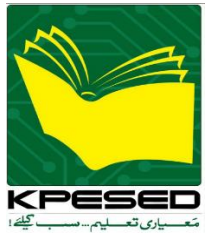




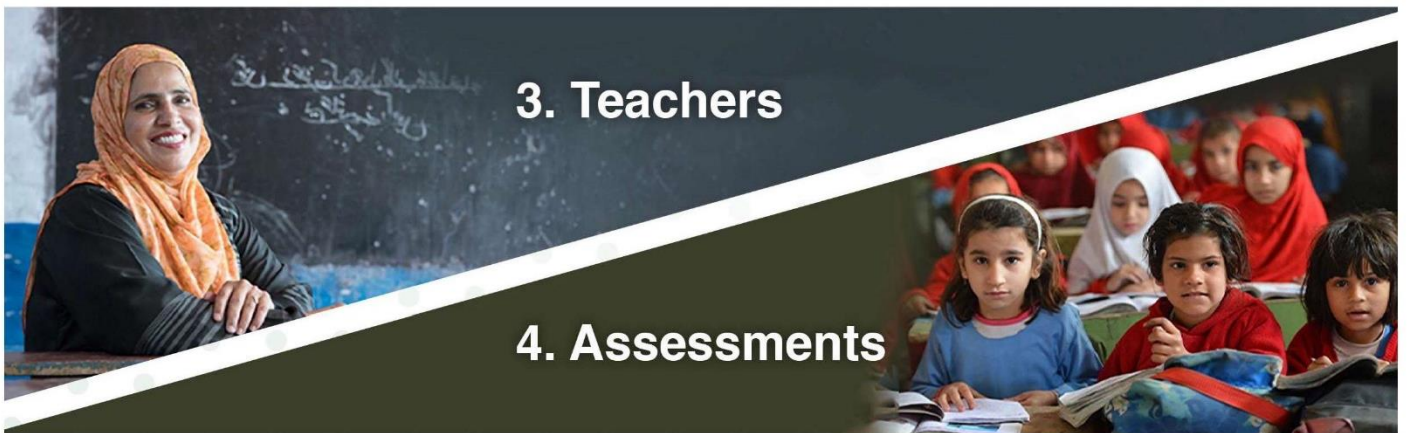
ایک قوم  
ایک نصاب  
ONE NATION, ONE CURRICULUM



## HISTORY (VI-VIII)

2022

### FOUR PARTS OF A CURRICULUM:



DIRECTORATE OF CURRICULUM & TEACHER EDUCATION

KHYBER PAKHTUNKHWA ABBOTTABAD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## HISTORY (VI-VIII)

2022



**DIRECTORATE OF CURRICULUM & TEACHER EDUCATION**

**KHYBER PAKHTUNKHWA ABBOTTABAD**

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## History – Grade 6-8 Curriculum

### INTRODUCTION

History is the study of the past. The significant events, people, and changes of the past can only be understood when viewed within the larger context in which they existed. History is studied using a variety of perspectives, e.g., political, religious, social, cultural, economic, and technological.

The discipline of history requires sophisticated use of information, evidence, and argumentation; the ability to identify, and explain continuity and change over time. The value of history depends upon the chronological presentation of events. It is only through a chronological survey that students can begin to understand the processes of social, political, and cultural change, which is one of the principal purposes of studying history.

### VISION AND MISSION

The study of history is a broad and meticulous approach to the question of *who we are* as individuals and as members of a community. History teaches us what is distinctive about a particular land and people. The aim of teaching history is to encourage students to understand that multiple developments from material to human agency contribute to creating new events, institutions, and movements.

The purpose of teaching history through chronologically sequenced events is not merely to inform students about the time, cause, and effect of events. There are underlying themes within each chronological timeline, to enable students to draw comparisons and make connections with different events.

The Single National Curriculum 2020 of History for secondary grades (6-8) offers a smooth transition from primary grades (4-5) and prepares them for higher secondary grades (9-10). The curriculum is designed to enable students to further develop their foundational knowledge and skills about their national, regional, Islamic, and global history.

The curriculum of history has been divided into different periods in each book, with carefully selected events from national, regional, Islamic, and global history. This arrangement will give a world view of historical events occurring in different parts of the world at a particular point in history.

### **TOPICS/ UNITS**

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

<b>Grade 6 (9000 BCE- 600 CE)</b>	<b>Grade 7 (600 CE- 1800 CE)</b>	<b>Grade 8 (1800 CE- To date)</b>
<ol style="list-style-type: none"> <li><b>1. Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li><b>2. Persian, Greek, Roman civilizations</b></li> <li><b>3. Aryans, Kushans, Guptas,</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Middle Ages in Europe (500-1500)</b></li> <li><b>2. Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li><b>3. Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and <b>Crusades</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Arrival of the British in Subcontinent</b></li> <li><b>2. Reform Movements in India</b></li> <li><b>3. World Wars I &amp; II</b></li> <li><b>4. Political Awakening in India</b></li> <li><b>5. Pakistan a new Country: 1947 till today</b></li> </ol>

<p><b>4. Rise of Islamic Civilisation</b></p>	<p><b>4. Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</p> <p><b>5. Modern period in Europe</b> (Renaissance and Enlightenment)</p>	
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## SNC – HISTORY (6-8)

### Progression Grid

#### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1803 CE- To date)
<ol style="list-style-type: none"> <li>1. <b>Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li>2. <b>Persian, Greek, Roman civilizations</b></li> <li>3. <b>Aryans, Kushans, Guptas,</b></li> <li>4. <b>Rise of Islamic Civilisation</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Middle Ages in Europe</b> (500-1500)</li> <li>2. <b>Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li>3. <b>Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li> <li>4. <b>Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li> <li>5. <b>Modern period in Europe</b> (Renaissance and Enlightenment)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Arrival of the British in Subcontinent</b></li> <li>2. <b>Reform Movements in India</b></li> <li>3. <b>World Wars I &amp; II</b></li> <li>4. <b>Political Awakening in India</b></li> <li>5. <b>Pakistan a new Country: 1947 till today</b></li> </ol>

**Learning on each TOPIC/ UNIT is achieved by covering all four DOMAINS. The four DOMAINS for every TOPIC/ UNIT are:**

**DOMAIN A:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN B:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN C:** Difference, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN D:** Historical Enquiry and Interpretation



Each DOMAIN has STUDENT LEARNING OUTCOMES (SLOs) which are listed in the PROGRESSION GRID below.

Guidelines on content for textbooks authors, for each TOPIC/ UNIT by Grade Level, is provided in the Curriculum Template in the Knowledge and Skills area. For example, Grade 6, Unit 4 on *The Rise of Islamic Civilization* must be based on the SLOs listed in all four DOMAINS. However, multiple SLOs can be covered together or in the form of activities, diagrams, timelines, assessments, etc.

**Domain A: Knowledge and Understanding of Events, People and Changes in Past**

Grade 6	Grade 7	Grade 8
<p><u>Events, People and Changes of Past</u></p> <p><b>Benchmark:</b> Demonstrate the chronologically correct knowledge and understanding of main events, people, and changes covered in the selected study periods (9000 BCE- till today) through written and verbal responses.</p>		
<p>[SLO: H-06-A-01] Describe some of the main events, people, and changes covered in the study period.</p>	<p>[SLO: H-07-A-01] Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.</p>	<p>[SLO: H-08-A-01] Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses.</p>

**Domain B: Cause and Effect of Events and Changes of the Past**

Grade 6	Grade 7	Grade 8
<p><u>Causes and Reasons of Past Events</u></p> <p><b>Benchmark:</b> Explore reasons for the main events, and changes, and describe with evidence the rationale of peoples’ behaviors in the past.</p>		
<p>[SLO: H-06-B-01] Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.</p>	<p>[SLO: H-07-B-01] Explore reasons for the main events and changes, and why people in the past acted in the ways they did.</p>	<p>[SLO: H-08-B-01] Explore multiple reasons for the main events and changes, reasons for peoples’ behaviors in the past.</p>
Grade 6	Grade 7	Grade 8
<p><u>Making Informed Choices</u></p> <p><b>Benchmark:</b> Use historical knowledge and understanding to critically analyze their own behavior and make informed choices to bring social, political, and financial changes, in personal and larger community future.</p>		
<p>[SLO: H-06-B-02] Begin to use the historical knowledge to critically analyze their own behavior, and make informed choices to bring changes in personal and community future.</p>	<p>[SLO: H-07-B-02] Use historical knowledge and understanding to critically analyze their own behavior, and make informed choices to bring positive change in personal and community future.</p>	<p>[SLO: H-08-B-02] Link historical knowledge, and understanding, to critically analyze their own behavior, and present circumstances to make informed choices to bring positive change in personal and community future.</p>
Grade 6	Grade 7	Grade 8
<p><u>Linking Historical Knowledge to Develop Citizenship</u></p> <p><b>Benchmark:</b> Link historical knowledge to understand the adverse consequences of not obeying the national and international laws in the present world.</p>		

<p>[SLO: H-06-B-03] Understand the consequences of not obeying the rules and laws in the present life.</p>	<p>[SLO: H-07-B-03] Understand the consequences of not obeying the constitutional laws in the present life.</p>	<p>[SLO: H-08-B-03] Understand the adverse consequences of not obeying the national and international laws in the Global World.</p>
<p style="text-align: center;"><b>Grade 6</b></p>	<p style="text-align: center;"><b>Grade 7</b></p>	<p style="text-align: center;"><b>Grade 8</b></p>
<p><u>Participation in Democracy and taking up Social Responsibilities</u></p> <p><b>Benchmark:</b> Use historical understanding of the events to determine the rights, and responsibilities, of citizens and also learn to participate in the process of democracy.</p>		
<p>[SLO: H-06-B-04] Begin to understand the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)</p>	<p>[SLO: H-07-B-04] Develop an understanding of the participation of citizens in the formation of a democratic government, and their rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice, and tolerance.)</p>	<p>[SLO: H-08-B-04] Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government, and active participation of citizens for their rights and responsibilities. (Respect, perseverance, cooperation, patriotism, loyalty, integrity, justice, and tolerance.)</p>

**Domain C: Difference, Links, and Comparisons within and across the Study Periods**

Grade 6	Grade 7	Grade 8
<p><u>Causes, Results, and Effects, of our Decision on our Future</u></p> <p><b>Benchmark:</b> Compare the difference to critically analyze information gathered from different study periods to reason, and to construct their opinions.</p>		
<p>[SLO: H-06-C-01] Explore differences in the information gathered from different study periods.</p>	<p>[SLO: H-07-C-01] Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.</p>	<p>[SLO: H-08-C-01] Critically evaluate the information gathered from different study periods to reason, and to construct their opinions.</p>
Grade 6,	Grade 7	Grade 8
<p><u>Links, and Comparisons, within, and across, the Different Periods of Study.</u></p> <p><b>Benchmark:</b> Infer, and relate the links of conflicts and issues of the past as a cause, and effect of events of the present time.</p>		
<p>[SLO: H-06-C-02] Explore the links of cause and effect across study periods of past</p>	<p>[SLO: H-07-C-02] Explore the links of conflicts of past events as the cause of new events, within, and across, study periods.</p>	<p>[SLO: H-08-C-02] Explore the links of conflicts and issues of past events as the cause of new events, within, and across. study periods to construct reason and opinion.</p>

