spatial



Study the given grid. On it, the point M lies where line 2 meets line B; so, point M's coordinates are (2,B). Note, that we always give the value of the horizontal line first, and then the value of the vertical line. The point L has the coordinates (3,C).

Now, mark the points with the following coordinates: 2A, 4B, 4D, 2E and draw a line joining them in the same sequence. What geometric figure do you get?

Textbook

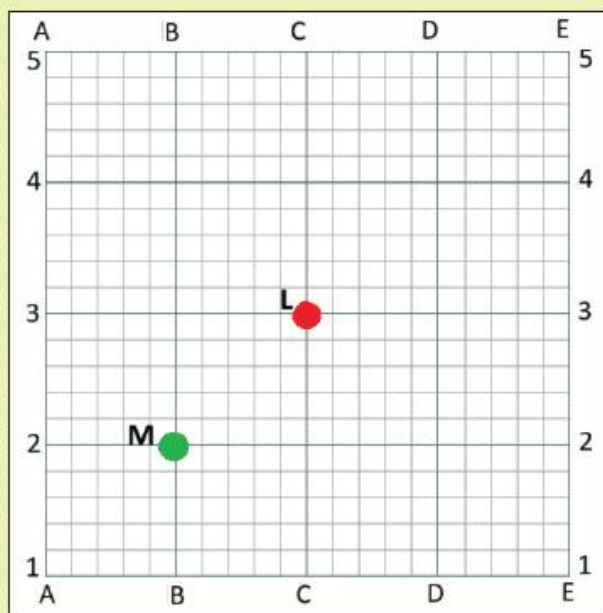


Fig. 1.9. A grid to help us locate places

Alignment with NCF

LEGEND

- 21C: 21st Century Skills
- IL: Integrated Learning
- EL: Experiential Learning
- SEL: Social-Emotional Learning

- MI: Multiple Intelligences
- SDG: Sustainable Development Goals
- AFL: Assessment for Learning
- AAL: Assessment as Learning
- AOL: Assessment of Learning

Chapter 1: 21C: Critical thinking: Let's begin (2), Let's think (3), Let's do it (6, 7, 11), Enrichment activities (16); 21C: Communication: Enrichment activities (16); 21C: Collaboration: Enrichment activities (16); 21C: Problem Solving: Let's do it (11); 21C: Logical Reasoning: Let's begin (2), Let's think (3), Let's do it (6, 7, 11), Enrichment activities (16); MI: Visual-spatial: Let's begin (2), Let's do it (6, 7, 11), Enrichment activities (16); IL: Subject integration: Let's do it (7, 11); IL: Epistemic values: Enrichment activities (16); AFL: Let's begin (2); AAL: Let's think (3), Let's do it (6, 7, 11); AOL: Enrichment activities (16)

Chapter 2: 21C: Critical thinking: Let's begin (17), Let's think (20), Let's do it (19, 20), Enrichment activities (26); 21C: Problem Solving: Let's do it (19, 20); 21C: Logical Reasoning: Let's think (20), Let's do it (20); EL: Let's begin (17), Let's do it (19, 20), Enrichment activities (26); Discovery-based learning: Let's do it (19, 20), Enrichment activities (26); IL: Subject integration: Let's begin (17), Let's do it (19, 20), Enrichment activities (26); IL: Art: Enrichment activities (26); IL: India knowledge systems: Enrichment activities (26); MI: Visual-spatial: Let's do it (19, 20); MI: Bodily-Kinaesthetic: Let's do it (19, 20); AFL: Let's begin (17); AAL: Let's think (20), Let's do it (19, 20); AOL: Enrichment activities (26)

Chapter 3: 21C: Critical thinking: Let's begin (27), Let's think (28), Let's do it (31, 38), Enrichment activities (41); 21C: Communication: Let's begin (27), Let's think (28), Let's do it (38), Enrichment activities (41); 21C: Creativity: Let's begin (27), Let's think (28), Let's do it (38); 21C: Collaboration: Let's think (28), Let's do it (38), Enrichment activities (41); 21C: Logical Reasoning: Enrichment activities (41); 21C: SEL: Let's begin (27); IL: Subject integration: Let's do it (31); IL: SDG: Let's do it (31), Enrichment activities (41); IL: Epistemic values: Enrichment activities (41); MI: Visual-spatial: Let's do it (31), Enrichment activities (41); AFL: Let's begin (27); AAL: Let's think (28), Let's do it (31, 38); AOL: Enrichment activities (41)

Chapter 4: 21C: Critical thinking: Let's begin (42), Let's do it (47, 51); 21C: Communication: Let's begin (42), Let's do it (47); 21C: Collaboration: Let's do it (47), Enrichment activities (55); 21C: Creativity: Let's begin (42), Enrichment activities (55); 21C: Problem Solving: Let's do it (47, 51); 21C: Visual literacy: Let's do it (46); 21C: SEL: Let's do it (47, 51); EL: Let's do it (47, 51), Enrichment activities (55); Real-life connect: Let's do it (47, 51); Discovery-based learning: Enrichment activities (55); IL: Subject integration: Let's do it (51); IL: Epistemic values: Let's do it (46); IL: SDG: Let's do it (47, 51); MI: Visual-spatial: Let's do it (46); MI: Visual-spatial: Enrichment activities (55); MI: Verbal-linguistic: Let's do it (51); AFL: Let's begin (42); AAL: Let's do it (47, 51); AOL: Enrichment activities (55)

Chapter 5: 21C: Critical thinking: Let's do it (58, 66), Enrichment activities (70); 21C: Communication: Let's begin (56), Enrichment activities (70); 21C: Collaboration: Enrichment activities (70); 21C: Creativity: Let's begin (56), Enrichment activities (70); 21C: Logical Reasoning: Enrichment activities (70); 21C: SEL: Enrichment activities (70); 21C: Visual literacy: Let's do it (57, 58, 66); IL: Art: Let's begin (56); IL: Epistemic values: Let's do it (57), Enrichment activities (70); IL: SDG: Enrichment activities (70); MI: Visual-spatial: Let's begin (56); AFL: Let's begin (56); AAL: Let's do it (57, 58, 66); AOL: Enrichment activities (70)

Chapter 6: 21C: Critical thinking: Let's begin (71), Let's think (73), Let's do it (74, 76, 78, 79); 21C: Communication: Let's begin (71), Let's think (73), Enrichment activities (82); 21C: Creativity: Enrichment activities (82); 21C: Logical Reasoning: Let's do it (76); 21C: SEL: Let's begin (71), Let's think (73), Let's do it (74); EL: Let's do it (74, 78), Enrichment activities (82); Real-life connect: Let's think (73), Enrichment activities (82); Discovery-based learning: Let's think (73), Enrichment activities (82); IL: Subject integration: Let's think (73), Enrichment activities (82); IL: Art: Let's do it (76); IL: India knowledge systems: Let's do it (74, 78); IL: Epistemic values: Let's do it (78), Enrichment activities (82); MI: Visual-spatial: Let's begin (71), Let's do it (76, 78, 79); MI: Verbal-linguistic: Enrichment activities (82); AFL: Let's begin (71); AAL: Let's think (73), Let's do it (74, 76, 78, 79); AOL: Enrichment activities (82)

Chapter 7: 21C: Critical thinking: Let's begin (83), Let's think (88), Let's do it (89, 90), Enrichment activities (95); 21C: Communication: Let's begin (83); 21C: Creativity: Let's do it (90), Enrichment activities (95); 21C: Problem Solving: Let's do it (90); 21C: Visual literacy: Let's do it (89); EL: Let's begin (83); Real-life connect: Let's begin (83), Enrichment activities (95); Discovery-based learning: Enrichment activities (95); IL: Subject integration: Let's begin (83), Let's do it (90); IL: Art: Let's do it (90); IL: Epistemic values: Let's begin (83); MI: Visual-spatial: Let's do it (89); MI: Verbal-linguistic: Enrichment activities (95); MI: Bodily-Kinaesthetic: Enrichment activities (95); AFL: Let's begin (83); AAL: Let's think (88), Let's do it (89, 90); AOL: Enrichment activities (95)

Chapter 8: 21C: Critical thinking: Let's begin (96), Let's do it (98, 101, 106), Enrichment activities (110); 21C: Communication: Let's begin (96), Let's do it (98), Enrichment activities (110); 21C: Collaboration: Let's do it (98); 21C: Creativity: Enrichment activities (110); 21C: Visual literacy: Let's do it (98); EL: Let's do it (98), Enrichment activities (110); Real-life connect: Let's do it (101, 106), Enrichment activities (110); IL: Subject integration: Enrichment activities (110); IL: Epistemic values: Let's do it (101, 106); IL: India knowledge systems: Let's do it (101, 106); MI: Visual-spatial: Let's do it (98); MI: Interpersonal: Let's do it (98); AFL: Let's begin (96); AAL: Let's do it (98, 101, 106); AOL: Enrichment activities (110)



Tags to reflect compliance with the requirements of the NCF

- **TRM** system of writing (example from story, "They also developed a way of writing").

2. *Introducing River-Valley Civilisations* (10 minutes)

Introduce the four earliest major river-valley civilisations recognised by historians today: Mesopotamian, Egyptian, Harappan and Chinese civilisations..

- Present the question: *"The four ancient civilisations are often called river-valley civilisations. Can you guess why? Take a close look at the map given below—it holds the clue to this question. Think about it and share your ideas with your class."*

~~of rivers for fertile soil, water for agriculture/drinking (see map in Appendix 8.1) as a visual aid).~~

- **Rationale for NEP/NCF tags:** Identifying and explain and Communication. The "Let's do it" activity with t learning and develops Visual-Spatial intelligence by significance.

SUGGESTED DIFFERENTIATED TEACHING METHODS:

1. Visual and Spatial Learning

- Using maps, diagrams, labelled pictures, visual glossaries and artefact images to help students connect abstract concepts with concrete visuals.

2. Auditory and Discussion-Based Learning

- Storytelling, guided discussions, oral quizzes, peer-to-peer exchanges and debates to engage learners who process information through listening and speaking.

3. Kinesthetic and Experiential Learning

- Activities like sequencing flashcards, map-tracing, drawing blueprints, creating seals or designing city layouts to support hands-on learners.

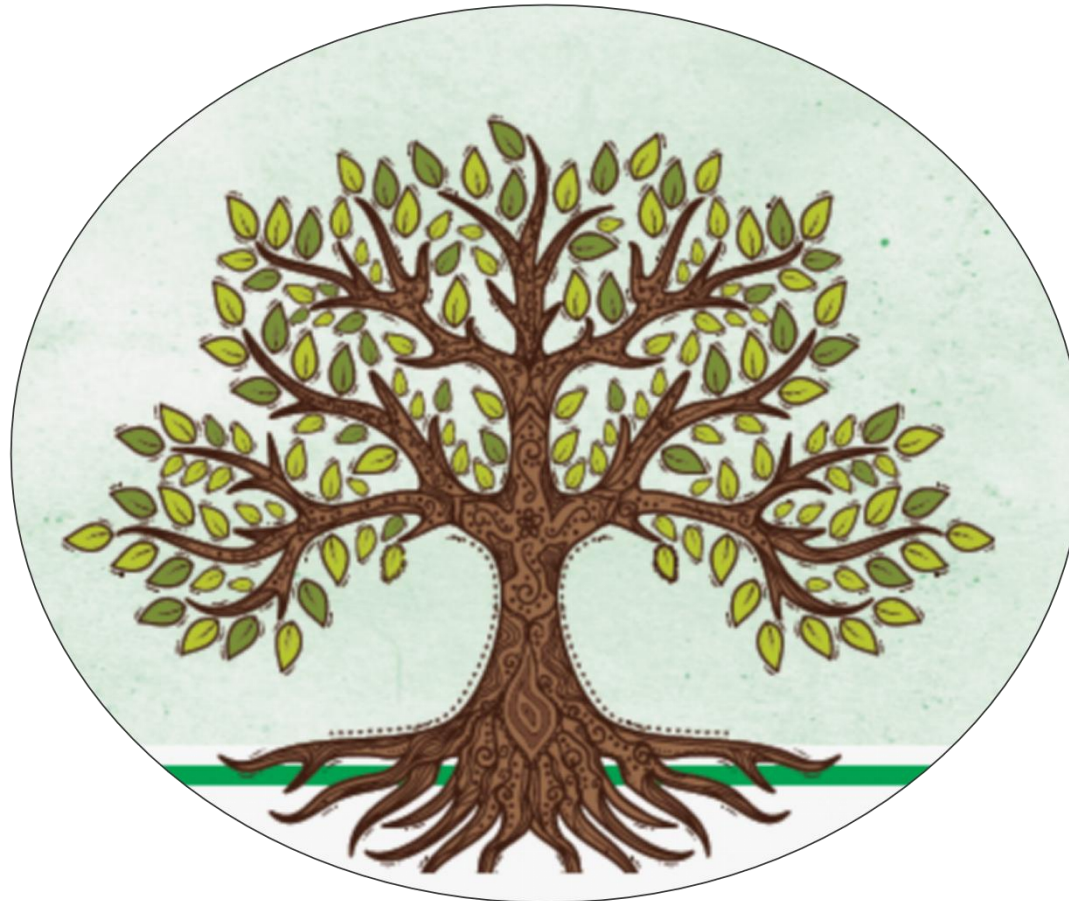
4. Analytical and Higher-Order Thinking (HOTS)

- Encouraging prediction, comparison, problem-solving, reasoning and evidence-based debates (for example, linking surplus food to specialisation, analysing decline theories).

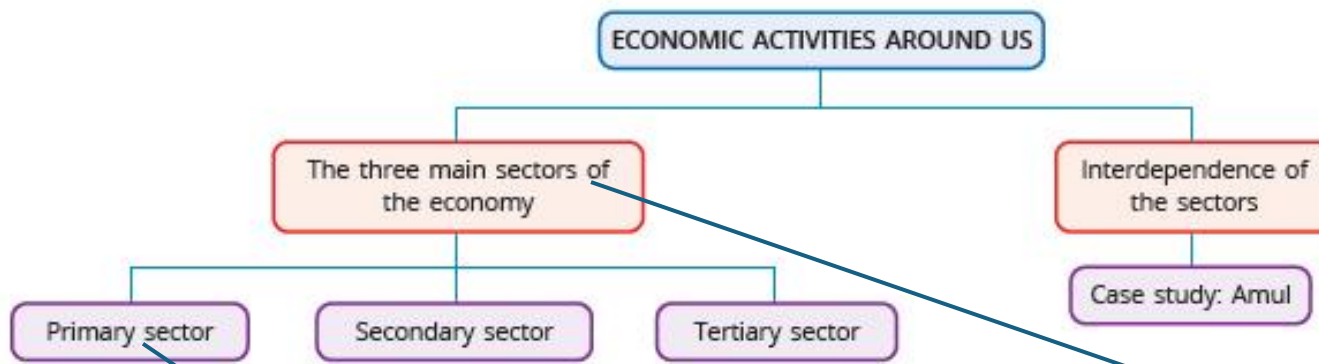
5. Collaborative and Research-Oriented Learning

- Small-group projects, brainstorming solutions, enrichment research (for instance, comparing Harappan and Mesopotamian civilisations) and creative assignments (writing from a Harappan child's perspective).

Structured content aimed at building conceptual clarity



Concept maps matched
exactly with levels in chapter



THE THREE MAIN SECTORS OF THE ECONOMY

Economic activities, as we saw in the last chapter, are the things people do to earn money in order to meet their needs. They include the **production**, **exchange** and **consumption** of goods and services by people. Economic activities are broadly classified into three sectors—**primary**, **secondary**, and **tertiary**—based on the type of work involved and the way natural resources or goods are used.

The primary sector

The primary sector includes all economic activities that involve extracting or directly

Legislature

The legislature is the organ of government responsible for making laws. Laws provide structure to society, maintain order and ensure fairness.

down a mountain. They can be caused by heavy snowfall, wind or human activities.



Fig. 4.12.

THE FOUR NOBLE TRUTHS

1. Life has suffering.
2. There is a reason for this suffering.
3. It is possible to end this suffering.
4. The way to end it is through the noble eightfold path.

THE NOBLE EIGHT-FOLD PATH

- Right View: Recognising that suffering is a result of one's own actions and attachments
- Right Intention: Removing greed and hatred from our thoughts, while cultivating compassion and goodwill toward others
- Right Speech: Speaking truthfully and kindly
- Right Action: Doing good deeds, avoiding hurting others
- Right Livelihood: Engaging in honest work that does not cause harm to others
- Right Effort: Maintaining a positive mental state and avoiding bad habits
- Right Concentration: Focusing the mind through meditation
- Right Mindfulness: Being aware of thoughts, feelings and actions



Fig. 10.7. Bandhani from Gujarat

In Gujarat and Rajasthan, **Bandhani** is a popular tie-and-dye craft. Small portions of cloth are tied with thread and dyed in vibrant colours. When opened, the fabric reveals beautiful patterns. Bandhani is often used for sarees, turbans and dupattas.



Fig. 10.8. Phulkari from Punjab

Phulkari, meaning 'flower work', is a type of traditional embroidery done using bright silk threads, and often feature floral and geometric designs. Phulkari work can be seen on shawls and dupattas.



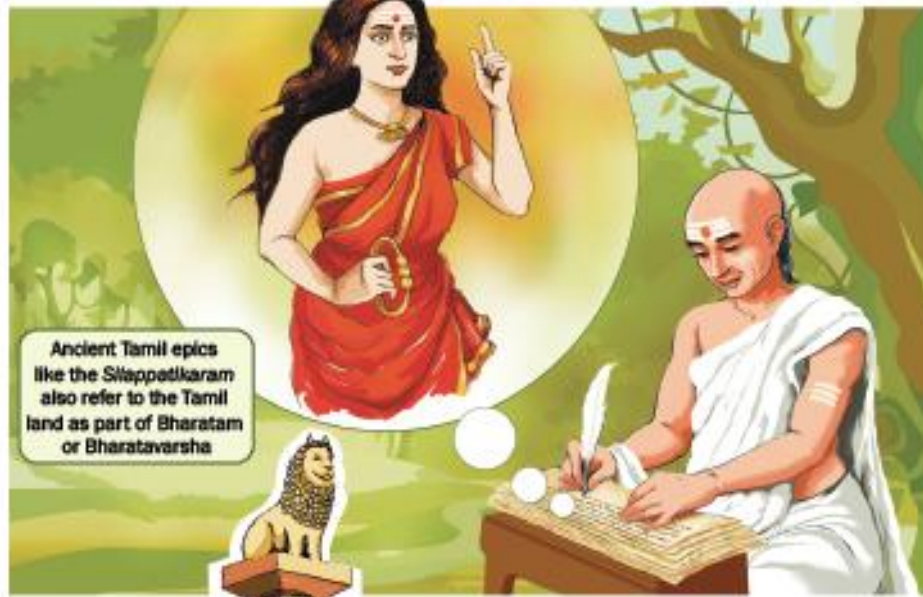
Fig. 10.9. Muga silk from Assam

Assam is famous for **Muga silk**, a golden-yellow silk made by a special type of silkworm found only in Assam. It is used to make traditional Assamese clothing like the **Mekhela Sador**, worn by women.

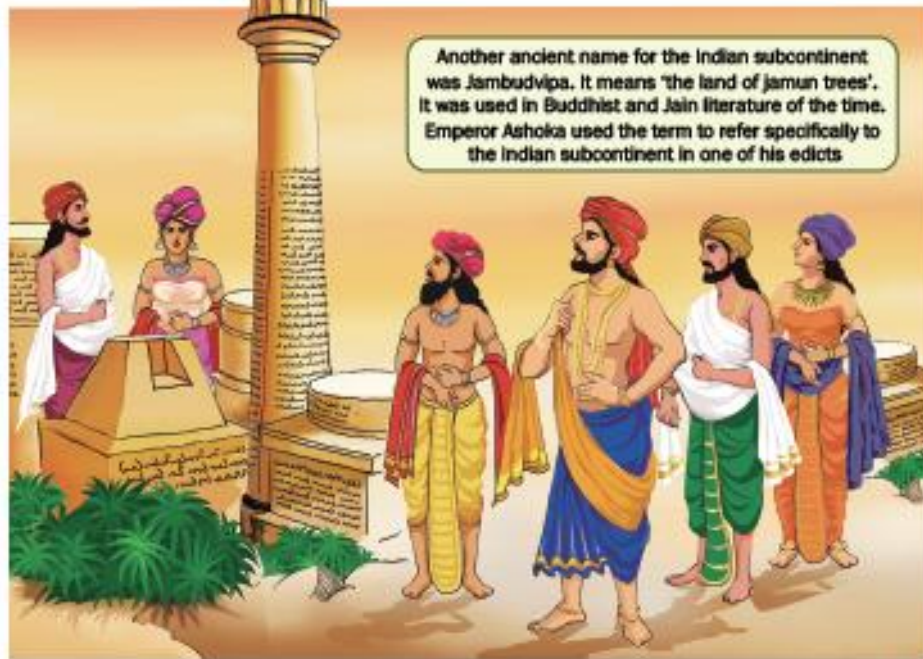


Fig. 10.10. Banarasi from Uttar Pradesh

Varanasi, in Uttar Pradesh, is known for its luxurious **Banarasi silk sarees**. These sarees are known for their rich brocade work, often woven with gold and silver threads. They are popular as bridal wear because of their rich look.



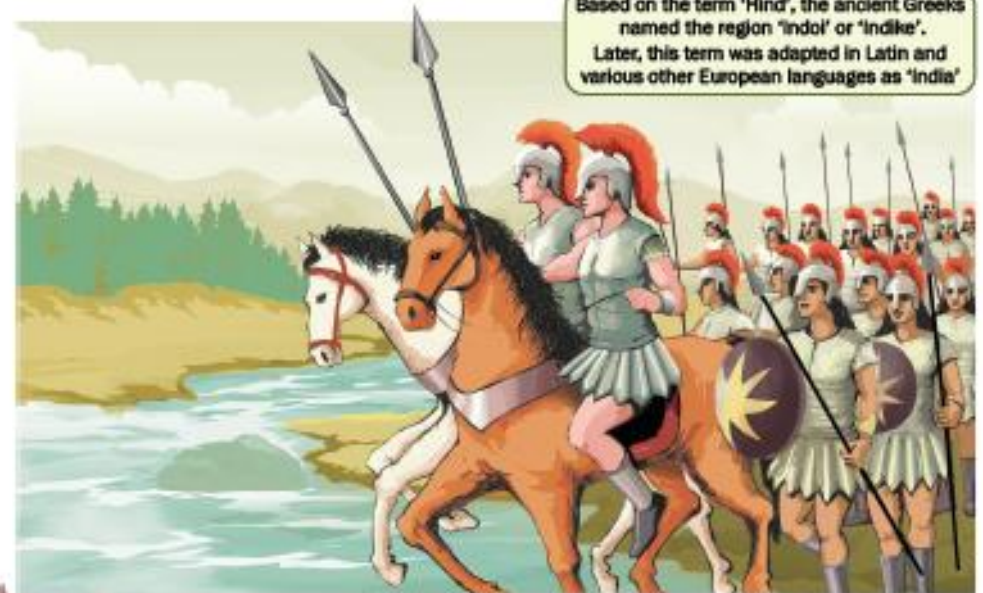
Ancient Tamil epics like the Silappatikaram also refer to the Tamil land as part of Bharatam or Bharatavarsha.



Another ancient name for the Indian subcontinent was Jambudvīpa. It means 'the land of jamun trees'. It was used in Buddhist and Jain literature of the time. Emperor Ashoka used the term to refer specifically to the Indian subcontinent in one of his edicts.



Around the same time, the Persians named the land east of the river Indus, 'Hindu'. They derived the term from the river Sindhu (Indus), which they had to cross to come to India. Later, the term Hindu was shortened to 'Hind'.



Based on the term 'Hind', the ancient Greeks named the region 'Indoi' or 'Indike'. Later, this term was adopted in Latin and various other European languages as 'India'.

and the Arctic

cond-largest
ere features
underwater
l growing.

PACIFIC
OCEAN

ITALY

cean and is
borders. The
Winds that

lowest of the
it remains
melting faster
ironment, it
valruses and

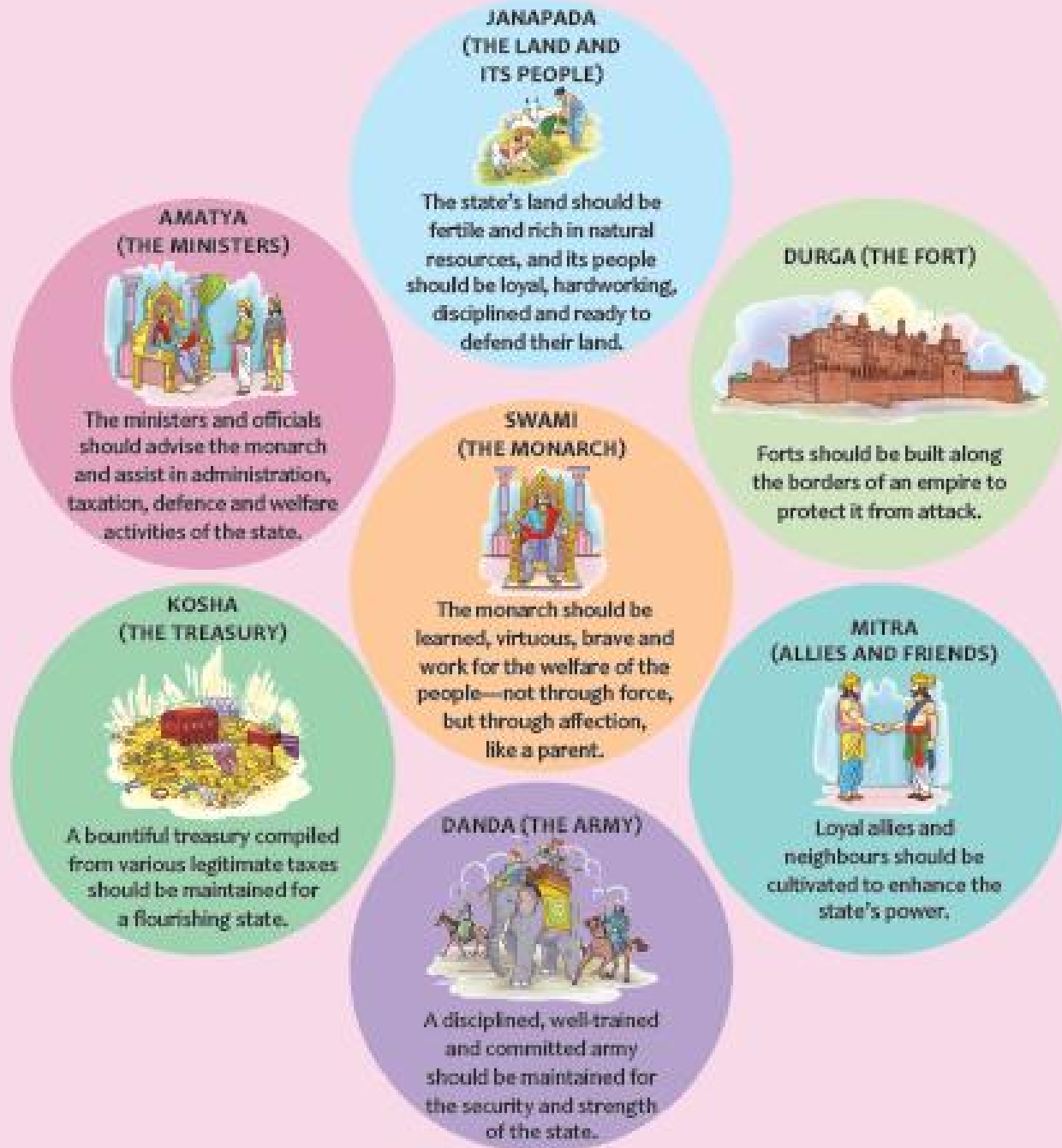


Fig. 5.7. Kautilya's saptanga

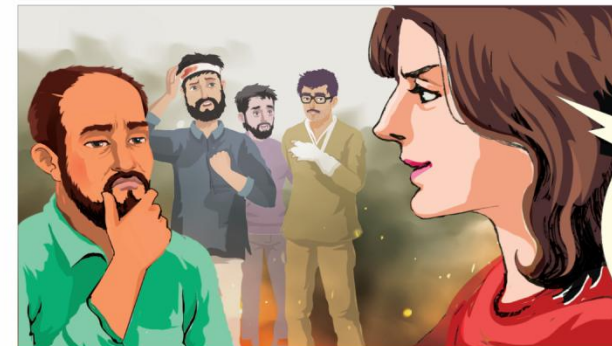
FIGHTING FOR OUR RIGHTS



One day an explosion takes place in the factory



Meera, a journalist from the city has come to the town to write about the factory

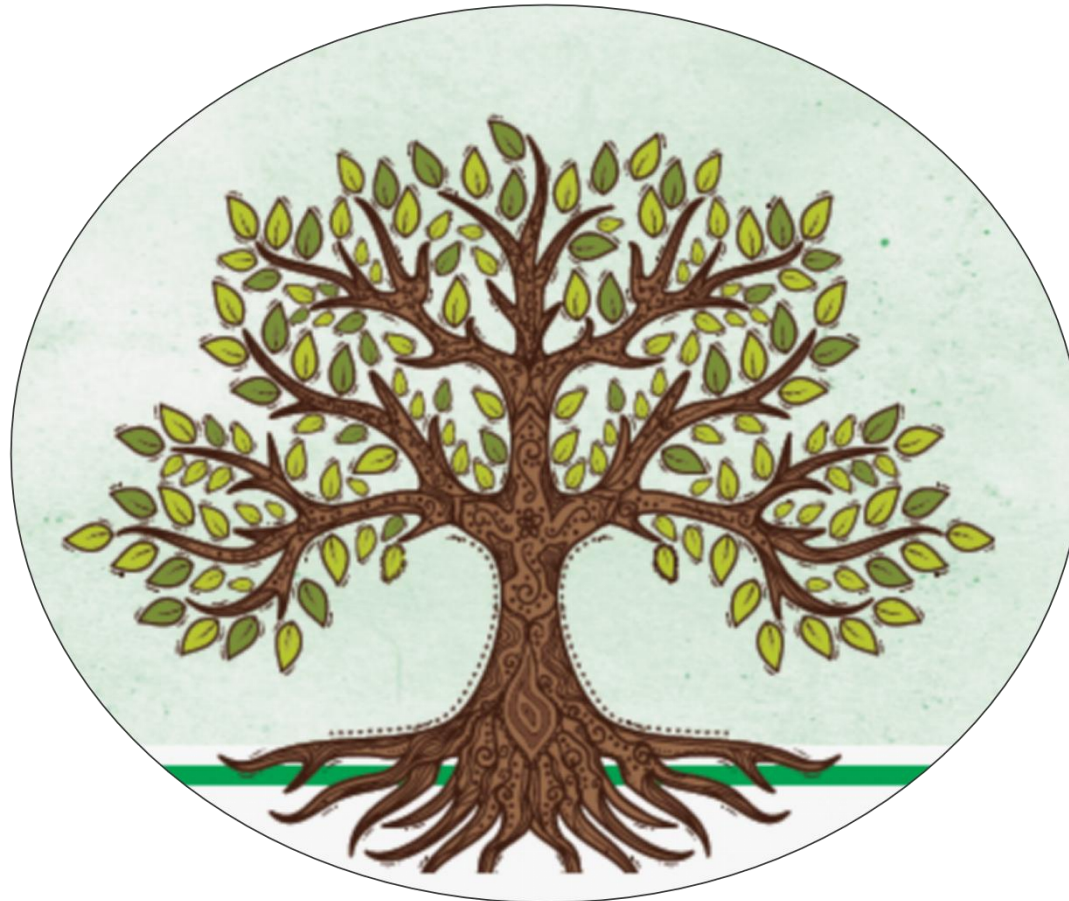


"Your factory forcefully employs so many children — that too in such hazardous conditions. Didn't you know this goes against the fundamental right against exploitation as laid down in our constitution? These children should have been in school !

SHAME ON YOU!!



Comparison with NCERT: Coverage



INTRODUCTION: WHY SOCIAL SCIENCE?

THEME A — INDIA AND THE WORLD: LAND AND THE PEOPLE

1. Locating Places on the Earth
2. Oceans and Continents
3. Landforms and Life

THEME B — TAPESTRY OF THE PAST

4. Timeline and Sources of History
5. India, That Is Bharat
6. The Beginnings of Indian Civilisation

THEME C — OUR CULTURAL HERITAGE AND KNOWLEDGE TRADITIONS

7. India's Cultural Roots
8. Unity in Diversity, or 'Many in the One'

THEME D — GOVERNANCE AND DEMOCRACY

9. Family and Community
10. Grassroots Democracy — Part 1: Governance
11. Grassroots Democracy — Part 2: Local Government in Rural Areas
12. Grassroots Democracy — Part 3: Local Government in Urban Areas

THEME E — ECONOMIC LIFE AROUND US

13. The Value of Work
14. Economic Activities Around Us

1	Theme A India and the World: Land and the People
7	1. Locating places on the Earth
27	2. Movements of the Earth
41	3. Continents and oceans
	4. Major landforms and life in them
	5. Our country—India
59	Theme B Tapestry of the Past
75	6. Timelines and sources of history
85	7. Early humans and the beginning of settled life
	Graphic Story: India, that is Bharat
	8. From villages to the first cities
105	Theme C Our Cultural Heritage and Knowledge Traditions
125	9. The Vedic culture and the emergence of new Ideas
	10. Unity in diversity
	Graphic Story: Real-life heroes
137	Theme D Governance and Democracy
149	11. Family and community
163	12. Understanding governance
	13. Governing rural communities
	14. Governing urban communities
173	Graphic Story: Being a good citizen
183	Theme E Economic Life Around Us
195	15. The value of work
	16. Economic activities around us

NCERT

THEME A — INDIA AND THE WORLD: LAND AND THE PEOPLE

- Chapter 1 Geographical Diversity of India
- Chapter 2 Understanding the Weather
- Chapter 3 Climates of India

THEME B — TAPESTRY OF THE PAST

- Chapter 4 New Beginnings: Cities and States
- Chapter 5 The Rise of Empires
- Chapter 6 The Age of Reorganisation
- Chapter 7 The Gupta Era: An Age of Tireless Creativity

THEME C — OUR CULTURAL HERITAGE AND KNOWLEDGE TRADITIONS

- Chapter 8 How the Land Becomes Sacred

THEME D — GOVERNANCE AND DEMOCRACY

- Chapter 9 From the Rulers to the Ruled: Types of Governments
- Chapter 10 The Constitution of India — An Introduction

THEME E — ECONOMIC LIFE AROUND US

- Chapter 11 From Barter to Money
- Chapter 12 Understanding Markets

NEPtune Social Science

Theme A India and the world: land and the people

- Chapter 1: India: Diverse geographies
- Chapter 2: Understanding weather
- Chapter 3 The climate of India

Theme B Tapestry of the Past

- Chapter 4: The rise of janapadas and mahajanapadas in India
- Chapter 5: The rise of empires in India

Graphic story: Chandragpta Maurya and Chanakya

- Chapter 6: The age of reorganisation
- Chapter 7: The classical age of the Guptas

Theme C Our cultural heritage and knowledge traditions

- Chapter 8: The geography of faith

Theme D Governance and democracy

- Chapter 9: Understanding governments
- Chapter 10: The Constitution of India

Graphic story: Fighting for our rights

Theme E Economic life around us

- Chapter 11: From barter to money
- Chapter 12: Understanding markets

Class 8

NCERT

THEME A — INDIA AND THE WORLD: LAND AND THE PEOPLE

Chapter 1 Natural Resources and Their Use

THEME B — TAPESTRY OF THE PAST

A Note on History's Darker Periods

Chapter 2 Reshaping India's Political Map

Chapter 3 The Rise of the Marathas

Chapter 4 The Colonial Era in India

THEME D — GOVERNANCE AND DEMOCRACY

Chapter 5 Universal Franchise and India's Electoral System

Chapter 6 The Parliamentary System: Legislature and Executive

THEME E — ECONOMIC LIFE AROUND US

Chapter 7 Factors of Production

NEPtune Social Science

Theme A — India and the world: land and the people

Chapter 1: Natural resources

Theme B — Tapestry of the past

Chapter 2: Redrawing boundaries

Chapter 3: The Mughal Empire and Regional Kingdoms

Chapter 4: The Marathas: Rise and expansion

Chapter 5: Establishment of colonial rule in India

Chapter 6: The impact of colonial rule

Theme D — Governance and democracy

Chapter 7: The electoral system in India

Chapter 8: The system of governance in India

Theme E — Economic life around us

Chapter 9: Factors of production

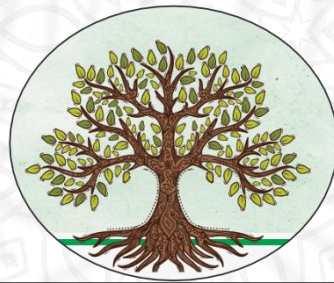


**Time to look at the actual
chapters!**

WORKBOOKS



- Closely linked to the Textbook
- Additional activities that focus on the local and regional aspects of the topics covered in the Textbook (as per the requirements of the NEP 2022 and NCF 2023)
- Includes map work
- Will be priced separately



SUPPORT FOR TEACHERS

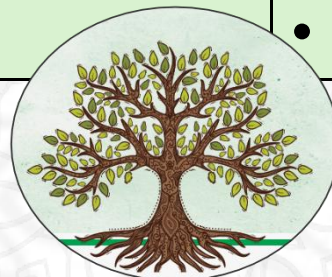


Teachers' Resource Manual

- Lesson plans with detailed **session plans** linked to the **Curricular Goals** and **competencies**
- **Question bank** with answers
- **Worksheets** with answer key
- **Answer key** for coursebook
- **Sample question papers** with answer key

Orient BlackSwan Teachers' Portal with Smart Books

- Animations
- Presentations
- Interactive Tasks
- Picture Galleries
- Lesson Modules
- Worksheets with answer key
- Sample question papers with answer key
- Question-paper Generator



Link with Smart chapter

Components of the TRM

Theme: India and the world		
Chapter: India: Diverse Geographies		
Lesson Module		
Name of Teacher:		
Class:		
Lesson Objectives	Curricular Goals	Competency Code and Description
1. Describe the main physical features of India, and identify and mark them on a map of India	CG-7: Appreciates the importance and meaning of being Indian by understanding geographical diversity	C-7.2: Discovers the topographical diversity of the Indian landmass – from the semi-arid west to the snow-clad mountains in the north
2. Explain how India's geographical diversity affects our lives	CG-6: Understands the spatial distribution of resources, interdependence between natural phenomena and human life	C-6.4: Correlates different patterns of livelihoods with landforms, resources and climatic conditions
		C-3.1: Analyses the effect of geographical changes on settlement, lifestyle and culture
Plains, Peninsular Plateau, Thar Desert, Coastal Plains and Island Groups)	diversity and its integrating factors	C-7.2: Identifies major physical regions and their biodiversity
5. Interpret maps and diagrams showing physical features	CG-1: Comprehends and interprets sources related to human life	C-1.2: Represents and analyses data in the form of maps, diagrams and charts
6. Demonstrate how physical features influence occupations and culture	CG-6: Understands interdependence of natural phenomena and human life	C-6.4: Correlates landforms and resources with patterns of livelihoods
7. Analyse traditional water conservation practices (taankas, baolis, etc) and their relevance today	CG-6: Conservation and sustainability	C-6.3: Analyses Indian perspectives on conservation and advocates sustainability
8. Discuss India's unity in diversity in the context of geographical diversity	CG-7: Appreciates India's unity in diversity	C-7.1: Explains India's cultural and geographical diversity as a unifying factor

CGs, Competencies and LOs

DETAILED LESSON PLAN

Session plans

SESSION 1: INTRODUCTION TO INDIA'S GEO-DIVERSITY AND NORTHERN MOUNTAINS

(30 minutes)

Topic: India: Diverse Geographies, The Main Physical Regions of India, The Northern Mountains (Karakoram Range)

Teaching Techniques: Interactive storytelling, Map orientation, Lecture, Discussion.

SESSION PLAN

1. Introduction

(5 minutes)

- Begin by engaging students with the Let's begin! story. Read out Gajji and Amuda's proposed adventure. Use this as a hook to introduce the vastness and beauty of India.
- NEP/ NCF Tag Rationale:** 21st Century Skills: Critical thinking; Discovery-based learning; Multiple Intelligences: Visual-spatial. Encourages students to visualise the journey and think critically about the diverse landscapes Amuda would see, fostering an inquiry-based approach from the start.

2. India's Overview & Physical Regions

- Explain India's position in Asia, its size by population and land area, and its boundaries (Himalayas, Indian Ocean, Arabian Sea, Bay of Bengal).
- Introduce the six major physical regions of India: The Northern Mountains, The Peninsular Plateau, The Thar Desert, The Coastal Plains and The Island Groups.

3. The Northern Mountains (Karakoram)

- Begin discussing The Northern Mountains as a series of towering ranges running north-south, separating India from Asia. Highlight their role as a natural barrier and their significance (blocking monsoon, protecting from cold winds). Mention the significance of the Khyber Pass for historical migration and trade.
- Focus on the Karakoram range: Describe it as the northernmost range, cutting across the border between India and China. Mention the Siachen Glacier (largest in India) and K2 (highest peak of this range).

4. Concept-based Classroom Activity: Visualising the Journey

(5 minutes)

- Activity:** Students trace Gajji's route on a blank map of India, marking the cities mentioned.
- Teacher Guidance:** Provide students with a blank outline map of India. As you describe Gajji's journey (Kanniyakumari to Hyderabad, Jaipur, Varanasi, Manali, back to Kanniyakumari), have students roughly trace the route on their maps. This reinforces geographical locations and the idea of diverse landscapes.

Rationale for NEP tags used in the textbook

QUESTION BANK

A. Fill in the blanks.

- The highest plateau in India, known for being one of the highest cold deserts, is _____. *Remember*
- The Purvanchal Himalayas, also known as the _____, cover parts of Arunachal Pradesh, Nagaland, Manipur, and Mizoram. *Remember*
- The _____ Delta in India and Bangladesh is the largest delta in the world. *Remember*
- Traditional huts in the _____ are often built of mud with roofs made of hay, featuring small, high windows to keep the houses cool. *Remember*
- The rivers Narmada and Tapi, originating in the _____, flow westwards and drain into the Arabian Sea. *Remember*

B. Complete the pairs.

- Lakshadweep: Coral Islands:: Andaman and Nicobar: _____
- _____ : Eastern Coastal Plains
- _____ : Stepwell:: Taanka: Underground Rainwater Tank

C. Answer the following in two or three sentences.

- Why do the rivers of the Northern Plains make the land very fertile?
- What evidence shows that Ladakh was once under the Tethys Sea?
- Why is the Western Ghats suitable for growing plantation crops like tea and coffee?
- What kind of houses do people build in the Thar Desert, and why?
- If you had to establish a new industrial hub in India, primarily focusing on mineral resources, which physical region would you recommend and why?

D. Answer the following in five or six sentences.

- Explain how the Himalayas influence the climate, rivers, and human life in India.
- Describe the main features of the Peninsular Plateau and name its two parts.
- How do the geographical features of the Coastal Plains support trade and agriculture?
- Discuss the lifestyle and occupations of people living in the Thar Desert and how they adapt to its conditions.
- Describe two unique features of the Sundarbans and explain their ecological or environmental significance as mentioned in the text.

ANSWER KEY FOR QUESTION BANK

A. Fill in the blanks.

- Ladakh
- Eastern Hills
- Ganga–Brahmaputra
- Thar Desert
- Central Highlands

B. Complete the pairs.

- K2
- Thar Desert
- Coromandel Coast
- Volcanic Islands
- Baoli

C. Answer the following in two or three sentences.

- The rivers of the Northern Plains bring alluvial soil from the Himalayas and deposit it over the plains. This makes the land flat, fertile, and ideal for farming.
- Fossils of marine life found in Ladakh show that it was once under the Tethys Sea. These fossils provide evidence that the region was covered by water in ancient times.
- The Western Ghats have a wet climate and fertile soil due to heavy rainfall. These conditions are suitable for growing plantation crops like tea and coffee.
- People in the Thar Desert live in mud houses with small, high windows. These features help keep the houses cool.
- The Chotanagpur Plateau is rich in minerals and is an important industrial hub. It has rich mineral resources.

D. Answer the following in five or six sentences.

- The Himalayas act as a barrier, protecting India from cold winds and foreign invasions. They block the southwest monsoon winds, causing heavy rainfall in northern India. Many rivers such as the Ganga and Brahmaputra originate from glaciers here, providing water for farming. The mountains also influence culture with many pilgrimage sites. They support tourism and adventure activities. Few people live in higher ranges due to the cold climate.
- The Peninsular Plateau is an old rocky region formed by volcanic activity. It lies south of the Northern Plains and covers central and southern India. It is divided into two parts: the Central Highlands and the Deccan Plateau. The Central Highlands include the Malwa and Chotanagpur Plateaus, rich in minerals. The Deccan Plateau slopes east and has rivers like the Godavari and Krishna. Agriculture and mining are the main occupations here.
- The Coastal Plains lie along the sea between the Ghats and the coastline. The Eastern Plains are wider and fertile because rivers form deltas here. The Western Plains are narrow and rocky, with good ports like Mumbai. The long coastline helps trade and fishing. Fertile deltas make farming possible, and lagoons and beaches attract tourism. These features make the region important for agriculture and trade.
- The Thar Desert is hot and dry with very little rainfall. People grow crops like millets and pulses using irrigation as they need less water. Camels are important for transport. Houses are built with thick mud walls and small windows to keep them cool. People also use traditional water storage methods like baolis and taankas. Livestock rearing and tourism are major sources of income.

ANSWER KEY FOR TEXTBOOK QUESTIONS

I. Fill in the blanks.

1. Shiwaliks
2. Purvanchal
3. Indus
4. Luni
5. Satpura, Vindhya
6. Sahyadri
7. Kanniyakumari

II. Name the following.

1. K2 (8,611m)
2. Bhagirathi
3. Shimla, Mussoorie, Manali, Dharamshala, Nainital (*Students can name any three*)
4. The Ganga-Brahmaputra Delta
5. Narmada and Tapi
6. Mahanadi, Godavari, Krishna, Kaveri (*Students can name any three*)
7. (a) Western Coastal Plains: Konkan, Canara, and Malabar coasts; (b) Eastern Coastal Plains: Northern Circars and Coromandel Coast
8. Three ports of India are Mumbai, Jawaharlal Nehru Port (Nhava Sheva), Kandla and Cochin on the Western Coast, and Chennai, Ennore, Visakhapatnam, Paradip and Kolkata on the Eastern

Answer key to textbook

3. b. Ghaghara
4. c. i, ii and iv
5. c. Taanka
6. a. Both (A) and (R) are correct, and (R) is the correct explanation of (A)
7. c. the waters of Chilika are separated from the sea by a barrier, but a narrow channel continues to link it to the sea
8. b. The islands of Lakshadweep are made up of coral, while the islands of Andaman and Nicobar are volcanic in nature

IV. Answer the following.

1. The Himalayas were formed due to the movement of tectonic plates. Millions of years ago, the Indian plate and the Eurasian plate were separated by a large ocean called the Tethys Sea. As the Indian plate moved northward, it slowly collided with the Eurasian plate. This collision caused the land in between to get squeezed and pushed upward, forming the Himalayan Mountain Ranges.
2. The Himalayas are made up of three main parts:
 - The Himadri (or Greater Himalayas): This is the northernmost and highest part of the Himalayas. It includes some of the tallest mountains in the world, such as Mount Everest (in Nepal) and Kanchenjunga (on the border between India and Nepal). Its peaks are always covered with snow, and important rivers like the Ganga and Yamuna originate from its glaciers. Due to its great height and cold climate, very few people live here.

Worksheet

A. Fill in the blanks.

1. The _____ range is the northernmost mountain range in India.
2. Mount Everest, one of the tallest mountains in the world, lies on the border between _____ and _____.
3. The Ganga-Brahmaputra Delta is covered in its southern part by the _____, the world's largest mangrove forest.
4. _____, India's only active volcano is located in the Andamans.
5. The Peninsular Plateau is made up of _____ rocks.

B. Give reasons for the following.

1. The Northern Mountains are considered a natural barrier between India and Central Asia.

2. The Northern Plains are one of the most densely populated places in India and the world.

3. Traditional huts in the Thar Desert are often built with small, high windows and thick mud walls.

4. Waterfalls are common in the Peninsular Plateau and are important sources of hydroelectric power.

C. Picture-based Questions.

Study this picture of Ladakh and complete the sentences based on it.

1. It is the highest _____ in India.
2. It lies between the _____ and the _____.
3. It is a _____ desert.
4. _____ found here provide evidence that it originally lay below the Tethys Sea.





STUDENTS' SMART APP

- AR assets
- QR-linked resources



NEptune

#NEP #NCF

Social Science



NEptune Social Science, a part of the reputed NEptune series of books, is a new series of Social Science books for Classes 6-8. The series is closely guided by the curricular goals and learning outcomes laid down by the National Curriculum Framework 2023. NEptune Social Science is strongly rooted in the Indian and local context in terms of culture, heritage, history, geography, and ancient and contemporary knowledge.

COURSE HIGHLIGHTS

Develops 21st century skills, SEL, Values and dispositions, through a variety of activities

Ensures all curricular goals are fulfilled with content that is clearly matched to learning outcomes

Helps students acquire ethical, human and Constitutional values

Uses tags to reflect compliance with the requirements of the NCF

Develops in students an understanding and appreciation of their local and regional roots and a global perspective

Provides a variety of assessments For, As and Of learning that are based on Bloom's taxonomy

Offers a rich digital learning experience by way of integrating ICT in the classroom, easily accessed through QR codes

Aims to help students appreciate the feeling of Indianness or Bhartiyyata.

Strives to develop an understanding and appreciation for the methods of enquiry relevant to Social Science by fostering student skills:

- in sourcing and interpreting evidence
- in recognising spatial patterns and interpreting maps
- to collect, organise, analyse data
- to foster scientific temper and to question stereotypes
- to form informed opinions and demonstrate a problem-solving disposition

THE PACKAGE

For the Student

- Students' Textbooks
- Students' Smart App
- Students' Workbooks

For the Teacher

- Teachers' Resource Manuals
- Orient BlackSwan Teachers' Portal with Smart Books

KEY FEATURES

Learning Objectives

Outcomes clearly matched to curricular goals and Bloom's taxonomy

Let's do It!

In-text activities that encourage the application of concepts covered in the lesson

India connect!

Facts that inspire rootedness and pride in India's rich past culture and traditions

Enrichment activities

Cross-curricular, integrated enrichment activities that help develop 21st century skills, and address multiple intelligences in classrooms

Case study

In-depth study of topics prescribed by the curriculum

Exercises

Questions for formative assessment that address HOTS; include Picture-based and Passage-based questions

Let's begin!

Story-based warm-up activities that assess previous understanding, or provide real-life connect

Let's think!

In-text activities that encourage critical, independent thinking

Nibble!

Interesting information relevant to the topic

A step further

Activities that extend beyond the learning outcomes, to support differentiated learning

TEACHERS' RESOURCES

Teachers' Resource Manual

Lesson plans with detailed session plans, Question bank with answers, Worksheets with answer key, Answer key for coursebook, Sample question papers with answer key

Orient Blackswan Teachers' Portal with Smart Books

Animations, Presentations, Interactive Tasks, Picture Galleries, Lesson Modules, Worksheets with answer key, Sample question papers with answer key, Question-paper Generator

STUDENTS' SMART APP

- AR assets
- QR-linked resources

DATES FOR HANDOVER



Textbooks

NSS 6: Handed over
NSS 7: End-September
NSS 8: End-October

Workbooks

NSS 6: 7th October
NSS 7: 15th October
NSS 8: Mid-November

TRMs

NSS 6: 15 November
NSS 7: 30 November
NSS 8: 15 December



MARKETING PLANS



- **Awareness till mid-October**
 - Social Media posts
- **Consideration October to mid-November**
 - Brochure
 - Digital Specimen Page
 - Title + Package reveal
 - Bulk Emails
 - USP Post
 - Catalogue: Double Spread
- **Nov**
 - Planner ad

- **Decision Making mid-November to end of February**
 - Chapter walk through post
 - TRM walk through post
 - Smart Chapter walk through
 - Bulk email to late decision makers
 - ONE webinar (Date to be decided)

Recap time!

USPs

- Content matched to the **curricular goals** and **learning outcomes** laid down by the **NCF 2023**
- Aims to develop an appreciation for **Indianness** or **Bhartiyata** among students
- **Content** that helps develop in students an understanding of their **local and regional roots**
- Activities that develop **21st century skills**
- A variety of assessments **For, As** and **Of** learning
- **Tags** to reflect **compliance with the requirements of the NCF**

KEY FEATURES



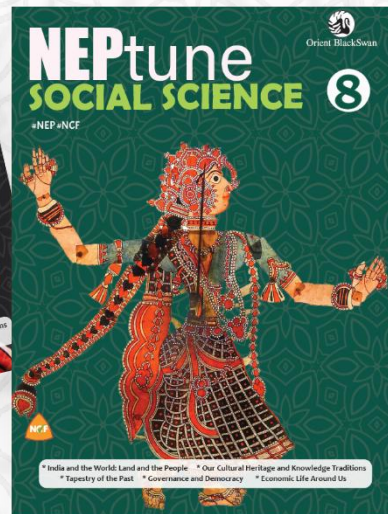
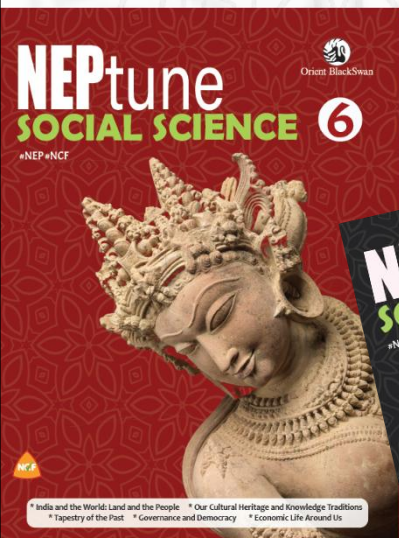
- **Learning outcomes:** Outcomes matched to **CGs** and **Bloom's taxonomy**
- **Let's begin:** Warm-up activities that cater to **Assessment FOR learning**
- **Let's do it:** In-text activities encouraging **application** of concepts in the lesson and cater to **Assessment AS learning**
- **Let's think:** In-text activities that encourage **critical, independent thinking** and cater to **Assessment AS learning**
- **India connect:** Facts that inspire **Bhartiyata**
- **Case study:** **In-depth study** of topics prescribed by the curriculum
- **Niblet:** **Interesting information** relevant to the topic
- **Enrichment activities:** **Cross-curricular, integrated** activities that develop **21st century skills**, and **multiple intelligences** in the classroom
- **Keywords:** Short and simple **definitions** of **new and important** terms used in the lesson
- **Let's recap:** Short and easy-to-remember **summary** of the **key points** of the lesson
- **Exercises:** **Formative assessment** questions that cater to **Assessment OF learning**. They include **HOTs**, **picture-based** and **passage-based** questions
- **A step further:** Activities that extend **beyond the learning outcomes**, to support **differentiated learning**



Orient BlackSwan



THANK YOU!



SITUATIONS

1. Promote Neptune Social Science to CBSE Schools highlighting all the NCF features.
2. A school is looking to drop GettingAhead 6 to 8. How will you get them to adopt NEPtune SS 6 to 8.
3. Promote NEPtune SS 6 to 8 to a school using NCERT books.
4. Promote NEPtune SS to a state board school.

