

# BRIDGE MONTH PROGRAMME

## Grade 6



SOCIAL SCIENCE

सामाजिक विज्ञान



## BRIDGE MONTH PROGRAMME

Social Science - Grade 6

### **First Edition**

April 2024 Vaisakha 1946

PD T SU

© **National Council of Educational  
Research and Training, 2024**

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi 110 016  
and printed at .....

### ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page, Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

### OFFICES OF THE PUBLICATION

#### DIVISION, NCERT

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bangaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O.Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

### Publication Team

Head, Publication Division : *Anup Kumar Rajput*

Chief Editor : *Shveta Uppal*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager (In charge) : *Amitabh Kumar*

Assistant Production Officer :

# Bridge Month Programme Development Team

## Committee Members:

Prof. Anjum Sibia, *Dean Academic*, NCERT

Prof. Seema Ojha, Department of Education in Social Science (DESS), NCERT

Prof. Shipra Vaidya, DESS, NCERT

Prof. Suniti Sanwal, Head, Department of Elementary Education (DEE), NCERT

Prof. Aparna Pandey, DESS, NCERT

Dr. Pratima Kumari, DESS, NCERT

Ms. Radha Narayan, History Teacher, Chinmaya School

Ms. Prachi Lahiri, History Teacher, National Public School, Bengaluru

## Special Support:

Dr. Rashmi, DESS, NCERT

## Acknowledgement:

Dr. Bharati Kaushik, CIET, NCERT

## Member Coordinator

Prof. Gouri Srivastava, *Head*, DESS, NCERT

# Curriculum Transition - Implementing NCFSE 2023

## Bridge Month Programme For Grade 6

### Social Science

The purpose of Social Science Education is to help students learn about the society in which they live – how members of their society live, interact, behave, eat, speak (and in what languages), express themselves through art, the traditions they follow, the clothes they wear and their aspirations. It also helps students in understanding their origins, their ancestors, their culture, their neighbours, and consequently, themselves. Social Science Education introduces students to people whom they have never met, places that they have never been, stories that they have never heard, and new ideas that they have never conceived, thereby expanding their horizons and opening their minds to new possibilities. Finally, Social Science Education helps students develop pride in their culture and their country, with a forward-looking spirit to continuously improve – as individuals, as a society and as a nation.

#### Objectives of Bridge Programme

The Bridge Programme in Social Sciences aims at making children familiar with the explorative and engaging pedagogy of social sciences for their smooth interaction with social and human environment to which they will be exposed in grade 6 .

The objective of this Bridge programme is to address learning gaps and to build a strong foundation for easy transition. This will enrich the interest, motivation and ability of the students by revisiting and reinforcing the social science concepts from simple to the complex ones.



## Week-wise time table (as per NCF-SE, 2023)

As already mentioned in the Guidelines for Bridge Month Programme, the suggestive period allocation for Social Sciences is as follows.

Week	Time Available in Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	4 Hr. 40 Minutes	SS	SS	SS	SS	SS
		SS		SS		
Week 2	4 Hr. 40 Minutes	SS	SS	SS	SS	SS
		SS		SS		
Week 3	4 Hr. 40 Minutes	SS	SS	SS	SS	SS
		SS		SS		
Week 4	4 Hr. 40 Minutes	SS	SS	SS	SS	SS
		SS		SS		

## Week-wise Activity Plan

This consists of a variety of interesting and joyful activities including exploration of globes, maps and making of charts, models, etc. for the Bridge Month Programme. The following table shows mapping of various activities with competencies required as prerequisites for Grade 6. The detailed activities are given after the table.

Week	Competencies to be addressed	Activity-1	Activity-2	Activity-3	Activity-4	Activity-5
Week 1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical and socio-political aspects of human life. Identifies, collects and interprets different kinds of sources Learners will be able to list different activities that they see /experience in their surroundings	Activity W1.1	Activity W1.3	Activity W1.5	Activity W1.7	Activity W1.8

Week 2	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life. provides examples of the uses of different types of sources to understand history Classify the different types of activities into economic and non-economic	Activity W2.1	Activity W2.2	Activity W2.4	Activity W2.6	Activity W2.7
Week 3	Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially Identifies, collects and interprets different kinds of symbols of political parties Put forth their ideas in form of drawings, table Enhance their writing skills Locate these in their own experiences and depict it in form of drawings	Activity W3.1	Activity W3.1	Activity W3.2	Activity W3.3	Activity W3.4
Week 4	Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers and how they are spatially distributed Classify the different types of activities into economic and non-economic	Activity W4.1	Activity W4.1	Activity W4.2	Activity W4.2	Activity W4.3

## Activity details

### Suggestive Activities for WEEK 1

#### Activity- W1.1 Exploring Globes and Maps

#### Resources Required

Students may be given opportunities to explore Globe and Wall maps (political) and **identify and locate Continents and Oceans**.

Identification and location of continents, oceans, countries, seas, rivers, mountains, etc., may be enhanced through fun based group activities like quizzes, etc. may also be done with all students.

Wall maps (Physical and Political), 3D Maps of the world showing physical features, Atlases, Globe, Digital globe and Blank maps of the world



**Assessment :** Students may be asked to locate continents and oceans on the blank map of the world

### **Activity- W1.2**

Students may be encouraged to explore the Globe and Wall map (political) and **identify and locate India, its neighbouring countries and other countries located on different continents**

**Assessment:** *Students may be asked to locate India and its neighbouring countries on the blank map of the world*

### **Activity- W1.3**

Share with students texts, visuals, replicas, audio-videos, etc., and discuss how these could tell us a story of the past. They may be asked to talk to their family members, prepare a family tree and may be asked to talk about in class how they got to know about their great-grandparents and grandparents.