## Domain D: Historical Enquiry and Interpretation

Grade 6	Grade 7	Grade 8
<p><u>Historical Interpretations</u></p> <p><b>Benchmark:</b> An intermediate-term learning goal and understanding the child must achieve for promotion to Learning Level 9-10.</p>		
<p>[SLO: H-06-D-01] Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people. (Disappearance of Ancient Civilizations.)</p>	<p>[SLO: H-07-D-01] Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways by different people. (Rivalry among Ottoman and Safavid Empires; myths related to Greek and Roman Empires.)</p>	<p>[SLO: H-08-D-01] Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways and develop their own perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)</p>
Grade 6	Grade 7	Grade 8
<p><u>Historical Understanding and Social Responsibilities</u></p> <p><b>Benchmark:</b> Use historical understanding of the events to interpret the prevailing issues, and participate in social responsibilities, accordingly.</p>		
<p>[SLO: H-06-D-02] Begin to understand the problems around them to participate in and take up social responsibilities.</p>	<p>[SLO: H-07-D-02] Analyze problems around them, and participate in and take up social responsibilities, accordingly, as good citizens.</p> <p><i>[SLO: H-07-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)</i></p>	<p>[SLO: H-08-D-02] Demonstrate a deeper analysis of prevailing issues, and actively participate in and take up social responsibilities, accordingly, as good Global Citizens.</p>

		<i>[SLO: H-08-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)</i>
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<u>Enquire Historical Information and Processes</u>		
<b>Benchmark:</b> Pursue historically valid inquiries, using primary, and secondary, sources of information to create relevant, structured, and independent responses with evidence, and be able to critique others' findings.		
<u>[SLO: H-06-D-03]</u> Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information.	<u>[SLO: H-07-D-03]</u> Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions.	<u>[SLO: H-08-D-03]</u> Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations.
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<u>Sequence and Chronology</u>		
<b>Benchmark:</b> Derive chronology of events through timelines, causes, and effects, through organograms, Venn diagrams for compare and contrast, and draw conclusions.		
<u>[SLO: H-06-D-04]</u> Use timelines, and organograms, to understand, and demonstrate the sequence of events, their cause and effects.	<u>[SLO: H-07-D-04]</u> Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and draw conclusions of the cause and effects.	<u>[SLO: H-08-D-04]</u> Use timelines, and organograms, to understand, and demonstrate the sequence of events, organize information to predict, and to draw conclusions of the cause and effects.

Grade 6	Grade 7	Grade 8
<p><u>Chronological Terms and Conventions</u></p> <p><b>Benchmark:</b> Use chronological terms, and historical conventions, in written and verbal responses to identify and indicate time and to support their conclusions. (BCE, CE, Hijri Calendar, Decade, Century.)</p>		
<p>[SLO: H-06-D-05] Understand chronological terms, and conventions, in written and verbal responses to identify time.</p>	<p>[SLO: H-07-D-05] Appropriate use of chronological terms, and conventions, in written and verbal responses to identify, and indicate time.</p>	<p>[SLO: H-08-D-05] Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time.</p>

## History – Grade 6

### Suggested Guidelines

#### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1800 CE- To date)
<ol style="list-style-type: none"> <li>1. <b>Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li>2. <b>Persian, Greek, Roman civilizations</b></li> <li>3. <b>Aryans, Kushans, Guptas,</b></li> <li>4. <b>Rise of Islamic Civilisation</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Middle Ages in Europe</b> (500-1500)</li> <li>2. <b>Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li>3. <b>Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li> <li>4. <b>Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li> <li>5. <b>Modern period in Europe</b> (Renaissance and Enlightenment)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Arrival of the British in Subcontinent</b></li> <li>2. <b>Reform Movements in India</b></li> <li>3. <b>World Wars I &amp; II</b></li> <li>4. <b>Political Awakening in India</b></li> <li>5. <b>Pakistan a new Country: 1947 till today</b></li> </ol>

#### **Core Skills and Values Benchmarks of History Grade 6**

The required skills and values are to be essentially embedded as the overarching SLOs in each unit of History Grade 7.



<b>Core Skills Benchmarks of History Grade 6</b>
<ul style="list-style-type: none"><li>● Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT to collect information.</li><li>● Use timelines and organograms to understand, and demonstrate, the sequence of events, their causes, and effects.</li><li>● Understand chronological terms, and conventions, in written and verbal responses to identify time.</li></ul>
<b>Core Values Benchmarks of History Grade 6</b>
<ul style="list-style-type: none"><li>● Begin to understand the participation of citizens in the formation of a democratic government, and the rights and responsibilities, as citizens. (Respect, patriotism, loyalty, justice, and tolerance.)</li><li>● Understand the consequences of not obeying the rules and laws in present life.</li></ul>

## History Grade 6

### Unit 1: Ancient Civilizations

#### Chapter 1: Mesopotamian Civilization

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN 3:** Difference, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

<b>Student Learning Outcomes:</b> <ul style="list-style-type: none"><li>● Describe some of the main events, people, and changes, covered in the study period.</li><li>● Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.</li><li>● Explore differences in the information gathered from different study periods.</li><li>● Explore the links of cause and effect across study periods of the past.</li><li>● Use historical knowledge, and understanding, to describe that the past has been represented, and interpreted, in different ways by different people.</li><li>● Begin to use the historical knowledge to critically analyze their own behaviour and make informed choices to bring changes in personal and community future.</li><li>● Begin to understand the problems around them to participate in taking up social responsibilities.</li></ul>	
<b>Knowledge:</b> <i>Students will:</i> <ul style="list-style-type: none"><li>● Define History and Pre-History</li><li>● Briefly describe Stone Age and the Age of Metals</li><li>● Briefly introduce the concept of Civilization</li><li>● Explore the importance of primary and secondary sources in knowing about the past.</li><li>● Describe Sumerians and explain how they were different from other Mesopotamians.</li><li>● Describe the Code of Hammurabi and why it was created.</li></ul>	<b>Skills:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>● Analyse primary and secondary sources to learn about the past.</li><li>● Use an organogram to demonstrate the different aspects of Mesopotamians.</li><li>● Find the location of Mesopotamian Civilization in the modern world using a world map.</li><li>● Explore reasons why the ancient civilizations settled near rivers.</li><li>● Investigate reasons how Mesopotamia became the cradle of civilization.</li></ul>

<ul style="list-style-type: none"> <li>● Describe the basic characteristics of Mesopotamian civilization i.e. its Social and Political life, Architecture, Writing Style, Trade and Occupations.</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate the significant advancements of Mesopotamians that are still used in the modern world.</li> <li>● Explore how Hammurabi used his code of rules for the common people.</li> <li>● Explore if there were some other civilizations that were present at the time of the Mesopotamian Civilization.</li> <li>● Enquire how Mesopotamia was far advanced than other civilizations.</li> <li>● Enquire how the trade of Mesopotamian people was different from the trade of today.</li> <li>● <i>Analyse reasons for creating laws, and consequences of not following them.</i></li> <li>● <i>Enquire how common people can participate in law-making.</i></li> <li>● <i>Begin to understand the importance of scientific, and technological advancement, for the development of a nation taking the historical example from the inventions made by Mesopotamians.</i></li> </ul>
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<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>The Teacher will:</p> <ul style="list-style-type: none"> <li>● Ask students to give examples of primary and secondary sources to study about the past.</li> <li>● Ask students to give at least one reason why the ancient civilizations settled near the river.</li> <li>● Observe students while they work on the map to evaluate their skills, while they use timelines, organograms, primary and secondary sources and use chronological terms and vocabulary to communicate their findings.</li> <li>● Ask students to give some examples of the advancements made by Mesopotamians.</li> <li>● Ask students to give some examples of today’s architecture and trade, and compare them with Mesopotamian architecture and trade.</li> </ul> <p><b>Summative Assessments</b></p> <p>Students will:</p>
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- Write in their notebooks at least 2 reasons for the development of the Mesopotamian civilization, using primary and secondary sources.
- Write in their notebooks at least one significant advancement made by Mesopotamians in their opinion.
- Write in their notebooks the reason for creating the Code of Hammurabi.
- Write in their notebooks at least 2 examples of comparison between Mesopotamian and Indus Valley architecture.
- Write in their notebooks at least 2 examples of comparison between today's trade and that of the Mesopotamian.
- Write in their notebooks at least one difference between Sumerians and Babylonian.
- Write in their notebooks at least 2 examples of the existence of other civilizations at the time of Mesopotamia.

### **Learning Activities**

The Teacher will:

- Use a timeline to locate the period of Mesopotamian Civilization.
- Use some sources of information to gather data and information about the Mesopotamian Civilization.
- Discuss reasons for why ancient civilizations settled near the rivers.
- Divide the class into 4-5 groups to inquire about the different areas of development of the Mesopotamian Civilization. Each group can present their findings to the rest of the class for understanding and further discussion.
- Generate a discussion to find some advancements made by the Mesopotamian Civilization.
- Will generate a discussion to conclude similarities and differences of architecture and trade of Mesopotamia, and the modern world (focusing summative assessment).

## **Unit 1: Ancient Civilizations**

### **Chapter 2: Egyptian Civilization**

#### **DOMAIN 1: Knowledge and Understanding of Events, and People of the Past**

**DOMAIN 2:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"><li>● Describe some of the main events, people, and changes, covered in the study period.</li><li>● Explore some reasons for the main events, and changes, and why people in the past acted in the ways they did.</li><li>● Explore differences in the information gathered from different study periods.</li><li>● Explore the links of cause, and effect, across study periods of the past.</li><li>● Use historical knowledge, and understanding, to describe that the past has been represented and interpreted in different ways by different people.</li><li>● Begin to use the historical knowledge to critically analyze their own behaviour and make informed choices to bring changes in personal and community future.</li><li>● Begin to understand the problems around them to participate in taking up social responsibilities.</li></ul>	
<p><b>Knowledge:</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>● Describe the importance of the role of the River Nile in the development of Ancient Egyptian Civilization.</li><li>● Describe the basic characteristics of Egyptian civilization i.e. its Social and Political life, Religious Life, Architecture, Writing Style, Trade and Occupations.</li></ul>	<p><b>Skills:</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>● Use an organogram to demonstrate the different aspects of the Egyptian people.</li><li>● Read relevant books, search from the Internet, and gather information about the Egyptian's concept of life after death.</li><li>● Find the location of Egyptian Civilization in the modern world using a world map.</li><li>● Discover other civilizations that existed during the period of the Egyptian Civilization.</li><li>● Enquire why the Egyptians built pyramids full of gold.</li><li>● Enquire about the most interesting feature of the Egyptian Civilization.</li></ul>

- Compare the differences between Egyptian and Mesopotamian Civilizations.
- *Enquire why the great pyramids were designed in a triangular conical shape.*
- *Differentiate between the burial of common people from Pharaohs.*
- *Justify with examples that common people in Egyptian Civilization had no civil rights.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to construct an organogram reflecting the different aspects of the life of the Egyptian People.
- Observe students while they use the different secondary resources to pen down the research findings on the Egyptian concept of life after death.
- Ask students to share the names and characteristics of Egyptians and other civilizations of that time.
- Ask students to write a paragraph or two on the history of the building of pyramids.
- Take verbal responses from the students on the interesting features of Egyptian Civilization during a class discussion.
- Ask students to make a T-chart while highlighting the similarities, and differences, between the Egyptian and Mesopotamian Civilizations.

### **Summative Assessments**

Students will:

- Write in their notebooks at least 3 different aspects related to the life of Egyptian people.
- Prepare a short report using secondary resources to share the extracted information on the Egyptian concept of life after death.
- Draw a timeline in their notebooks marking the Egyptian, and other civilizations of that time.
- Write in their notebooks any three unique features of Egyptian Civilization.
- Write in their notebooks at least 2 examples of comparison between the Egyptian, and Mesopotamian Civilizations.

### **Learning Activities**

The Teacher will:

- Use secondary resources to demonstrate the different aspects of the life of the Egyptian people.
- Show videos to the students to help them visualize the Egyptian concept of life after death.
- Use a blank world map to help students locate the Egyptian, and other civilizations, of that time on the map.
- Divide the class into 4-5 groups to find out the salient features of the Egyptian Civilization, and to enquire why Egyptian Pyramids were built of gold. Each group will present their findings to the whole class for understanding, and further discussion.
- Guide students in making a video of 1-2 minutes to discuss the reasons behind building Pyramids full of gold.
- Support students in making a model of Egyptian Pyramids.
- Generate a discussion to help students differentiate the Egyptian from the Mesopotamian Civilization.
- *Show a video to explain how the burial of a Pharaoh was different from any common citizen.*

## Unit 1: Ancient Civilizations

### Chapter 3: Chinese and Indus Valley Civilization

**DOMAIN 1:** Knowledge and Understanding of Events, and People of Past

**DOMAIN 2:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events, and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge and understanding to describe that the past has been represented, and interpreted, in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

#### **Knowledge:**

*Students will:*

- Describe the early settlements in Mehargarh.
- Explain the importance of Indus in the establishment of huge settlements (Mohenjodaro and Harappa) of Indus Valley Civilization.

#### **Skills:**

*Students will be able to:*

- Using a timeline, identify different phases of Chinese civilization.
- Use a timeline to identify the time of the Indus Valley civilization.
- Read relevant books, visit local museums, search from the Internet, to gather information about life in Indus Valley Civilization.
- Find the location of the Indus Valley Civilization in the modern world using a world map.



- Identify some significant characteristics of Indus Valley Civilization, e.g., daily life, agriculture, trade, religion, script, economy, etc.
- Give reasons for the decline of the Indus Valley Civilization.

- Enquire about the functions of the seals used in the Indus Valley Civilization.
- Explore the structure of cities of the Indus Valley Civilization.
- Enquire about the function of the Great Bath in Mohenjodaro.
- Compare the trade of Indus Valley people with the trade done today.
- Compare the lifestyle of the Indus Valley people with the people in Pakistan.
- Investigate the difference between the houses of the Indus Valley Civilization and the houses built in the modern world.
- Discover the famous landmark of Indus Valley Civilization.
- *Analyze reasons for the disappearance of the Indus Valley Civilization.*
- *Evaluate the most significant contribution Indus Valley has made to the modern world.*
- *Infer why so many toys have been discovered in the Indus Valley Civilization.*
- *Justify that Indus Valley people did not learn the warfare nor developed their trade, and therefore, were easily defeated by Aryans.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to construct the timeline of the Indus Valley Civilization with a description of significant events.
- Assign a group presentation to the students. Students will use different research methods to gather information about the different aspects of life in Indus Valley civilization to share with their class.
- Ask students to use the Atlas as a resource, and identify the location of Indus Valley Civilization on the modern world map.
- Ask the students to draw at least three different seals made by the Indus Valley people and write down at least one feature of each seal.
- Ask students to give some examples of the advancements made by Indus Valley people in the field of town planning.
- Ask students to pen down some features of The Great Bath.

- Ask students to draw a flow chart diagram to explain the examples of barter trade systems used by the Indus Valley people, and compare them with modern-day trade practices.
- Sketch the houses built in the Indus Valley Civilization, and compare them with modern-day construction styles.

### **Summative Assessments**

Students will:

- Describe the two significant events, referring to the timeline of the Indus Valley Civilization.
- Write about at least one significant development made during the times of Indus Valley Civilization, and justify its significance.
- Use playdough, or clay, to design similar seals to reflect life during the times of Indus Valley Civilization.
- Make models with clay, or thermo sheets, and exhibit the town planning of the Indus Valley Civilization. They will add labels to show the different important landmarks like the Great Bath, Citadel and explain the significance of each landmark. Models will be exhibited in the classroom corner/resource room.
- Write in their notebooks at least 2 examples to differentiate the modern-day practices from that of Indus Valley people.
- Draw a T-chart to compare, and contrast, the lifestyle of the people of Pakistan with the people who lived in the Indus Valley.
- Design a booklet to compare the lifestyle of the people who lived in Indus Valley to the people of Pakistan.
- Write in their notebooks at least two differences between the construction styles of modern-day houses and those of Indus Valley Civilization.
- Draw the sketches of famous Indus Valley landmarks.

### **Learning Activities**

The Teacher will:

- Use a timeline to locate the period of the Indus Valley Civilization.
- Use some sources of information to gather data and information on life in Indus Valley Civilization, and share with class for further discussion.
- Discuss the location of Indus Valley Civilization on the modern world map with class.
- Generate a debate on the making, and function, of seals during the Indus Valley Civilization.
- Assign a group activity to students to discuss how the town planning of the Indus Valley civilization helped the planning of later civilizations. Students will share their findings with the class.
- Highlight the purpose of constructing the Great Bath by the people of Indus Valley and how its sewage was maintained.

- Engage the class in a group activity with the help of some trade items to help them understand the ways of trade used by the people of Indus Valley, and how relatable they are even today.
- Generate a class discussion to evaluate the similarities and differences between the lifestyle of people who lived in Indus Valley to the people of Pakistan.
- Give verbal notes to the students while differentiating between the architecture of Indus Valley houses to the modern-day houses while highlighting the features of some of the landmarks of that time.

## Unit 2: Persian, Greek and Roman Civilizations

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge and understanding to describe that the past has been represented, and interpreted in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

### **Knowledge:**

*Students will:*

- Describe the rise of Persian Empire (Achaemenids)
- Describe briefly the rule of Cyrus
- Describe when, and how, the Greek Civilization was formed.
- Analyse the daily life, and social customs of Ancient Greeks.
- Briefly describe Alexander the Great's conquests and his place in history as a great conqueror
- Describe Alexander's conquest of India

### **Skills:**

*Students will be able to:*

- Enlist some prominent rulers of Persian Empire (Achaemenids) and their timeline
- Explore Persia (modern-day Iran) on map.
- Use a timeline to identify the time of the Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.

- Introduce Roman Civilization and describe how Rome developed into a republic.
- Analyse the daily life, and social customs of Romans.
- Compare Greek and Roman Civilizations
- Enlist some of the contributions of the Greeks and Romans to the world.

- Use a Venn diagram to explain the similarities, and differences, between Greek and Roman Civilizations.
- Read relevant books, search on the Internet to gather information about Greek Art and Culture.
- Find the location of Greek and Roman Civilizations in the modern world using a world map.
- *Explore some details of Greek Mythology.*
- *Examine the war tactics of Alexander.*
- Investigate why Alexander wanted to conquer the world.
- *Describe how Rome became prosperous enough to raise an army.*
- Enquire why Rome became a Republic.
- Examine the reasons for the decline of the Roman Empire.
- *Analyze the consequences of the division of the Roman Empire into two wings.*
- *Analyze how Romans responded to Christianity.*
- *Discover a few contributions the Greeks made to the modern world.*
- *Find the most important contribution of the Greeks to the modern world.*
- *Justify that Greeks were really democratic.*
- *Probe why Plato, Aristotle, and Socrates are famous even today.*

## Assessments

### Formative Assessments

The Teacher will:

Ask students to construct the timeline of earliest Persian empires.

- Ask students to construct the timeline of Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Ask students to discuss a Venn diagram to explain the similarities and differences between Greek and Roman Civilizations.
- Assign a group presentation to the students. Students will use different research methods to gather information about Greek Art and Culture to share with their class.
- Ask students to use the Atlas as a resource, and identify the location of Greek and Roman Civilizations in the modern world map.

- Ask students to give some examples of the war tactics used by Alexander to conquer a vast area.
- Ask students to share some strategies which helped Rome to gain prosperity, and raise an army.
- Ask students to do a class discussion highlighting the reasons behind the rise and fall of the Roman Empire.
- *Ask the students to discuss at-least three points related to the details of Greek Mythology.*

### **Summative Assessments**

Students will:

- Describe the significant events referring to the timeline of earliest Persian empires.
- Describe the two significant events referring to the timeline of Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Draw a Venn diagram to explain the similarities and differences between Greek and Roman Civilizations in their notebooks.
- Give group presentations to the class about Greek Art and Culture. Students will share how they used different research methods to gather information about Greek Art and Culture.
- Use the Atlas as a resource and identify the location of Greek and Roman Civilizations in the modern world map.
- Describe the daily life and customs of Greeks and Romans.
- Attempt a worksheet on the achievements of Alexander the Great.
- Write in their notebooks at least two important strategies which helped Rome gain prosperity and raise an army.
- Attempt a quiz on the rise and fall of the Roman Empire.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the Persian, Greek and Roman Civilizations in the span of Mesopotamia till the decline of the Roman Empire.
- Use a Venn diagram to explain the similarities and differences between Greek and Roman Civilizations.
- Discuss the different secondary research sources to share the gathered information about Greek Art and Culture.
- Use a map to find the location of Greek and Roman Civilizations in the modern world.
- Generate a class debate to explore some details of daily life and social customs of Greeks and Romans.

- Assign a group activity to students to discuss how Alexander conquered a vast area through various war tactics.
- Highlight the strategies which helped Rome gain prosperity and raise an army.
- Engage the class in a group activity to list down the reasons behind the rise and fall of the Roman Republic.
- *Give verbal notes to the students probing why Plato, Aristotle, and Socrates are famous even today.*

### Unit 3: Aryans, Kushans and Guptas

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and Changes, of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

Student Learning Outcomes:

- Describe some of the main events, people and changes covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge, and understanding, to describe that the past has been represented and interpreted in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

**Knowledge:**

*Students will:*

- Trace the origins of Aryans, and explore why they came to India.
- Describe the social structure of Aryans.
- Describe when, and how, the Mauryan Empire was formed.
- Identify Ashoka as the most prominent Mauryan ruler.
- Introduce Kushans and identify the greatest king of the Kushan Empire.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Aryans, Mauryan, Kushan, and Gupta Kingdoms in the span of Indus Valley civilization till the last Gupta ruler.
- Use an organogram to demonstrate the contributions made during Mauryan, Kushan, and Gupta Kingdoms.
- Read relevant books, articles, and search from the Internet to gather information about the Golden Age of Hindus.



- Introduce Guptas and their achievements in the cultural realm of India.
- Explain the contributions of Chandra Gupta I.

- Use maps to locate Mauryan, Kushan, and Gupta Kingdoms in the modern world.
- Differentiate between Aryans and the inhabitants of the Indus Valley.
- Explore the reasons why Aryans were able to defeat the Indus Valley people.
- Differentiate Mauryans from the Nada Kings.
- Examine the administration of the Mauryan rulers to run the vast Empire that ran from Bengal to Afghanistan.
- Find causes of the decline of the Mauryan Empire.
- Examine why Ashoka was not known as the ruler of Ancient India for a long time.
- Compare Ashoka with other Mauryan rulers.
- Evaluate a few contributions of Ashoka as the Great King.
- Enquire about the links between Gandhara Art and the Kushans.
- Investigate how Taxila became the centre of learning during Kushan's Reign.
- Explore a few contributions made by the Kushan and Gupta Rulers.
- Discover the cause of the breakup of the Gupta Empire.
- *Examine why the Gupta regime is called the Golden Age of Hindu Rulers.*
- *Enquire the influence of Greek Culture in India left by Alexander the Great.*
- *Infer the lesson that Ashoka gained from Buddhism.*
- *Describe the importance of the Ajanta and Ellora Caves.*
- *Examine the effects of the Hindu religion on Buddhism.*

### Assessments

#### Formative Assessments

The Teacher will:

- Ask students to discuss the timeline of the Aryans, Mauryan, Kushan, and Gupta Kingdoms, and describe at least one major characteristic of each regime.
- Observe students while they will construct an organogram to demonstrate some key features of the Aryans, Mauryan, Kushan and Gupta Kingdoms.
- Ask students to study some resources, and share a couple of facts related to the Golden Age of Hindu Rulers.
- Ask students to use an atlas, and locate Mauryan, Kushan, and Gupta Kingdoms on the modern world map.
- Ask students to share two points of comparison between the Indus Valley people and Aryans.
- Ask students to initiate a discussion on why Aryans were able to defeat Indus valley people.
- Ask students to discuss at-least two characteristics of each to differentiate Maurya's from the Nada Kings.
- Ask students to examine the reasons behind the rise and fall of the Mauryan Regime.
- Ask students to do Internet research to examine why Ashoka was not known as the ruler of Ancient India for a long time.
- Ask students to give a group presentation to highlight the significance of Ashoka's rule, and compare him with Mauryan Rulers.
- Ask students to share the links of Gandhara Art and the Kushans.
- Ask students to discuss the important points of documentaries shown in class to investigate how Taxila became the centre of learning during Kushan's Reign.
- Ask students to generate a dialogue to compare the Kushans with Guptas and to conclude the reasons behind the fall of the Gupta Regime.

### **Summative Assessments**

Students will:

- Make a timeline of the Aryans, Mauryan, Kushan, and Gupta Kingdoms in their notebooks.
- Construct in their notebooks an organogram to demonstrate some key features of the Mauryan, Kushan, and Gupta Kingdoms.
- Make a short video of 1-2 minutes to highlight the salient features of the Golden Age of Hindus.
- Write in their notebooks at least two points of comparison between the Indus Valley people and Aryans.
- Write in their notebooks a paragraph explaining why Aryans were able to defeat Indus valley people.
- Write in their notebooks at-least two characteristics of each Maurya's and Nada Kings to differentiate between them.
- Construct a flow chart diagram to discuss the rise and fall of the Mauryan Regime.
- Write in their notebooks at least two differences between Ashoka and Mauryan Rulers.
- Draw a sketch of any sculpture found in the Gandhara Region of Pakistan.
- Design a scrapbook to investigate how Taxila became the centre of learning during Kushan's Reign.
- Draw a T-chart to compare the Kushans with Guptas.

- Write three reasons behind the downfall of the Gupta Regime.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the Aryans, Mauryan, Kushan, and Gupta Kingdoms in the span of Indus Valley Civilization till the last Gupta Ruler.
- Use an organogram to demonstrate the contributions made during Mauryan, Kushan and Gupta Kingdoms.
- Discuss the salient characteristics of the Golden Hindu Era through some secondary sources like books, videos and documents.
- Use an atlas to locate Mauryan, Kushan, and Gupta Kingdoms on the modern world map.
- Discuss reasons behind the defeat of Indus Valley people by the Aryans, and what made Aryans different.
- Divide the class into 4-5 groups for a discussion focusing on the rise and fall of the Mauryan Kingdom.
- Generate a discussion to find why Ashoka was not known as the ruler of Ancient India for a long time.
- Initiate a verbal discussion to help students make a comparison between Ashoka and other Mauryan Rulers to identify the key characteristics of Ashoka which made him a great ruler.
- Generate a discussion to inquire about the links between Gandhara Art and the Kushans.
- Show some documentaries to investigate how Taxila became the centre of learning during Kushan's Reign.
- Discuss the important historical contributions made by the Kushans and Guptas.
- List down the factors which led to the fall of the Gupta Empire.

## Unit 4: Rise of Islamic Civilizations

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and Changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

Student Learning Outcomes:

- Describe some of the main events, people, and changes, covered in the study period.
- Explore some reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore differences in the information gathered from different study periods.
- Explore the links of cause and effect across study periods of the past.
- Use historical knowledge and understanding to describe that the past has been represented, and interpreted, in different ways by different people.
- Begin to use the historical knowledge to critically analyze their own behaviour, and make informed choices to bring changes in personal and community future.
- Begin to understand the problems around them to participate in taking up social responsibilities.

### Knowledge:

*Students will:*

- Describe the conditions of Arabia before Islam
- Discuss the life of Prophet (S.A.W) at Makkah.
- Discuss the life of Prophet (S.A.W) at Madina.
- Describe Charter of Madina and its significance
- Discuss Farewell Sermon of Hazrat Muhammad as the foundation for Human Rights.
- Describe the era of Pious Caliphs and their timeline

### Skills:

*Students will be able to:*

- Infer the message of Allah through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ.
- Evaluate some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَاصْحَابِهِ وَسَلَّمَ, faced in the advent of Islam.
- Use a timeline to identify the time of Khulafah-e-Rashideen, .

- Discuss the salient features of Pious Caliphate.

- Read relevant books, search from Internet and gather information about the spread of Islam in the world.
- *Discover a few lessons learnt from the life of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ.*
- *Conclude that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ was the greatest human being.*

## Assessments

### Formative Assessments

The Teacher will:

- Assign group discussion to the students to evaluate the conditions of Pre-Islamic Arabia.
- Ask students to discuss the events that how Allah inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ.
- Ask students to give some examples of the hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Ask students to construct the timeline of Khulafah-e-Rashideen.
- Ask students to use secondary research sources to gather the information about the spread of Islam in world and share it with the class.
- Ask students to share some reasons why the regime of Khulafah e Rashideen came to an end.

### Summative Assessments

Students will:

- Make the timeline in their notebooks of life of Holy Prophet and Khulafa-e-Rashideen.
- Give group presentations to the class to share the information gathered from different research sources about the spread of Islam in the world.
- Attempt a worksheet on how Allah inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ.
- Write in their notebooks at least three hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَآصْحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Attempt a quiz on the rise and fall of the Regime of Khulafa e Rashideen.

- Give presentations on few lessons learnt from the life of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ

### Learning Activities

The Teacher will:

- Assign a group activity to students to discuss how Allah inferred His message through Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ.
- Share the details of some hardships that Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ faced at the advent of Islam.
- Use the timeline to identify the time of Khulafa-e-Rashideen.
- Engage the class in a group activity to list down the reasons why the regime of Khulafa e Rashideen came to an end.
- Probe students to share few lessons learnt from the life of Hazrat Muhammad Rasool Allah Khatim-an-nabiyeen صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحَابِهِ وَسَلَّمَ

## History – Grade 7

### Suggested Guidelines

#### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1800 CE- To date)
<ol style="list-style-type: none"> <li>1. <b>Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li>2. <b>Persian, Greek, Roman civilizations</b></li> <li>3. <b>Aryans, Kushans, Guptas,</b></li> <li>4. <b>Rise of Islamic Civilisation</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Middle Ages in Europe</b> (500-1500)</li> <li>2. <b>Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li>3. <b>Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li> <li>4. <b>Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li> <li>5. <b>Modern period in Europe</b> (Renaissance and Enlightenment)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Arrival of the British in Subcontinent</b></li> <li>2. <b>Reform Movements in India</b></li> <li>3. <b>World Wars I &amp; II</b></li> <li>4. <b>Political Awakening in India</b></li> <li>5. <b>Pakistan a new Country: 1947 till today</b></li> </ol>

**Core Skills and Values Benchmarks of History Grade 7**

The required skills and values are to be essentially embedded as the overarching SLOs in each unit of History Grade 7.

**Core Skills Benchmarks of History Grade 7**

- Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT to collect information to support their opinions.
- Use timelines, and organograms, to understand and demonstrate the sequence of events, organize information to predict and draw conclusions of the cause and effects.
- Appropriate use of chronological terms, and conventions, in written and verbal responses to identify and indicate time.
- Make links of historical understanding of concepts with other subjects.

**Core Values Benchmarks of History Grade 7**

- Develop an understanding of the participation of citizens in the formation of a democratic government, and the rights and responsibilities as citizens. (Respect, cooperation, patriotism, loyalty, justice, and tolerance.)
- Understand the consequences of not obeying the constitutional laws in the present life.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.)



## History Grade 7

### Unit 1 Middle Ages in Europe (500 – 1500)

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

Student Learning Outcomes:

- Analyze, and describe, with evidence some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of the conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented, and interpreted, in different ways by different people.
- Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

**Knowledge:**

*Students will:*

- Describe the collapse of Roman Empire (Western) in 476 CE and its major impacts.

**Skills:**

*Students will be able to...*

- Use a timeline to identify the major events in Europe during the Medieval Age (500-1500).
- Evaluate the major causes of the fall of Roman Empire.

- Discuss the salient features of Medieval Europe with a special focus on Western Europe.
- Explain how feudalism affected the socio-economic and political dynamics of Medieval Western Europe.
- Describe the impacts of Catholic Church on Western Europe.
- Describe why Middle Ages is regarded sometimes as the Dark Ages for Western Europe.
- Introduce Byzantine Roman Empire (also called as Eastern Roman Empire) and its timeline.
- Explain the factors leading to the fall of Constantinople in 1453. Also describe its impacts.

- Use an organogram to demonstrate various tribes and their invasions and migrations into the Roman Empire.
- Explore the reasons why Romans called these tribes as Barbarians.
- Read relevant books, search from the Internet and gather information about various political entities formed during Middle Ages in Western Europe.
- Make a chart to demonstrate most prominent personalities of Medieval Europe.
- Enquire about the daily life of common man during Middle Ages.
- Investigate the contemporary developments in Muslim world.
- Compare the Medieval Western Europe with the contemporary Muslim world. Make a timeline of various feudal dynasties and its contemporaries in the Muslim world.
- Enquire why the pope played a vital role in the political affairs of Medieval Western Europe.
- *Investigate the importance of the institution of papacy in the political and socio-economic life of Medieval Europe.*
- *Find some of the Medieval continuities in the Modern world.*
- *Enquire into the concept of state and its evolution during Middle Ages.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use the timeline to locate the time period of important events in Medieval Age.
- Ask students to use an organogram to describe the most prominent rulers of Europe during Middle Ages.
- Observe students while they work on some sources of information to gather data and information on fall of Roman Empire and its impacts.
- Ask students to give some examples of various tribes and their settlement in Western Europe after the collapse of Roman Empire.
- Ask students to share some verbal responses on the major cause of the fall of the Roman Empire.
- Assign the student's group presentation to enquire about spread of Christianity in Europe.

- Take verbal responses from students to discuss some reasons why Christianity was so influential in Medieval Europe.
- Take verbal responses to observe how feudalism came to dominate the Medieval Europe.
- Ask students to use a T-chart to compare and contrast various tribal chiefdoms and principalities.
- Ask students to share their inquiries to evaluate the role and achievements of Charles Martel, Charlemagne and Otto the great.
- Ask students to watch documentaries to discover the conquest of Constantinople by the Ottoman Turks.
- Ask students to use provided documents to inquire into major developments in the Byzantine Empire.
- Ask students to compare the major political developments of the Eastern Roman Empire (Byzantine Empire) with those of Western Europe.

### **Summative Assessments**

Students will:

- Construct in their notebooks a timeline to locate the time period of important events in Medieval Age.
- Draw an organogram to establish the most prominent rulers of Europe during Middle Ages.
- Write in their notebooks a paragraph or two to discuss fall of Roman Empire and its impacts.
- Write in their notebooks examples of various tribes and their settlement in Western Europe after the collapse of Roman Empire.
- Give group presentations to share their findings on the major cause of the fall of the Roman Empire.
- Write in their notebooks some reasons about spread of Christianity in Europe.
- Write in their notebooks reasons why Christianity was so influential in Medieval Europe.
- Draw a T-chart in their notebooks to compare and contrast the various tribal chiefdoms and principalities.
- Write in their notebooks their findings to evaluate achievements of Charles Martel, Charlemagne and Otto the great.
- Draw a sketches to discover the conquest of Constantinople by the Ottoman Turks.
- Do document-based questions to enquire into major developments in the Byzantine Empire.

### **Learning Activities**

The Teacher will:

- Use a timeline to locate the time period of important events in Medieval Age.
- Use an organogram to demonstrate the most prominent rulers of Europe during Middle Ages.
- Use some sources of information to gather data and information regarding fall of Roman Empire and its impacts.
- Discuss the major cause of the fall of the Roman Empire.
- Divide the class into 4-5 groups to enquire about various tribes and their settlement in Western Europe after the collapse of Roman Empire.

- Generate a discussion to find some reasons about spread of Christianity in Europe.
- Generate a discussion to justify why Christianity was so influential in Medieval Europe.
- Use a T-chart to compare and contrast the various tribal chiefdoms and principalities.
- Generate a discussion to inquire into achievements of Charles Martel, Charlemagne and Otto the great.
- Show documentaries to help students discover the conquest of Constantinople by the Ottoman Turks.
- Use some documents to inquire why Baghdad became the house of wisdom for the rest of the world.
- Generate a class debate to enquire into major developments in the Byzantine Empire.

## Unit 2: Spread of Islam in Europe and Asia

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and Changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

### Student Learning Outcomes:

- Analyse, and describe, with evidence some of the main events, people and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of the conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge, and understanding, to critically analyse that the past has been represented and interpreted in different ways by different people.
- Use historical knowledge, and understanding, to critically analyse their own behaviour and make informed choices to bring positive change in personal and community future.
- Analyse problems around them and participate in social responsibilities accordingly as good citizens.

### Knowledge:

#### *Students will:*

- Describe the establishment of Umayyad rule.
- Enlist some prominent rulers of Umayyads.
- Describe important conquests during Umayyad rule (Sindh, Spain and Central Asia).
- Describe the establishment of Umayyad rule in Spain & its salient features.

### Skills:

#### *Students will be able to:*

- Use a timeline to identify the period of the rule of the Umayyads of Damascus and Spain as well as that of Abbasids.
- Identify the extent of the Umayyad and Abbasid's territory on world map.
- Use a Venn diagram to compare, and contrast, Umayyad and Abbasid's

- Enlist some prominent rulers of Umayyads in Spain and their achievements.
- Trace the origins of Abbasid rule.
- Enlist some prominent rulers of Abbasids and their major achievements.
- Describe the development of arts and literature during Abbasid rule (with special focus on Abbasid Golden Age).
- Describe the Fall of Baghdad at the hands of Mongols in 1258.

- Read relevant books, search from the Internet to gather information about the glory of Muslim rule in Spain.
- Explore the role of significant leaders that marked the glory of Islam in Spain.
- *Inquire by using internet about Bait-ul-Hikmah and contributions of Muslim scientists in the study period.*
- Analyze the tactic used by Tariq Bin Ziyad to conquer Spain.
- *Justify that 'Alhambra' is the last evidence of the Umayyads' glory.*

### Assessments

#### Formative Assessments

The Teacher will:

- Ask students to identify on the timeline the rule of the Umayyads and Abbasids.
- Assign the students' group presentations to inquire about the glory of Muslim rule in Spain.
- Take verbal responses from students about the role of significant leaders that marked the glory of Islam in Spain.
- Ask students to share their analysis verbally on the tactics used by Tariq Bin Ziyad to conquer Spain.
- Ask students to use a T-chart to compare and contrast the Abbasid dynasty with Umayyad.
- Ask students to share their inquiries to evaluate that why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Ask students to watch documentaries to discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Ask students to use provided documents to inquire why Baghdad became the house of wisdom for the rest of the world.
- Ask students to give examples from modern times that how the Muslim developments influenced navigation, travel, and trade of the world.
- Ask students to share their observations by using posters and books to explore some contributions of Muslims in the field of art and architecture.

#### Summative Assessments

Students will:

- Construct in their notebooks the timeline to describe the rule of Umayyads and Abbasids
- Attempt a quiz developed on the glory of Muslim rule in Spain.
- Give group presentations to share their findings of the glory of Muslim rule in Spain. A follow-up questions session can help students do a critical analysis of the topic.

- Write in their notebooks about at least three significant leaders that marked the glory of Islam in Spain.
- Draw posters to describe the war tactics used by Tariq Bin Ziyad to conquer Spain.
- Draw a T-chart in their notebooks to compare and contrast the Abbasid Dynasty with Umayyad.
- Write in their notebooks their findings to evaluate that why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Draw at least two sketches of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Do document-based questions to enquire why Baghdad became the house of wisdom for the rest of the world.

### **Learning Activities**

The Teacher will:

- Guide students through the timeline of the rule of the Umayyads and Abbasids.
- Use a Venn diagram to compare and contrast Umayyads with Abbasids.
- Divide the class into groups and ask each group to gather information from textbooks and the Internet about the glory of Muslim rule in Spain. Each group can present their findings to the whole class for understanding and further discussion.
- Generate a discussion to explore the role of significant leaders that marked the glory of Islam in Spain.
- Generate a discussion to analyze the tactic used by Tariq Bin Ziyad to conquer Spain.
- Use a flowchart to discover how the Abbasid Empire achieved its glory.
- Show documentaries to help students find out the causes of the decline of the Umayyads and Abbasid Empire.
- *Use historical sources to inquire about the main cause of rivalry between Umayyads and Abbasids.* Use a T-chart to compare and contrast the Abbasid Dynasty with Umayyad.
- Generate a discussion to inquire why the Abbasid Dynasty is considered the 'Golden Age of Islam'.
- Show documentaries to help students discover some of the inventions made by Muslim scientists and scholars during the Abbasid Regime.
- Use some documents to inquire why Baghdad became the house of wisdom for the rest of the world.
- Generate a class debate to conclude how the Muslim developments influenced navigation, travel, and trade of the world.
- Use some posters and books to explore some contributions of Muslims in the field of art and architecture.

**Unit 3: Muslim Dynasties (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and Crusades**

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"><li>● Analyze, and describe with evidence. some of the main events, people, and changes covered in the study period.</li><li>● explore reasons for the main events and changes, and why people in the past acted in the ways they did.</li><li>● Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.</li><li>● Explore the links of conflicts of past events as the cause of new events within and across study periods.</li><li>● Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways by different people.</li><li>● Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.</li><li>● Analyze problems around them and participate in social responsibilities accordingly as good citizens.</li></ul>	
<p><b>Knowledge:</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>● Introduce Seljuc, Fatimids, Ayyubids.</li><li>● Recall prominent rulers of Seljuc, Fatimid, Ayyubid dynasties</li><li>● Trace the origins of the Ottoman Empire.</li><li>● Identify the most significant sultans of the Ottoman Empire.</li><li>● Trace the origins of Safavid dynasty in Persia.</li></ul>	<p><b>Skills:</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>● Use a timeline showing the span of the rule of Seljuc, Fatimids, Ayyubid, Ottomans and Safavids.</li><li>● Use an organogram to depict the sequence of most important events of Seljuc, Fatimid, Ayyubid dynasties.</li></ul>



- Describe the rule of some important Safavid Rulers.
- Discuss factors leading to Crusades. Recall the role of Salahuddin Ayubi in Crusades.

- Read relevant books, search from the Internet to gather information about these Muslim dynasties.
- Use a Venn diagram to compare Ottomans with Safavids.
- Show documentaries to help students find out the causes of the decline of the Ottoman Empire.
- *Use historical sources to inquire about the main cause of rivalry between Ottomans and Safavids.*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use a timeline showing the span of different Muslim dynasties.
- Ask students to gather information about the geographical locations of all these dynasties.
- Ask students to identify some factors which helped Ottomans to create such a large empire.
- Ask students to search internet and gather information about the war tactics of Ottomans.
- Ask students to watch a documentary about the Ottoman conquest of Constantinople.
- *Ask students to make a booklet highlighting the strengths of at least four Ottoman and Safavid Emperors as military administrators.*
- *Ask students to create a timeline of different Persia-based dynasties before the rise of Safavids. E.g. Achaemenids, Parthians, Sassanids*

### Summative Assessments

Students will:

- Draw a timeline showing the span of the different Muslim dynasties.
- Write a paragraph or two in their notebooks to explain the political situation of Asia Minor before rise of Ottomans.
- Attempt a worksheet developed on the political situation in Iran before the advent of Safavids.
- Assign a group activity to do research, take cut-outs of prints, and design a poster on the Sultan Muhammad the Conqueror's conquest of Constantinople.
- *Make a booklet highlighting the strengths of at least Ottoman and Safavid Emperors as military administrators.*

### **Learning Activities**

The Teacher will

- Use a timeline showing the span of the different Muslim dynasties.
- Use an organogram to depict the explain the political situation of Asia Minor before rise of Ottomans
- Use research methodology to help students explore information about the political condition of India before the advent of Safavids.
- Divide the class into groups and ask each group to gather and analyze information about the said dynasties.
- Use documents to help students investigate the causes of decline of these dynasties.
- *Highlight the strengths of Ottoman Emperors as military administrator.*

## Unit 4: Muslims in South Asia (Delhi Sultanate, Mughal Empire)

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

Student Learning Outcomes:

- Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.
- Explore reasons for the main events and changes, and why people in the past acted in the ways they did.
- Explore and evaluate the information gathered from different study periods to understand the differences between the two periods of study.
- Explore the links of conflicts of past events as the cause of new events within and across study periods.
- Use historical knowledge and understanding to critically analyze that the past has been represented, and interpreted in different ways by different people.
- Use historical knowledge and understanding to critically analyze their own behavior and make informed choices to bring positive change in personal and community future.
- Analyze problems around them and participate in social responsibilities accordingly as good citizens.

### Knowledge:

*Students will:*

- Describe how the conquests of Mehmud Ghaznavi and Shahubuddin Ghouri paved the way for the establishment of rule of Delhi Sultanate.
- Introduce Delhi Sultanate and enlist its various dynasties (Slave, Khilji, Tughluq, Syed, Lodhi)

### Skills:

*Students will be able to:*

- Find the location of Khyber Pass using a world map.
- Research through extensive reading, gathering data from Internet to verify their findings of the Turkish Muslim rulers in the subcontinent.
- Find out any female ruler in Slave Dynasties by searching historical sources
- Find the location of the Delhi Sultanate in the modern world using a world map.

- Trace the origin of Slave Dynasty and describe its rule in the Sub-Continent.
- Identify the most significant ruler of the Khilji Dynasty and his contribution.
- Describe how Tughluqs replaced Khiljis.
- Trace the origin of Mughal empire.
- Describe the tussle between Humayun and Sher Shah Suri.
- Analyse why Akbar is considered as the greatest ruler of Mughal dynasty.
- Describe some architecture achievements of Shah Jahan.
- Describe the causes of the decline of Mughal Empire.
- Enlist major mystic Orders (Sufi Silsilas) and their contribution in the spread of Islam in the Sub-continent.

- Discover the causes of the decline of the Tughlaqs.
- Analyze the consequences of the defeat of the Battle of Panipat fought between Ibrahim Lodhi and Babur.
- *Justify that the decision of Babur coming to India changed the political and economic affairs of India.*
- Use a timeline to identify the time of major events during the regime of Humayun and Akbar.
- Use a Venn diagram to depict differences and similarities between Humayun and Akbar as rulers.
- Read relevant books, search from the Internet to gather information about the major challenges faced by the Mughals.
- Enquire into some differences between Humayun and his father as rulers.
- Discover why Humayun took exile in Persia.
- Explain how Sher Shah Suri captured Bengal from Humayun.
- Evaluate why Humayun was unable to successfully rule his inherited empire.
- Explore war strategies that Akbar adopted against his enemies leading to their defeat.
- Analyze Akbar's administration and the Mansabdari System.
- Evaluate religious policies developed by Akbar.
- Investigate the arrival of the British as traders to India as East India Company.
- *Analyze why Humayun is known as a weak ruler compared to other Mughal Emperors.*
- *Investigate how the history would be different if Mughals had never come to the subcontinent.*
- *Justify that the early death of Sher Shah Suri influenced the history of the Subcontinent.*
- *Enquire about some of Babur's qualities as explained by different sources.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to use the given timeline to identify the time of the major events during the Delhi Sultanate.
- Ask students to use Venn diagrams to depict differences, and similarities, between Humayun and Akbar as rulers.
- Ask students to share their research findings through verbal responses about the major challenges faced by Mughals in the Subcontinent.
- Ask students to use a flowchart to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Ask students to share their verbal responses to discover why Humayun took exile in Persia.
- Ask students to use posters to explain how Sher Shah Suri captured Bengal from Humayun.
- Ask students to do a group activity to evaluate why Humayun was unable to successfully rule his inherited empire.
- Ask students to make presentations in groups to explore war strategies that Akbar adopted against his enemies leading to their defeat. (The students will also relate those strategies with modern-day war practices.)
- Ask students to use the provided documents to analyze Akbar's administration and the Mansabdari System.
- Ask students to use extra study material to evaluate religious policies developed by Akbar.

### **Summative Assessments**

Students will:

- Construct a timeline to identify the time of the major events during the regime of Humayun and Akbar.
- Draw Venn diagrams to depict differences, and similarities, between Humayun and Akbar as rulers.
- Write in their notebooks at least three major challenges faced by Mughals in the Subcontinent.
- Draw a flowchart in their notebooks to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Write in their notebooks two reasons to explain why Humayun took exile in Persia.
- Make posters to describe how Sher Shah Suri captured Bengal from Humayun.
- Write a report to evaluate why Humayun was unable to successfully rule his inherited empire.
- Give group presentations to discuss the war strategies which Akbar adopted against his enemies leading to their defeat. (The students will also relate those strategies with modern-day war practices.)
- Do the document-based questions to analyze Akbar's administration and the Mansabdari System.
- Write a paragraph in their notebooks to evaluate the religious policies developed by Akbar.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the major events during the regime of Humayun and Akbar.
- Use Venn diagrams to depict differences and similarities between Humayun and Akbar as rulers.
- Share gathered information through secondary research sources to discuss the major challenges faced by Mughals in the Subcontinent.
- Use a flowchart to describe the strengths and weaknesses of Humayun in comparison to his father as a ruler.
- Generate a discussion to help students discover why Humayun took exile in Persia.
- Use posters to explain how Sher Shah Suri captured Bengal from Humayun.
- Assign a group activity to students to evaluate why Humayun was unable to successfully rule his inherited empire. share their findings with the class.
- Engage the class into a group activity to explore war strategies which Akbar adopted against his enemies leading to their defeat. The teacher will inquire from students to relate those strategies with modern-day war practices and share their findings for better understanding.
- Use the documents to help students analyze Akbar's administration and the Mansabdari System. Students will relate the Mansabdari System with the modern-day practices in Pakistan.
- Use extra study material to evaluate religious policies developed by Akbar.

**Unit 5: Modern Period in Europe (Renaissance and Enlightenment)**

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretations

<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"><li>● Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period.</li><li>● Explore reasons for the main events and changes, and why people in the past acted in the ways they did.</li><li>● Explore, and evaluate, the information gathered from different study periods to understand the differences between the two periods of study.</li><li>● Explore the links of conflicts of past events as the cause of new events within and across study periods.</li><li>● Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways by different people.</li><li>● Use historical knowledge, and understanding, to critically analyze their own behaviour and make informed choices to bring positive change in personal and community future.</li><li>● Analyze problems around them and participate in social responsibilities accordingly as good citizens.</li></ul>	
<p><b>Knowledge:</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"><li>● Introduce Renaissance and explain how it played role in transition of Europe from Medieval to Modern Age.</li><li>● Describe the major development in the field of arts and architecture during Italian Renaissance.</li></ul>	<p><b>Skills:</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>● Compare the salient characteristics of Medieval Age with those of Modern Age.</li><li>● Use map to locate Italy and identify the reasons why Renaissance started in Italy.</li></ul>

- Describe Reformation and explain how it brought revolutionary changes in the religious and political landscape of Europe.
- Describe the causes, major developments and impacts of Scientific Revolution?
- Discuss the discovery of new world (America) by Columbus and its impacts.
- Describe Enlightenment and its basic features.
- What were the causes of French Revolution?
- Describe causes and impacts of Industrial Revolution.

- Search internet and other sources to observe famous paintings and sculpture of Italian Renaissance like Mona Lisa etc.
- Make models with the help of mud and other stuff showing Ptolemaic universe (Geo-centric model)
- Make models with the help of mud and other stuff showing Heliocentric model innovated by Copernicus.
- Make a chart showing major figures of Scientific Revolution highlighting their major contribution to the scientific revolution.
- Use world map to identify various voyages of the Europeans in the Age of Discovery.
- Watch documentaries illustrating the voyages of Europeans to the Americas.
- Enquire into the fact that how these voyages brought prosperity to Europeans but doomed the locals.
- Read relevant books, search from the Internet and gather information about the French Revolution.
- Use an organogram to depict the impacts of Industrialisation.
- Analyse some of the impacts of the Industrial Revolution on the Subcontinent.
- *Justify that Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*

**Assessments**

**Formative Assessments**

The Teacher will:

- Use a timeline to identify the time of the major events of Renaissance and Enlightenment.
- Use Venn diagrams to depict differences and similarities between Renaissance and Enlightenment.



- Share gathered information through secondary research sources to enquire into the Humanist Arts of Italian Renaissance.
- Use a flowchart to describe the major milestones during the Scientific Revolution.
- Generate a discussion to help students discover the revolutionary change brought by Reformation.
- Use posters and maps to explain the Age of Discovery and Exploration.
- Assign a group activity to students to evaluate the causes of French Revolution.
- Engage the class into a group activity to explore major events of French Revolution.
- Ask students to study the provided timeline to identify the time of Industrial Revolution
- Ask students to share their verbal responses by using an organogram to depict the impacts of Industrialization on the World.
- Take verbal responses from students on the advantages, and disadvantages, of the Industrial Revolution.
- Ask students to identify any three inventions which were caused by the Steam Engine.
- Ask students to gather information from the Internet to analyze some of the impact of the Industrial Revolution in the Subcontinent.
- Ask students to prepare a group presentation on how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.
- *Take verbal responses on videos and documentaries to explain how Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*

### **Summative Assessments**

Students will:

- Construct a timeline to identify the time of the major events of Renaissance and Enlightenment.
- Draw Venn diagrams to depict differences, and similarities, between Renaissance and Enlightenment.
- Write in their notebooks the major development of the Humanist Arts of Italian Renaissance.
- Draw a flowchart in their notebooks to describe the major milestones during the Scientific Revolution.
- Write in their notebooks about the revolutionary change brought by Reformation.
- Make posters to describe the Age of Discovery and Exploration.
- Assign a group activity to students to evaluate the causes of French Revolution.
- Engage the class into a group activity to explore major events of French Revolution.
- Describe in their notebooks the events related to the time of the Industrial Revolution.
- Write in their notebooks at least three impacts of industrialization on the World.

- Design a scrapbook to describe the advantages and disadvantages of industrialization.
- Give group presentations on how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.
- *Watch and discuss videos and documentaries to explain how Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*
- Draw in their notebooks the sketches of any three inventions which were caused by the Steam Engine.
- Attempt a quiz developed on the impact of the Industrial Revolution in the Subcontinent.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of the major events of Renaissance and Enlightenment.
- Use Venn diagrams to depict differences and similarities between Renaissance and Enlightenment.
- Share gathered information through secondary research sources about major development of the Humanist Arts of Italian Renaissance.
- Use a flowchart to describe the major milestones during the Scientific Revolution.
- Generate a discussion to help students understand the revolutionary change brought by Reformation.
- Use posters to explain the Age of Discovery and Exploration.
- Assign a group activity to students to evaluate the timeline of major events of the French Revolution.
- Engage the class into a group activity to explore causes of French Revolution.
- Use a timeline to identify the time of the Industrial Revolution.
- Use an organogram to depict the impact of Industrialization on the World.
- Show a video to discuss the advantages and disadvantages of the Industrial Revolution.
- Use research methodology to help students explore inventions that were caused by the Steam Engine.
- Divide the class into groups to gather information to analyze some of the impacts of the Industrial Revolution in the Subcontinent.
- Generate a discussion to help students identify how European countries started capturing Asian and African countries as their colonies in search of raw material for their industries.
- *Show videos and documentaries to explain how Europe took the advantage of scientific knowledge and development to create the biggest economic divide.*

## History – Grade 8

### Suggested Guidelines

#### TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for SNC History.

Grade 6 (9000 BCE- 600 CE)	Grade 7 (600 CE- 1800 CE)	Grade 8 (1800 CE- To date)
<ol style="list-style-type: none"> <li>1. <b>Ancient Civilizations</b> (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two).</li> <li>2. <b>Persian, Greek, Roman civilizations</b></li> <li>3. <b>Aryans, Kushans, Guptas,</b></li> <li>4. <b>Rise of Islamic Civilization</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Middle Ages in Europe</b> (500-1500)</li> <li>2. <b>Spread of Islam in Europe and Asia</b> (Umayyads and Abbasids)</li> <li>3. <b>Muslim Dynasties</b> (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) <b>and Crusades</b></li> <li>4. <b>Muslims in South Asia</b> (Delhi Sultanate, Mughal Empire)</li> <li>5. <b>Modern period in Europe</b> (Renaissance and Enlightenment)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Arrival of the British in Subcontinent</b></li> <li>2. <b>Reform Movements in India</b></li> <li>3. <b>World Wars I &amp; II</b></li> <li>4. <b>Political Awakening in India</b></li> <li>5. <b>Pakistan a new Country: 1947 till today</b></li> </ol>

#### **Core Skills and Values Benchmarks of History Grade 8**

The required skills and values are to be essentially embedded as the overarching SLOs in each unit of History Grade 8.

#### **Core Skills Benchmarks of History Grade 8**

- Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT to collect evidence for their interpretations.
- Use timelines and organograms to understand, and demonstrate, the sequence of events, organise information to predict and to draw conclusions of the cause and effects.
- Sophisticated use of chronological terms and historical conventions in written and verbal responses to events to identify and indicate time.
- *Make links of historical understanding of concepts with other subjects. (if applicable)*

**Core Values Benchmarks of History Grade 8**

- Demonstrate a deeper understanding of the participation of citizens in the formation of a democratic government and active participation of citizens for their rights and responsibilities. (respect, perseverance, cooperation, patriotism, loyalty, integrity, justice and tolerance.)
- Understand the adverse consequences of not obeying the national and international laws in the Global World.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.) (if applicable)

## History Class 8

### Unit 1: Arrival of British in Subcontinent

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

#### Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons.
- Link historical knowledge, and understanding, to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

<p><b>Knowledge:</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Describe the East India Company’s arrival and capture of political power.</li> <li>● Describe the policies adopted by the East India Company.</li> <li>● Describe Resistance offered to East India Company.i.e. Haider Ali and Tipu Sultan as symbols of resistance.</li> <li>● Describe War of Independence (1857): its Causes and Consequences.</li> <li>● Discuss salient features of british administration in India.</li> <li>● Analyze the british education policy in India.</li> <li>● Highlight features of the colonial economic policy in India.</li> </ul>	<p><b>Skills:</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Use a timeline to identify the main events from the death of Aurangzeb (1707) till War of Independence (1857).</li> <li>● Use an organogram to depict the sequence of events that led to the rise of British power in India.</li> <li>● Read relevant books, search from the Internet and gather information about the rise of the British in the Subcontinent.</li> <li>● Investigate the reasons why the British came to India.</li> <li>● Investigate reasons why the British were able to defeat Haider Ali and then, Tipu Sultan.</li> <li>● <i>Analyze how the British strengthened their rule in the Sub-continent.</i></li> <li>● Inquire the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.</li> <li>● <i>Compare the similar situations most of the developing countries are facing currently that the Mughals faced during the issuance of the ‘Farman’ for East India Company.</i></li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>The Teacher will:</p> <ul style="list-style-type: none"> <li>● Ask students to use the timeline to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar’s Regime till the War of Independence.</li> <li>● Ask students to use secondary research material to share their gathered information about the internal struggle of succession in the Mughal Court.</li> <li>● Ask students to share their observations of an organogram to depict the sequence of events that led to the rise of British power in India.</li> <li>● Ask students to use provided study material to explore the rise of the British in the Subcontinent and share their verbal responses with the class.</li> </ul>	

- Ask students to use a flowchart to identify the responses on the reasons why the British came to India.
- Ask students to share their verbal responses with the class to conclude the reasons why the British were able to defeat Haider Ali and Tipu Sultan.
- Ask students to read the provided research documents and share their analysis on how the British strengthened their rule in the Subcontinent.
- Ask students to watch video links to analyze the effects of the War of Independence in 1857.
- Ask students to use posters to inquire about the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.

### **Summative Assessments**

Students will:

- Construct the timeline in their notebooks to identify time and the sequence of events that led to the decline of the Mughal Era in the span of the Akbar Regime till the War of Independence.
- Do the document-based questions to investigate factors that led to the collapse of the Mughal Empire.
- Make posters to explore how the decline of the Mughal Empire led to the formation of the East India Company in the Subcontinent.
- Construct an organogram to depict the sequence of events that led to the rise of the British power in India.
- Write in their copies a paragraph or two to explain the rise of the British in the Subcontinent and share their verbal responses with the class.
- Draw a flowchart in their notebooks to identify the responses on the reasons why the British came to India.
- Write in their notebooks at least three reasons to conclude why the British were able to defeat Haider Ali and Tipu Sultan.
- Do the document based questions on how the British strengthened their rule in the Sub-continent.
- Write at least three paragraphs in their notebooks after watching the video links to analyze the effects of the War of Independence in 1857.

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of Muslim religious leaders after the Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Use posters to explore Muslims' response to the challenging situation of the Subcontinent.
- Use extra study material to evaluate the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Use a worksheet to help students explore some aspects of the Faraizi Movement founded by Haji Shariatullah.

- Use documents to evaluate Haji Shariatullah's contribution to strengthen Muslims of the Subcontinent as a community.
- Use an organogram to depict the sequence of events that led to the rise of the British power in India.
- Use extra study material to help students explore and gather information about the rise of the British in the Subcontinent.
- Use a flowchart to help students identify the responses on the reasons why the British came to India.
- Divide the class into groups and ask each group to gather information through documents and the Internet to analyse the resistance offered to East India Company by the Indians..
- Generate a class discussion to conclude the reasons why the British were able to defeat Haider Ali and Tipu Sultan.
- Use research documents to help students analyze how the British strengthened their rule in the Sub-continent.
- Use some video links to analyze the effects of the War of Independence in 1857.
- Use posters to inquire about the mistakes of Indian soldiers, which eventually made them face consequences of the War of Independence.



## **Unit 2: Reform Movements in India**

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

### Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge, and understanding, to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu-Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding, to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

**Knowledge:**

*Students will:*

- Describe the challenges faced by Muslims after the decline of Mughals.
- Explain Sheikh Ahmad's contributions which made him Mujaddid Alf-Sani.
- Enlist Shah Waliullah's religious and political efforts in response to Muslims' decline.
- Describe Mujahideen Movement.
- Describe the socio-economic conditions of the Muslims after the War of Independence in 1857.
- Explain the social, political and educational contributions of Sir Syed Ahmed Khan in the political awakening of the Muslims of the Subcontinent.
- Describe some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.
- List some objectives of the Muhammadan Educational Conference.
- Enlist a few reform movements in other (non-Muslim) communities of British India.

