

Dawood Public School
Course Outline 2019-20
History
Grade VI

Books:

Roberts, Martin. (2008). Timeline: the ancient world 1. (Second edition) Oxford University Press, Oxford.

Monthly Course Distribution

Month	Contents	Pages
August	First Farmers	TIMELINE 1 6-10
September	The Land of the two Rivers The Indus Civilization	TIMELINE 1 18-22 32-37
October	Indo-Gangetic Kingdoms The Eastern Mediterranean	TIMELINE 1 38-42 48-52
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	Persians and Greeks	TIMELINE 1 53-59
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March	The Mauryan Empire: 326-184BC People on the move again	TIMELINE 1 78-83 84-91
April	Revision for Final Examination	
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Timeline

Chapter	Event	Date
First Farmers	Realization of sowing seeds	10000BC
	Jericho settlement	8000BC
	Mehrgarh settlement	7000BC
	CatalHuyuk	6500BC
	Use of pottery	5500BC
	Farming in China	5000BC
The Land of the Two Rivers	First copper tools	6000-4000 BC
	Rule of Hammurabi	c.1790-1750 BC
	Ziggurat built by Nebuchadnezzar	6 century BC
	Sennacherib destroyed Babylon	689 BC
Indus Valley Civilization	Excavation of Harappa	1920's
	End of Indus Valley Civilization	1000 BC
Indo Gangetic Kingdom	Aryans came to Indus Valley	1750 BC
	Aryan priests started religious songs	1500 BC
	Religious songs written in Sanskrit	600 BC
The Eastern Mediterranean	Crete Civilization	1900-1400 BC
	Sir Arthur Evans excavated Knossos	1899-1935 AD
	Troy and Mycenae became powerful	1200 BC
Persian and Greeks	Battle of Marathon	490 BC
	Battle of Thermopylae	480 BC
	Battle of Salamis	480 BC
	Peloponnesian War	431-404 BC
The Early religions	Hebrew's golden years	1000 BC
	Israel fell to Sargon II	722 BC
	Confucius	c.550-468 BC
Alexander The Great	Alexander crossed into Asia	334 BC
	Darius faced Alexander	331 BC
	Alexander kept moving his army	331-326 BC
	The armies met on the Jhelum River	326 BC
	Macedonian troops reached to Jhelum	326 BC
	Alexander was seriously ill	326 BC
Mauryan Empire	King Nanda became unpopular	330 BC
	Death of Chandragupta	300 BC
	Rule of Bindusra	297-272 BC
	Conquest of Kalinga	265 BC
	Death of Ashoka	231 BC
People on the move again	Kushans and White Huns entered Indus	100 BC - 500 AD
	Rule of Kanishka	127 AD
	Taxila prospered	c.600 BC
	The Silk Road rebuilt	1970's

Syllabus Content

August 2019

Chapter 1: First Farmers

Pages no: 6 - 10

Contents	Learning Objectives
<p>Neolithic Period: The Stone Age was divided into three periods:</p> <ul style="list-style-type: none"> • Paleolithic period • Mesolithic period • Neolithic period 	<ul style="list-style-type: none"> • Define the term 'revolutionary'. • Develop awareness for the difference between 'revolution' and 'evolution'. • Differentiate between the Paleolithic period and the Neolithic period. • Describe the developments made by the early men of the: <ul style="list-style-type: none"> ➤ paleolithic period ➤ neolithic Period • State the time period for: <ul style="list-style-type: none"> ➤ The Paleolithic Period ➤ The Neolithic Period • List the findings in the Neolithic period for: <ul style="list-style-type: none"> ➤ pottery ➤ farming ➤ houses • Compare the early man with the modern man. • List the life changing practices that came about after the discovery of fire. • State the importance of trade in the New Stone Age. • Describe the impact of the discovery of 'obsidian' stone in early humans.
<p>Early Settlements</p> <p>Jericho Archaeologists have discovered the remains of more than 20 settlements in Jericho, one of the oldest inhabited cities of the world near the Jordan River in West Bank, Israel.</p> <p>Mehrgarh Mehrgarh in Baluchistan is one of the earliest sites with evidence of farming and herding in South Asia.</p>	<ul style="list-style-type: none"> • State the time period for the discovery of the first settlements in : <ul style="list-style-type: none"> ➤ Jericho ➤ Mehrgarh • List the differences between the different early settlements of: <ul style="list-style-type: none"> ➤ Jericho ➤ Mehrgarh • Locate the early settlements on World map.
<p>The Largest Settlements</p> <p>CatalHuyuk: Catal Huyuk was a very large settlement found near Konya, in what is present day Turkey. Early excavations showed an advanced culture in the Neolithic period.</p>	<ul style="list-style-type: none"> • Sketch the lifestyle of the people of Catal Huyuk. • Construct the timeline of early settlements. • List the different items found by archaeologists which trace the development of early men within the span of the Neolithic Age.

Key words:

Neolithic, Paleolithic, sickle, revolution, inventive, cereals, pulses, period, hearth, obsidian, flint, lapis lazuli, turquoise, fermented

Practice Questions:

1. How did farming start in the Neolithic Period?
2. Identify the image.

**Reference Book:**

- Panini, Giorgio, P. (1983). The Children's History of Civilizations. Hamlyn Publishers, Italy.

Surf I.T:

- <http://www.factmonster.com/dk/encyclopedia/early-farming.html#id2873955>

September 2019

Chapter 4: Land of the Two Rivers

Pages no: 18 - 22

Contents	Learning Objectives
Civilizations	<ul style="list-style-type: none"> • Define the term civilization. • Describe how a 'settlement' can grow to become a 'civilization'. • List some civilizations from history.
<p>The Land of the Two Rivers</p> <p>The river based Sumerian Civilization was found between Euphrates and Tigris. It later became Babylonia and is currently situated southern Iraq. Sumerians were interested to write Epics and to keep mathematical records for their daily life.</p>	<ul style="list-style-type: none"> • Describe the geographical and historical importance of The Euphrates and Tigris Rivers. • Locate the following on a world map: <ul style="list-style-type: none"> ➤ Euphrates River ➤ Tigris River ➤ Ur ➤ Sumeria • Trace the different civilizations which inhabited the banks of Euphrates and Tigris. • State the period during which Sumerian Civilization lasted. • Describe the lifestyle of the Sumerians. • List some important Sumerian discoveries that have contributed to the development of the modern world. • Summarize the Epic of Gilgamesh written by Sumerians.
<p>Hammurabi</p> <p>King Hammurabi was the famous Babylonian Emperor to run the empire. He was famous for his unique way of ruling.</p>	<ul style="list-style-type: none"> • State the time period for the reign of Hammurabi. • Discuss the unique reign of Hammurabi and his personality as a ruler • Classify the social differences in Hammurabi

	Kingdom
Babylon and Assyria These were the two civilizations which quarreled for the important landmark Assyria. Battles were fought by their Emperors for expansion of boundaries and powers.	<ul style="list-style-type: none"> Describe the circumstances which allowed the rise of Babylonians. Classify the role of the different emperors of Babylon and Assyria according to their achievements.

Key words:
 mutilation, swamp, ziggurat, siege engines, civilization, procession

Practice Questions:

1. What is the historical importance of the Land of the Two Rivers?

2. How did Sumerians prove to be impressive people?

Reference Book:

- Millard, Anne. (n.d). Ancient Civilizations. A piccolo Factbook.

Surf I.T:

- http://ancienthistory.about.com/od/neareast/ss/052909Mesopotamia_2.htm

September 2019

Chapter 3: The Indus Civilization

Pages no: 32 – 37

Contents	Learning objectives
The Indus Valley	<ul style="list-style-type: none"> Locate the Indus region and the boundaries of The Indus Valley on a map. List the similarities of the Indus region with Mesopotamia.
Characteristics of the Civilization	<ul style="list-style-type: none"> State the difference between the writing of the Indus people with the writings of Sumerians, Egyptians and Chinese. Describe the geographical and historical importance of the Indus region. List the vegetation which was grown by the people of the Indus Valley. Name the largest cities that have been excavated in the Indus Valley. Describe how we know which professions may have been followed by people from the Indus

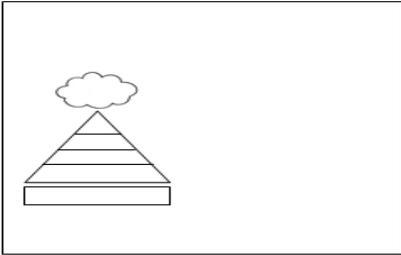
	<p>Valley Civilization.</p> <ul style="list-style-type: none"> • Explain what was discovered about the government of the Indus Valley.
End of the Indus Civilization	<ul style="list-style-type: none"> • Develop awareness for the similar lifestyles of the people of the Indus Valley and Ancient Egypt from the discoveries of archaeologists. • Classify the uncertain and certain remains of Indus civilization. • List and briefly discuss the mysteries of Indus Valley civilization. • Describe the seals which were discovered in the Indus Valley Civilization. • Suggest some possibilities of how Indus civilization may have ended. • State who was the main archaeologist responsible for discovering the site of Indus Valley. • Describe what led to the discovery of the remains of the Indus Valley Civilization.
<p>Key words: excavations, citadel, seal, boss, tributary, pastoral farmers</p> <p>Practice Questions:</p> <ol style="list-style-type: none"> 1. What is steatite? Describe the seals which have been found by archaeologists in Indus Valley. What might they have been used for? 2. List the differences between the Indus valley civilization and the Ancient Egyptian civilization. <p>Activity:</p> <ul style="list-style-type: none"> • Students will watch a slide show about the excavations from the site of Indus Valley. <p>Reference Book:</p> <ul style="list-style-type: none"> • Kenoyer, Jonathan Mark. (1998). Ancient cities of the Indus valley civilization. University Press, Oxford. <p>Surf I.T:</p> <ul style="list-style-type: none"> • http://www.mohenjodaro.net/mohenjodaroessay.html • http://www.harappa.com/har/indus-saraswati.html 	

October 2019

Chapter 4: Indo-Gangetic Kingdoms

Pages no: 38 – 42

Contents	Learning Objectives
The Indo-Europeans	<ul style="list-style-type: none"> • Draw the route of the Aryan invasion on a given map. • Describe what makes a 'pastoral way of life'.
Rajas and Kings	<ul style="list-style-type: none"> • Locate the Indo-Gangetic Kingdoms invaded by Aryans on the map of subcontinent. • Comment on the role of Rajas and Kings in Aryan society.
The Caste System	<ul style="list-style-type: none"> • Describe the social life of Aryans. • Name the four castes of the Aryan society.

	<ul style="list-style-type: none"> • Categorize the Aryan society into their castes as per their occupations. • Develop awareness for the influence of caste system in modern day lifestyle. • Develop awareness for equal human rights with respect to the caste system.
Religion	<ul style="list-style-type: none"> • Discuss the religious beliefs of the Aryans. • Name some of the gods and the powers Aryans associated to them. • Describe the role of 'sacrifice' in the Aryan religion. • Develop awareness for 'sacrifice' as a practice in other religions.
The Ramayana and Mahabharata	<ul style="list-style-type: none"> • Name the two mythology based poems which constitute Hinduism. • List the characters involved in the Vedic Hymns of Aryans.
<p>Key words: Indo Europeans, clan, ceremony, sacrifice, caste, Vedas, hymn, doab</p> <p>Practice Questions:</p> <ol style="list-style-type: none"> 1. What were the four main castes of the Aryans? 2. Draw a flow chart of Aryan's Caste system. <div style="text-align: center;">  </div> <p>Activity:</p> <ul style="list-style-type: none"> • Students will watch a Power Point Presentation about Aryans and the Hindu Caste System. <p>Reference Book:</p> <ul style="list-style-type: none"> • Crompton, Teresa: Stimpson, Beatrice. (2009). History in Focus 1. Peak Publications, Karachi. <p>Surf I.T:</p> <ul style="list-style-type: none"> • http://www.ancient.eu.com/Aryan/ 	

October 2019

Chapter 5: The Eastern Mediterranean

Pages no: 48 - 52

Contents	Learning objectives
Legends	<ul style="list-style-type: none"> • Define the term 'legend'. • Differentiate between a legend and a myth. • Suggest some famous myths and legends from history. • Draw the route of Dorian invasion on a given map.
King Minos and Minotaur Sir Arthur Evans	<ul style="list-style-type: none"> • Explain the legends of Theseus and Minotaur. • Name the British archaeologist in charge of the excavation in Knossos.

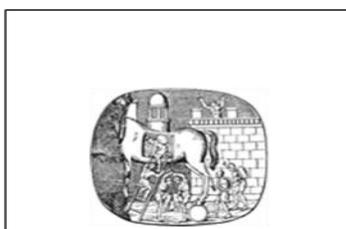
	<ul style="list-style-type: none"> Describe the role of Sir Arthur Evans at Knossos.
Trojan War	<ul style="list-style-type: none"> Develop awareness for the consequential nature of the Trojan War in history. Narrate the main events of the Trojan War. Compare the lifestyle of the people of Crete with other civilizations of that time.
After-effects of the Sea Peoples' Attack	<ul style="list-style-type: none"> Describe the events of the attack by the 'sea people'. Identify the reasons behind the decline of Mycenaean cities.

Key words:

Epic of Gilgamesh, Minotaur, Theseus, Naxos, Knossos, Odysseus, Mycenae

Practice Questions:

1. What do you know about King Minos?
2. Identify the given picture. What do you think the soldiers are doing?



Reference Books:

- Wells, H.G: (1998). An Illustrated History short History of the World. Webb and Bower Publishers (Ltd).
- Hussain, J. (1999). Illustrated History of Pakistan I. Oxford University Press. Oxford.

Surf I.T:

- <http://greece.mrdonn.org/minoans.html>
- <http://greece.mrdonn.org/trojanwar.html>

November 2019

Revision for Mid-Year Exam

December 2019

Mid-Year Examination

Contents	Learning Objectives
<p>Greeks (Athens and Sparta)</p> <p>The Greek civilization followed the Mycaenean civilization, after the death of Alexander the Great.</p> <p>It was a period of political, philosophical, scientific and artistic advancements which left a lasting influence on the world till today.</p> <p>Athens and Sparta were the main cities of the time.</p>	<ul style="list-style-type: none"> • Locate the different city-states of Greece and the seas around it on map. • Narrate the main features of the Greek civilization: <ul style="list-style-type: none"> ➤ government ➤ lifestyle ➤ contribution • List the differences between the lifestyle of the people of Athens and Sparta • Develop awareness for the influences Greek civilization had on the modern world. • Develop awareness for the difference between mythology and religion. • List the names of some of the gods of Greek mythology.
<p>The Persians</p> <p>The Persians did not create the first empire in history, but they created one of the first and largest. They are important because they were the first people to unite three sites of early urban civilization (Nile Valley, Mesopotamia, Indus Valley) under a single government.</p>	<ul style="list-style-type: none"> • Trace the developments which led to the formation of the Persian Empire. • Describe the lifestyle of the Persians and their origination. • Locate Persia on a world map. • State how long the Persian Empire lasted for. • Elaborate on the remarkable role of Cyrus the Great in the formation of Persian Empire. • Develop awareness that ancient Persia is modern day Iran.
<p>Persian and Greek Wars</p>	<ul style="list-style-type: none"> • List some of the wars between the Persians and the Greek. • State the years for each of the Persian-Greek wars. • Investigate the reasons for each of the wars fought between the Persians and the Greek. • Recount results of the wars fought between the Persians and Greeks. • Describe the role of some of the Greek historians who witnessed the battles. • Construct the timeline for the wars fought between Persians and Greeks.
<p>The Peloponnesian War</p> <p>The Peloponnesian War was an ancient Greek war fought by the Delian League led by Athens against the Peloponnesian League led by Sparta.</p>	<ul style="list-style-type: none"> • Classify the reasons that led to the Peloponnesian war. • Describe the effect of the Peloponnesian war • State how long the war lasted. • List the reasons behind the decline of Ancient Greece. • Develop awareness for the difference between a battle and a war.
<p>Key words: democracy, Helots, Hellas, colonies, free-man, city states, satraps</p>	

Practice Questions:

1. Which sea was important to the Greeks and why? Explain in detail. Draw a map.
2. How did the Spartans train their men to be strong and disciplined warriors?

Activity:

- Students will watch a documentary on the famous battles.

Reference Book:

- Bowra, C.M. (1965). Classical Greece. Time-life books, Amsterdam.

Surf I.T:

- <http://www.britannica.com/EBchecked/topic/244117/Greco-Persian-Wars>

February 2010

Chapter 7: The Early Religions

Pages no: 72 – 77

Contents	Learning Objectives
The Early Religions <ul style="list-style-type: none"> • The need of religion in human life • The rise of religions with different ideas 	<ul style="list-style-type: none"> • Define the following terms: <ul style="list-style-type: none"> ➤ monotheism ➤ pantheism ➤ atheism ➤ agnosticism
Monotheism: A Key-moment This was the period for the rise of oneness of god which replaced the concept believing in many gods. But many problems were faced by Jews after introducing the concept of Monotheism.	<ul style="list-style-type: none"> • Narrate the revolutionary after effects of the Monotheism brought by Jews. • List the problems faced by Jews for the early phase of Monotheism.
Judaism Judaism was the first religion to bring the idea of Monotheism. Jews also suffered with Diaspora.	<ul style="list-style-type: none"> • Discuss the clear and accurate account of evolution of Jews from Ur to Roman Empire. • Define the term 'diaspora'.
Christianity A religion where the followers considered Jesus as son of god.	<ul style="list-style-type: none"> • Differentiate between Jews and Christians. • Define the term 'Messiah'. • Develop awareness that all religions teach the same principles.
Buddhism Gautama Buddha was considered to be the founder of Buddhism. The belief system is based on how to reduce sufferings. This system flourished after the death of Buddha.	<ul style="list-style-type: none"> • Describe the lifestyle of Buddha. • Differentiate the lifestyle of Buddha before and after leaving the Palace. • List the four noble truths and eight-fold path enlightened by Buddha. • Narrate the role of the followers after the death of Buddha.
Confucius Kong Fuzi was considered as the founder of Confucianism. He was a man who taught the people of China about simplicity in life.	<ul style="list-style-type: none"> • Describe the concept of good governance given by Kong Fuzi. • Compare the teachings of Buddhism and Confucianism.

Keywords:

Hebrews, canon, Nebuchadnezzar, Messiah, Buddha, Sanghas, eight-fold, path, Confucius

Practice Questions:

1. What are monotheism, pantheism and agnosticism?
2. What do you know about the Golden Age of Jews?

Reference Books:

- Hussain, J. (1999). Illustrated History of Pakistan I. Oxford University Press. Oxford.
- Wells, H.G: (1998). An Illustrated History short History of the World. Webb and Bower Publishers (Ltd).

Surf I.T:

- <http://resources.woodlands-junior.kent.sch.uk/homework/religion/jewish.htm>
- <https://sites.google.com/site/worldreligionsforkids/judaism>
- <http://ancienthistory.mrdonn.org/Buddhism.html>
- <http://www.primaryhomeworkhelp.co.uk/religion/buddhism.htm>
- <http://www.kidspast.com/world-history/0139-confucianism.php>
- <http://ancienthistory.mrdonn.org/Confucius.html>

February 2010

Chapter 8: Alexander- The Great

Pages no: 67 - 71

Contents	Learning Objectives
Early life	<ul style="list-style-type: none"> • Describe the background of Alexander. • Suggest how we know Alexander of Macedon to be intelligent and brave. • State the year in which Alexander the Great became king.
War against Darius III of Persia	<ul style="list-style-type: none"> • Trace the route of invasion which Alexander followed in his conquests. • Develop awareness for the significance of Alexander's war path in history. • Name some modern day cities which were conquered by Alexander the Great in the course of history. • Discuss the war fought by Alexander against Persia.
The result of Alexander's conquest	<ul style="list-style-type: none"> • Describe which Greek ideas spread with the conquests of Alexander. • Describe what happened when Alexander conquered King Porus and his Purava people.

Key words:

Bucephalus, Philip of Macedon, Olympias, phalanx, mosaic, Hellenization

Practice Questions:

1. What were the results of Alexander's conquests?
2. What sort of person was Alexander? He is usually described as "Alexander the Great"; does he deserve the title?

Activity:

- Students will watch a documentary about the life of Alexander the Great.

Reference Books:

- Crompton, Terresa: 2004. History in Focus 1. Peak Publication.
- Wells, H.G: (1998). An Illustrated History short History of the World. Webb and Bower Publishers (Ltd).

Surf I.T:

- <http://www.history.com/topics/ancient-history/alexander-the-great>
- <http://www.biography.com/people/alexander-the-great-9180468>
- <http://www.historyofmacedonia.org/AncientMacedonia/AlexandertheGreat.html>

March 2020**Chapter 8: The Mauryan Empire: 326-184 BC****Pages no: 78 – 83**

Contents	Learning Objectives
The cunning priest and the brave warrior	<ul style="list-style-type: none"> • Locate the important cities of Mauryan Empire on the map of the Subcontinent. • Describe how the Mauryan Empire was established. • State how many years the Mauryan Empire lasted. • Infer possible reasons for the fall of the Mauryan Empire. • State the religions which spanned the Mauryan Empire.
Chandragupta Maurya	<ul style="list-style-type: none"> • Describe the role of the following personalities for the progress of the Mauryan Empire: <ul style="list-style-type: none"> ➤ Chandragupta ➤ Ashoka ➤ Kautilya • Briefly write about Chandragupta as a ruler. • Describe the significance of Arthashastra for the Mauryan Empire.
Ashoka and his Empire	<ul style="list-style-type: none"> • Compare the personality of Ashoka before and after the war of Kalinga. • Locate the areas on a map where Ashoka had placed his rock pillars. • Briefly write about Ashoka's government.
Dharma	<ul style="list-style-type: none"> • Describe the concept of 'dharma' in the Mauryan Empire. • List the teachings of Dharma as introduced by Ashoka.

Key words:

espionage, edict, alliance, mint, repent, supervisor, dharma

Practice Questions:

1. Who was Kautilya? What role did he play in setting up the Mauryan Empire?
2. What did Asoka believe to be his main duty as an emperor?

Activity:

- Students will watch a documentary on the life of King Ashoka.

Reference Book:

- Schulber, Lucille. (1968). Historic India. Time-life books, Amsterdam.

Surf I.T:

- <http://www.timemaps.com/civilization/The-Mauryan-empire#7>

March 2020**Chapter 9: The People on the move again****Pages no: 84 – 91**

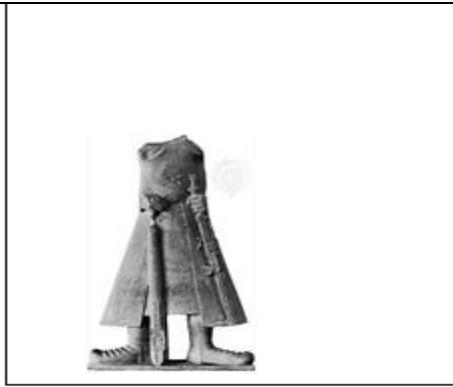
Contents	Learning Objectives
People on the move	<ul style="list-style-type: none"> • Trace the route of the different groups of people who came into the Indian Region. • Explain the reasons behind the arrival of the different people into the Indian region.
The reign of Emperor Kanishka	<ul style="list-style-type: none"> • Describe the role of Kanishka in the promotion of Buddhism. • Suggest interpretation for the statue of Kanishka. • Name some of the titles Emperor Kanishka had awarded himself.
Taxila and Great Silk road	<ul style="list-style-type: none"> • Identify the following on a given map: <ul style="list-style-type: none"> ➤ Taxila ➤ The Great Silk Road • Trace the development path of Taxila during the course of history. • Examine the historical and geographical significance of: <ul style="list-style-type: none"> ➤ Taxila ➤ The Great Silk Road
Gandharan art	<ul style="list-style-type: none"> • Analyze the reasons behind the promotion of Gandharan art. • Develop awareness for possible interpretations of what might be depicted in Gandharan statues.

Keywords:

Central Asia, menander, Pataliputra, consul, stupa, Gandhara, Taxila, Hellenistic, Kushans, Mahayana, Silk Road

Practice Questions:

1. Who entered the Indus Valley and why?
2. Write a detailed note on Taxila.
3. Identify the picture. Discuss his role in history.



Surf I.T:

- <http://www.ancient.eu/Greco-Bactria/>
- <http://www.kushan.org/essays/chronology/kanishka.htm>
- <http://www.advantour.com/silkroad/>
- <http://www.socialstudiesforkids.com/articles/worldhistory/silkroad.htm>
- <http://encyclopedia.kids.net.au/page/ba/Bactria>

April 2020

Revision for Final Examination

May 2020

Final Examination