**Assessment:** *This will help the teacher to assess their general understanding of sources*

### **Activity- W1.4**

Students may prepare a chart or table showing different types of sources like archaeological, literary, oral and also provide 1-2 examples either in written form or in the form of visuals with proper captions.

**Assessment:** *This will help the teacher to assess different skills of students like identification, classification, creativity and communication skill through visuals or writing.*

### **Activity W1.5**

Debates can be organised on various themes such as- Atmanirbhar Bharat, Vikasit Bharat, G - 20, etc.

### **Activity W1.6**

Teachers can initiate the discussion by letting the learners speak about the different types of works they are familiar with.



### Activity W1.7

Organise a field visit: such as visit to farm, bakery, cattle-sheds, grocery shops and places of similar nature

Encourage learners to speak about the work that they have come across through the visit as well as through other sources such as newspapers, media, etc.

## Suggestive Activities for WEEK 2

### Activity W2.1

Students may be encouraged to explore the Globe and Wall map (political and physical) and identify different colours to depict various features on the map e.g. Blue for water body, brown for mountains, green for plains, etc.

**Assessment :** *Students may be asked to use colour to show water bodies on the blank map of the world*

### Activity W2.2

Provide students visual of a coin or a monument along with questions focusing on different aspects or key points of the particular.

Some possible questions can be:

- What type of source is this?
- What does it show or tell?
- Who wrote, produced or made it?
- Why was it written or produced?

**Assessment:** *This task requires students to examine the picture and answer the questions. This activity could be used to assess the student's ability to observe and respond.*

### Activity W2.3

Show visuals of some manuscripts, artefacts, buildings, monuments, sites, etc. to students and give the following activity:





Write at least 5 questions about the picture. These can be anything you want to know about, but the more unusual ones are often better. Draft these and when you are ready, write them out best and share back.

This task requires the student simply to examine the picture and to pose questions. This activity could assess the student's ability to observe and frame questions.

### **Activity W2.4**

*Organise a Role play on Cleanliness.*

## **Suggestive Activities for WEEK 3**

### **Activity W3.1**

Students may be encouraged to explore, wall map (political and physical), atlas, map of India to identify and locate major rivers on the world map and map of India.

**Assessment :** *Students may be asked to locate Ganga, Brahmaputra, Yamuna, Mahanadi, Krishna, Kaveri, etc. on the physical map of India*

### **Activity W3.2**

Students may be encouraged to prepare a write-up on:

- Life of hunter-gatherers
- How they got their food, what sort of food they ate?
- What they used to wear?
- Why were they constantly moving from one place to another?

**Assessment:** *This will help the teacher to assess different skills of students like identification, classification, creativity and communication skills through visuals or writing*



### Activity W3.3

Organise a Mock Parliament (Based on activities at Gram Panchayat) and familiarise students the various responsibilities of Gram Panchayat or Municipality.

### Activity W3.4

Role play on exchange of money and other materials through active negotiation may be organised. Evolution of money across different time periods through pictures of shells, coins, etc. from various time periods. Timeline and activities linked to history syllabus can be introduced

## Suggestive Activities for WEEK 4

### Activity W4.1

Students will be given opportunities to prepare collage, charts, etc. to show various types of food, dresses etc. related to various regions of India and the world.

**Assessment:** *Students may be asked to make presentation on food habits, dresses, languages etc of different region of India and the World.*

### Activity W4.2

Encourage students to discuss with their parents about the process of voting.

### Activity W4.3

Show children interesting and diverse charts for types of economic activities and show them their interdependence.

Ask children to identify the items made from economic and non-economic activities (homemade food vs food items purchased from

canteen; buying vegetables from local market or growing at home backyard or kitchen garden as a hobby).

#### 4. Assessment (Holistic)

Major Learning Outcomes mapped with the competencies given NCFSE	Exemplar Rubrics for Assessment	Progress of Students (Teachers using the proposed rubrics ensure students' progress of learning during this process, and may note their strengths and gaps(if any) and provide support children to fill the gap
<p>Locates continents, Oceans, countries, physical features (mountains, rivers, etc.) on the world map.</p> <p>Locates places on the map using Atlas.</p> <p>Identifies colours for showing natural features such as water bodies, mountain and plains.</p> <p>Identifies, collects and interprets different kinds of sources.</p> <p>provides examples of the uses of different types of sources to understand history.</p>	<p>L 1: The child is able to identify different colours in a map, but cannot interpret in global map</p> <p>L 2: The child with the help of teacher / peer is able to relate colours with features in a map.</p> <p>L 3: The child is able to relate colours with features independently .</p> <p>L 4: The child is able to locate and identify any basic features (water bodies, mountains and plains) with the help of standardised colours.</p> <p>L 1: The child is able to identify some sources .</p> <p>L 2: The child with the help of teacher / peer is able to identify most of the sources.</p> <p>L 3: The child is able to interpret some of the sources independently.</p> <p>L 4: The child is able to identify, collect, interpret and provide examples of relevant sources of history.</p>	

Identifies, collects and interprets different kinds of symbols of political parties.

Identifies local issues related to public utility.

L 1: The child is able to identify some symbols of some political parties.

L 2: The child with the help of teacher /peer is able to identify processes for casting vote.

L 3: The child is able to prepare collage on different symbols and relate them with related leaders and political parties.

L 4: The child is able to identify issues related to his/ her locality which may be addressed by the government.

Based on this type of assessment the teacher may identify and facilitate learning of students in levels 1,2,3 to enable them reach desired level 4. For this, teacher may adopt appropriate pedagogical strategies based on the strengths and gaps of learning.



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING