BUDHA DAL PUBLIC SCHOOL, SAMANA ANNUAL CURRICULUM PLAN (SESSION 2023-24

CLASS: X1 SUBJECT: History

Month &	Theme/ Sub-	Learning (Objectives	Activities & Resources	Expected Learning Outcomes	Assessment
Workin gDays	theme	Subject Specific (Content Based)	Behavioral (Application based)			
April	Early Societies SubTheme- Evolutionof Early Societies	To enable the students to know about human evolution since inception and the various stages linked thereto To promote understanding in the growth of human civilization.	To differentiate Homonoids from monkeys. To discuss the hunter gatherer societies To discuss regional continuity model and replacement model.	Drill relating to retention of learning, review, Illustrations, paintings, pictures depicting the early man and his features, internet, articles and scientific writings on the subject.	Students enable the students to know about human evolution since inception and the variousstages linked thereto Students promote understanding in the growth of human civilization. Students know about the sources of early humans.	Intensity/degree of involvement of students in class room discussion, their response, contribution through value additions.
		To know about the sources of early humans. To define fossils.			Students define fossils. Students differentiate Homonoids from monkeys.	

					Students discuss the hunter gatherer societies	
April	Early Societies Sub-theme- Writingand citylife- tacingthe growthand ablishment ofcitiesand	To make the students to learn the ways that the ancestors lived and carried themselves. To know about Mesopotamian civilization. To understand the urban development in	To discuss the causesof early urbanization in Mesopotamia. To analyze the early temples which have been much like a house.	Documentary, small research if possible. Readings from published sources'. Books and writings depicting lives led by early men,	Students make the students to learn the ways that the ancestorslived and carried themselves. Students know about Mesopotamian civilization. Students understand the urban development in Mesopotamia	Students attentiveness nature of their responses, quality of questions asked, ability to think independently sharing of knowledge and information.

writingas meansof communicati onand expression.	Mesopotamia	To justify the Euphrate river as a world renowned trade route.	pictures/paintings/illustrati ons to make learning easy	Students discuss the causes of early urbanization in Mesopotamia.	
				Students analyze the early temples which have been muchlike a house.	
				Students justify the Euphrate river as a world renowned traderoute.	On the basis of Unit test 1
An Empire acrossthree continents	To Know another name ofthe third century in Roman Empire.	To examine slave tradein Roman Empire.	Map activity.	Students Know another name of the third century in Roman Empire.	
	To know the powerful empires that ruled over most of Europe.	To discuss the policy of taxation in Roman	Group discussion on Roman civilization and Harappan civilization- A comparison	Students know the powerful empiresthat ruled over most of Europe.	
	To understand the main players in the political history of Roman empire.	empire. To analyze cultural transformation		Students understand the main players in the political history of Roman empire.	

June			occurred in the Roman		Students examine slave trade in	
June			empire in its last		Roman Empire.	
			centuries.		Roman Empire.	
			continuos.			
					Students discuss the policy of	
					taxation in Roman empire.	
					iuxation in Koman empire.	
					Students analyze cultural	
					transformation occurred in the	Students attentiveness
					Roman empire in its last	nature of their
					centuries.	responses, quality of
					Examine slave trade in Roman	questions asked, ability
					Empire.	to think independently
					1	sharingof knowledge
						and information.
		To know Arabia prior to			Students know Arabia prior to Islam.	
		Islam.				
	Thecentral					
	Islamic Lands		To discuss the lives ofthe	Map activity.	Students understand the position of	
	Istantic Lanas	To understand the positionof	Bedouins in the early	map activity.	women in Arab empire.	
		women in Arab empire.	seventh century.			
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				Group discussion on	Students understand institution of	
		To understand institution of	To discuss the Abbasid	Shariah	slavery in Arab empire.	
		slavery in Arab empire	Revolution.			
			Kevolullon.			
					Students discuss the lives of the	
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		To explain rule of	Bedouins in the early seventh	
		caliphates.	century.	
		To describe the effects of	Students discuss the Abbasid	
		crusades on Europe and	Revolution.	
July		Asia.		
			Students explain rule of	
			caliphates.	
			Students describe the effects of	
			crusades on Europe and Asia	
			crustures on Europe and Asia	

	Nomadic Empires	To enable the students know about Empires that did not originate from a single place but were formed out of nomadic way of life To enable the students have an in-depth knowledge of the MongolEmpire which was established by Genghis Khan	To evaluate significance of trade inMongol empire. To analyze the need to fragment the Mongol tribes into new social and military grouping by Genghis Khan.	Access to books/literary works on the subject. Pictures/artists' impression of Mongolian as a tribe and race, life andachievements of Genghis Khan and his successors.	The students know about Empires that did not originate from a single place but were formed out of nomadic way oflife students have an in-depth knowledge of the Mongol Empire which was established by Genghis Students evaluate significance of trade in Mongol empire. Students analyze the need to fragment the Mongol tribes into new social and military groupingby Genghis Khan.	Students' attentiveness. Quality of interrogation, sharing of knowledge/ideas/info rmation extracted from established sources
July					Students learn about the types/classes of citizens wholived in England and France between the 9 th and 16 th	

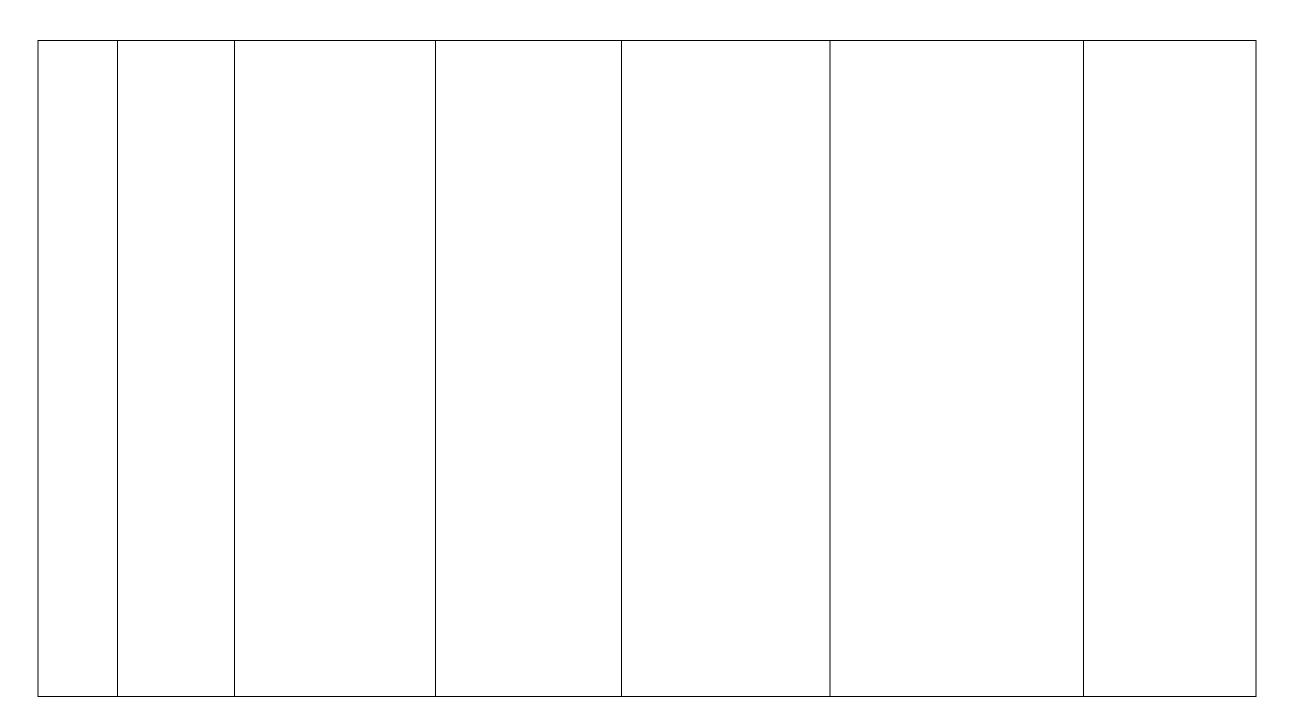
Changing Tradition	To give an in-depth learning about the types/classes of citizenswho lived in England and France between the 9th and 16th centuries. To enable the students know of the privileges/special rights enjoyed by the respective classes in England and France into which the citizens were divided.	To compare and contrast the democratic pattern of governance with those in France and England, as per the condition stated above.	Books/articles/literary works by various thinkers/authors/scholars on the subjects, pictures/illustrations relating to the subject.	students know about the privileges/special rights enjoyedby the respective classes in England and France into which the citizens were divided. Students compare and contrast the democratic pattern of governance with those in Franceand England, as per the conditionstated above. Students familiarize of Mayas, aztes communities of Brazil and Caribbean, Incas	Level/intensity of students' involvementas gauged by the way questions are asked; quality of information/knowledg e exchanged, shared other valuable contributions.
Theme- Changing Tradition. Confrontation of Cultures	-To familiarize of Mayas,aztes communitiesof Brazil and Caribbean, Incas	:-To equip the students with some ideas of cultures and civilization of Central and South		-Students acknowledge the voyages undertaken by Europeans to the lands where these cultures were flourished.	

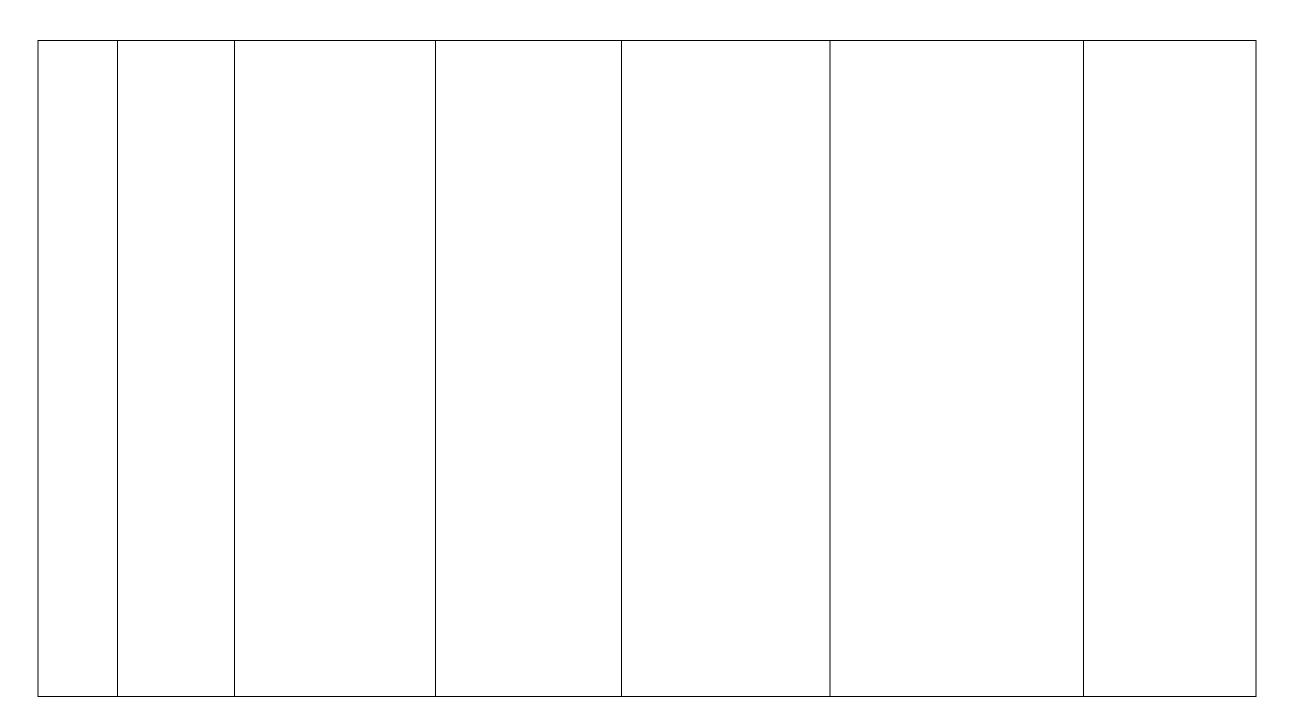
		-To acknowledge the	Americas.		Students equip the students with some ideas of cultures and	
Aug.		voyages undertaken by Europeans to the lands where these cultures were flourished. Students will be able to familiarize of Mayas,aztes communities of Brazil and	To compare Italian archite cture with Islamic architecture	Supplementary reading on the subject research on thesubject	civilization of Central and South Americas. Students compare Italian archite cture with Islamic architecture	Individual students' presentation/talk onthe subject
	Theme- -TheIndustrial Revolution.	-Students will be able to acknowledge the voyages undertaken by Europeansto the lands where these cultures were flourished.	To stress the importance of inventionand discoveries that lead to evolution and		Students make the students familiar with the aspects of the modernization of the world started with the industrial revolution in Britain. Students understand the industries that shaped the growth of Britain's' economy and the various inventions and technology devices that changed the landscape of Britain.	

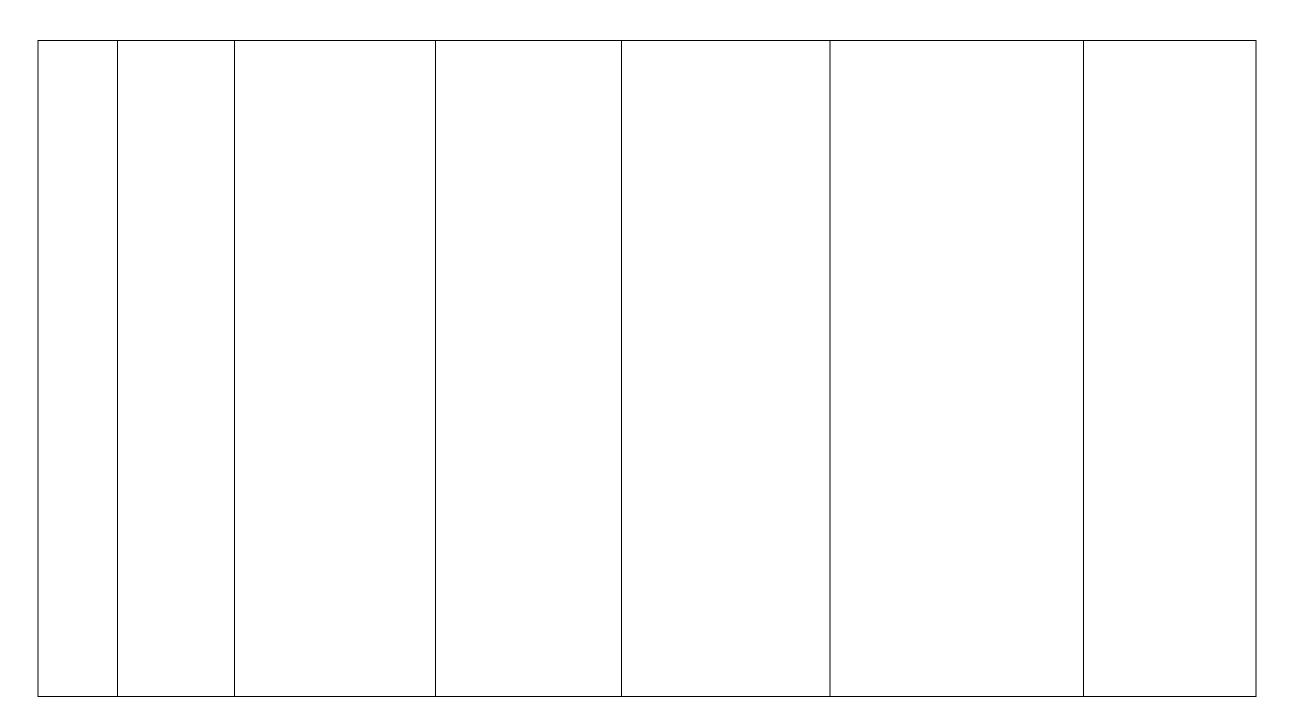
Sept	Towards Modernizatio n -Theme Displacing indigenous people.	To make the students familiar with the aspects of the modernization of the world started with the industrial revolution in Britain. To understand the industries that shaped the growth of Britain's' economy and the various inventions and technologydevices that changed the landscape of Britain.	To evaluate Britain's involvement in wars from 1793 to 1815 affect British industries. To make the students realize the effect of local people of the country following	Books and novel written by authors that lived during Industrial Revolution life and sketch of inventors, thinkers, rulers. Research on subject inviting students reactions/views.	-Students stress the importance of invention and discoveries thatlead to evolution and progress of a nation and society. Students understand that growthand development of one region results in disorder and chaos of the rest, due to man-made disasters. Students make the students realize the effect of local people of the country following Industrial development Students enable the students learn of the plight and state of natives/local inhabitants of a region as a result of imperialism following industrial development.	Level of students' involvement as gauged by the quality of questions asked, sharing of informationand knowledge and value addition
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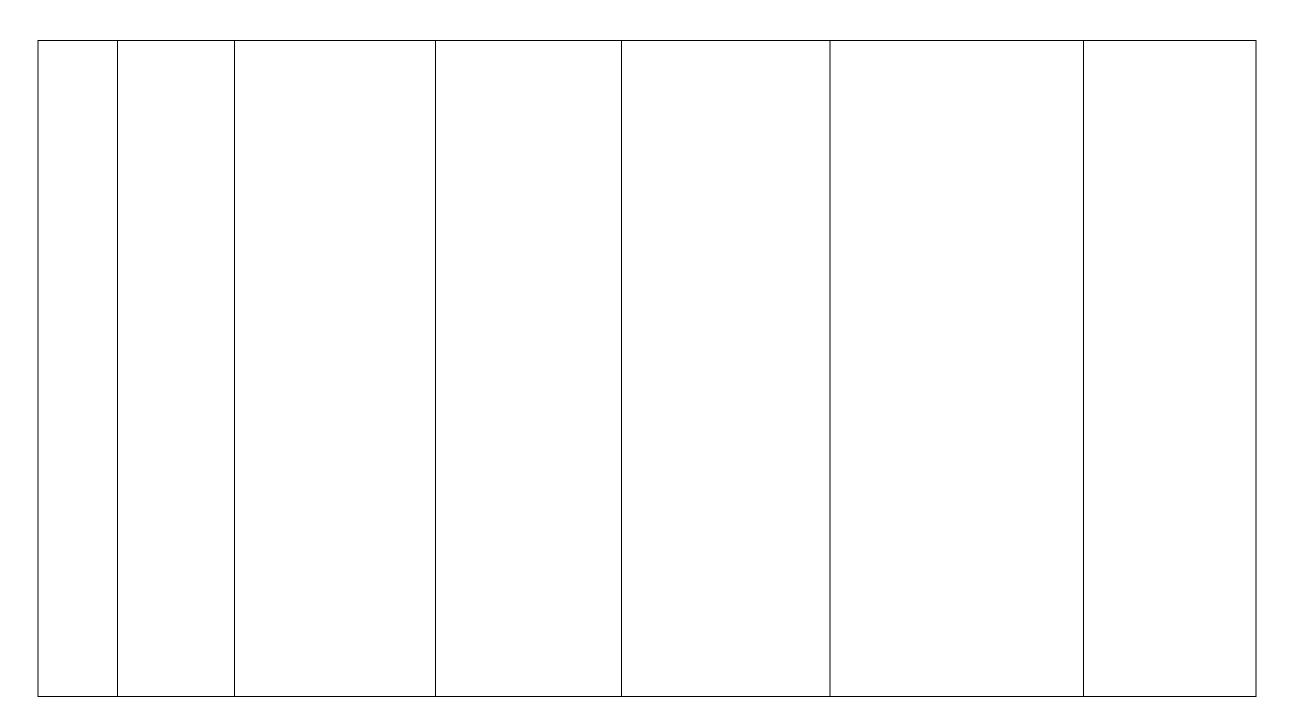
		To understand that growth and development of one region results in disorder and chaos of therest, due to man-made disasters.	Industrial development To enable the students learn of the plight and state of natives/local inhabitants of a region as a result of imperialism following industrial development.	Research work on the subject, student's views and presentations on the subject.	Students define Confucianism To know about the reforms initiated by America in America.	On the basis of written test.
Oct-Nov	Theme- Pathsto Modernization				Students understand the major developments before the Meiji restoration that made it possible for Japan to modernize rapidly.	Level of involvement of students, gauged by the quality of questions, exchange of information and knowledge.
	woaernization		To discuss how daily life was transformed as Japan developed.		Students discuss how daily lifewas transformed as Japan developed. Students examine Japan's policyof rapid industrialization	
		To define Confucianism	To examine Japan's policy of rapid industrialization		Students discuss the importance	

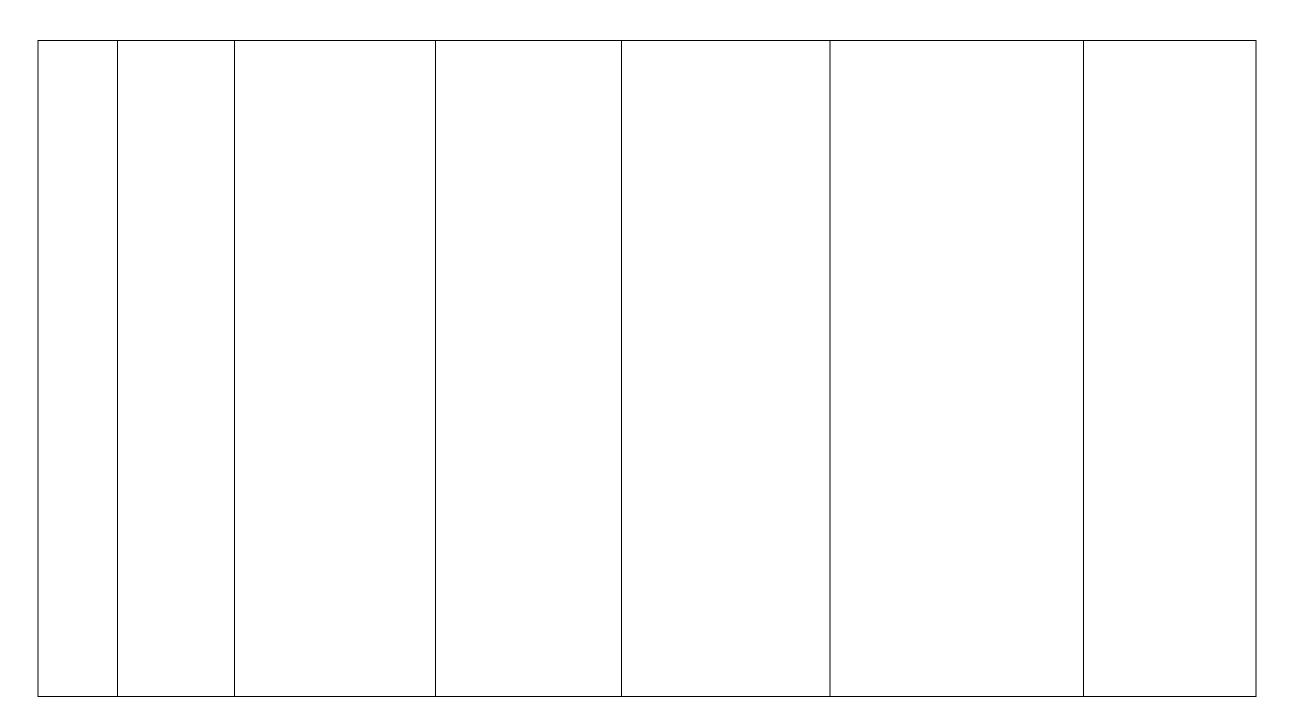
				of China Revolution of 1911	
	To know about the reforms initiated by America in America.	To discuss the importance of China Revolution of 1911			
	To understand the major developments before the Meiji restoration that made it possible for Japan to modernize rapidly.		Map activity. Group discussion on China Revolution of 1911		Students' attentiveness. Quality of sharing of knowledge/ideas/info rmation extracted from
Decembe r					established sources











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