**Skills:**

*Students will be able to:*

- Use an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Read relevant books, search from the Internet to gather information about the contributions of Shah Waliullah.
- Explore Muslims' response to the challenging situation of the Subcontinent.
- Evaluate the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Use an organogram to depict the educational reforms for the Muslims by different institutions.
- Read relevant books, and search the Internet to gather information about Sir Syed Ahmed Khan to explain the message he gave to the Muslims.
- Explore reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- Analyze the reasons behind the Two-Nation Theory of Sir Syed Ahmed Khan.
- *Describe Syed Ahmed Shaheed Bareilvi's vision of Jihad.*
- *Evaluate why Sir Syed Ahmed Khan is called the 'Founding Father of Pakistan'.*

## **Assessments**

### **Formative Assessments**

The Teacher will:

- Ask students to use a timeline to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Ask students to observe an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.
- Ask students to read provided research documents to investigate and gather information about the contributions of Shah Waliullah in the Subcontinent.
- Ask students to read the extra study material and share their verbal responses on their evaluation of the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Ask students to read, and understand, the worksheet to explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Ask students to read documents to evaluate Haji Shariatullah's contribution to strengthening Muslims of the Subcontinent as a community.
- Ask students to verbally explain the message given by Sir Syed Ahmed Khan to the Muslims of the Subcontinent.
- Ask students to generate a dialogue/debate to conclude the reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- Ask students about the contributions of Sir Syed Ahmed Khan in the political awakening of the Muslims of the Subcontinent.
- Ask students to examine the reasons behind the Two-Nation Theory of Sir Syed Ahmed Khan.
- Verbal responses from students about some contributions of Aligarh, Sindh Madrassa-tul-Islam, Deoband, and Nadvat schools in the educational reforms for the Muslims.
- Ask students to discuss the timeline of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan.
- Observe students while they construct an organogram to depict the educational reforms for Muslims by different institutions.
- Ask students to verbally explain the message given by Sir Syed Ahmed Khan to the Muslims of the Subcontinent.

### **Summative Assessments**

Students will:

- Construct a timeline in their notebooks to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Draw in their notebooks an organogram to depict the contributions of the Muslim religious leaders after the decline of Mughals.

- Do the document based questions about the contributions of Shah Waliullah in the Subcontinent.
- Write in their notebooks at least three causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Do a worksheet to explore some aspects of the Faraizi Movement founded by Haji Shariatullah.
- Attempt document based questions to evaluate Haji Shariatullah's contribution to strengthening Muslims of the Subcontinent as a community.
- Attempt a quiz developed on Sir Syed Ahmed Khan.
- Construct a timeline to identify the time of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan in their notebooks.
- Construct in their notebooks an organogram to depict the educational reforms for the Muslims by different institutions.
- Construct a flowchart diagram to demonstrate the message given by Sir Syed Ahmed Khan to the Muslims of the Subcontinent.
- Write in their notebooks at least two significant objectives of the Muhammadan Educational Conference.
- Attempt a quiz on the contributions of Sir Syed Ahmed Khan in the History of the subcontinent.
- Write at least two significant reasons behind the Two-Nation Theory of Sir Syed Ahmed Khan.
- Write at least three reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- *Record a short video with a duration of 1-2 minutes to share their opinion, with logical reasons, that Aligarh can be compared as the Oxford University for the Muslims of the Subcontinent.*

### **Learning Activities**

The Teacher will:

- Use a timeline to identify the time of Muslim religious leaders after Mughals in the span of Bahadur Shah Zafar till the War of Independence.
- Use extra study material to evaluate the causes of the decline of the Muslims in the Subcontinent as identified by Shah Waliullah.
- Use documents to evaluate Haji Shariatullah's contribution to strengthen Muslims of the Subcontinent as a community.
- Construct a timeline to explain the time of the Sir Syed Movement in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to depict the educational reforms for the Muslims by different institutions.
- Ask students to list at least two significant objectives of the Muhammadan Educational Conference.
- Ask students to read relevant books and search the Internet to gather information about Sir Syed Ahmed Khan to explain the message he gave to the Muslims in the form of a booklet.
- Divide the class into groups and ask each group to gather, and analyze, information from sources like relevant books, visit local museums, about Sir Syed Ahmed Khan to explain the message he gave to the Muslims. Each group will later share their findings with the rest of the class.

- Discuss different secondary research sources to share the information and findings of the reasons why Sir Syed Ahmed Khan wanted Muslims and the British to come closer.
- Generate a class discussion/debate to conclude the reason behind the Two-Nation Theory of Sir Syed Ahmed Khan.
- *Show a video to describe the reasons that Aligarh can be compared to Oxford University for the Muslims of the Subcontinent.*

### **Unit 3. World Wars I & II**

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

#### Student Learning Outcomes:

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and verbal responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and to construct their opinions.
- Explore the links of conflicts, and issues, of the past as the cause and effect within, and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their own perspective with reasons. (Split of Hindu-Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge, and understanding to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues, and actively participate to take up social responsibilities accordingly as good global citizens.
- Understand the adverse consequences of not obeying the national and international laws in the Global World.
- Identify the role of International Institutions for human welfare. (UNICEF, UNESCO, WHO, etc.)

**Knowledge:**

*Students will:*

- Describe main causes and contenders of the World War I.
- Describe the formation and collapse of the League of Nations.
- Describe the causes and contenders of World War II.
- 
- Describe the effects of World War II
- Describe the factors responsible for Cold War and Rise of a bipolar world.
- 
- Explain the need of the formation of UNO and its main organs.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of World War I.
- Use an organogram to demonstrate the events of World War I.
- Read relevant books, search from the Internet, to gather information about the causes that led to World War I.
- Investigate the role of Germany and Italy in World War I.
- Identify the reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Enquire the reason for USA's involvement in World War I.
- Discover the role of countries that worked to bring peace in Europe.
- Analyze the major changes Russia underwent after World War I.
- *Discover the beginning of Communism after World War I.*
- Use a timeline to identify the time of World War II.
- Use an organogram to demonstrate the events of World War II and their consequences.
- Read relevant books, search from the Internet and gather information about the impact of World War II in the formation of Pakistan.
- Explore the reasons for the formation of the United Nations after World War II.
- Evaluate the consequences of the Cold War on Pakistan.
- *Explore the reasons why the British had to announce a National Government in India after World War II.*
- *Justify that the British' decision of settling Jews in Palestine was based on fair justice.*

## **Assessments**

### **Formative Assessments**

The Teacher will;

- Take verbal responses on some major reasons for World War I.
- Discuss the timeline to describe some events of World War I.
- Observe students while they construct an organogram to demonstrate the events of World War I, and its consequences.
- Ask students to study some resources and share a couple of facts related to the role of Germany and Italy in World War I. (Resources will be provided by the teacher like; old newspaper pictures/prints, artefacts, articles, etc.).
- Ask students to discuss the important points of documentaries shown in class to identify the consequences Germany and the Ottoman Empire had to face after World War I.
- Ask students to discuss some possible reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Ask the students to list down at least three reasons for the USA's involvement in World War I.
- Ask students to share their observations of an organogram to depict the sequence of events of World War II and their consequences.
- Ask students to use provided study material to explore the impacts of World War II in the formation of Pakistan, and share their verbal responses with the class.
- Ask students to gather information through provided documents and Internet research to analyze some of the consequences of World War II.
- Ask students to verbally share some reasons for the formation of the United Nations after World War II.
- Ask students to watch video links to analyze the consequences of the Cold War on Pakistan.

### **Summative Assessments**

Students will:

- Attempt a quiz developed on World War I.
- Make a timeline of the significant events of World War I in their notebooks, sequencing them in chronological order.
- Construct in their notebooks an organogram to demonstrate the events of World War I and its consequences.
- Make a short video of 1-2 minutes to highlight the significant causes that led to World War I.
- Write in their notebooks at least two roles of Germany and Italy in World War I.
- Design a scrapbook to demonstrate the consequences Germany and the Ottoman Empire had to face after World War I.
- Write in their notebooks at least two reasons why Turkey had to sign the Treaty of Sevres after World War I.



- Attempt a quiz developed on World War II and its aftermath.
- Draw a timeline in their notebooks to identify the time of World War II in the span of the War of Independence till the formation of Pakistan.
- Construct an organogram to depict the sequence of events of World War II.
- Write in their copies a paragraph or two to explain the impacts of World War II in the formation of Pakistan, and share their verbal responses with the class.
- Attempt the document based questions to analyse some of the consequences of World War II.
- Verbally share some reasons for the formation of the United Nations after World War II.
- Write in their notebooks at least three consequences of the Cold War on Pakistan, after watching the shared video links.

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time and events of World War I.
- Use an organogram to demonstrate the events of World War I and its consequences.
- Discuss the causes that led to World War I, through some secondary sources like books, videos, and documents.
- Divide the class into groups and ask each group to gather and analyze information from sources like relevant books, visit local museums, focusing on the major changes in Europe in 1800. Each group will later share their findings with the rest of the class.
- Initiate a verbal discussion to help students identify the role of Germany and Italy in World War I.
- Show some documentaries to investigate the consequences Germany and Ottoman Empire had to face after World War I.
- Generate a discussion to inquire the reasons why Turkey had to sign the Treaty of Sevres after World War I.
- Discuss the role of Indians in World War I through some secondary sources like books, videos, and documents.
- Use a timeline to explain the time of World War II in the span of the War of Independence till the formation of Pakistan.
- Use an organogram to depict the sequence of events of World War II and their consequences.
- Use extra study material to help students explore and gather information about the impact of World War II in the formation of Pakistan.
- Divide the class into groups and ask each group to gather information through documents, and the Internet, to analyze some of the consequences of World War II.
- Generate a class discussion to inquire about some reasons for the formation of the United Nations after World War II.
- Use some video links to analyse the consequences of the Cold War on Pakistan.

## Unit 4. Political Awakening in India

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events, and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and verbal responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason, and to construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu-Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge and understanding to critically analyze their behaviour, and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

### **Knowledge:**

*Students will:*

- Explain the major reasons for the making of the Indian National Congress by Lord A. O. Hume in 1885.
- Describe the main reasons for the formation of the Muslim League in 1906.
- Describe the importance of the Lucknow Pact of 1916 for Hindu Muslim unity.

### **Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the Bengal Partition, formation of the Indian National Congress and All India Muslim League in the span of the War of Independence till the formation of Pakistan.
- Use the Venn diagram to demonstrate the differences, and similarities, between the Indian National Congress and the All India Muslim League.

- Identify some contributions of the founders of the Khilafat Movement in the Subcontinent.
- Describe main features of the Nehru Report in 1928 and Jinnah's 14 points.
- Explain the historical importance of Allama Iqbal's address of 1930 at Allahabad.
- Describe the historical significance of the Lahore Resolution of 1940 in the formation of Pakistan.
- Identify the key points of the 'Independence Act' of 1947.

- Read relevant books, visit local museums, search from the Internet, to gather information about the conditions of the Muslims compared to Hindus in India before partition.
- Explain how the partition of Bengal turned out in favour of the Muslims.
- Explore how the Simla Deputation paved the way for the formation of the Muslim League.
- Conclude that the Partition of Bengal was the turning point of the Hindu Muslim Unity.
- Explore reasons why the Muslim and Hindu Leaders united against the British.
- Explore the reasons for the failure of the Khilafat Movement.
- *Investigate why the Hijrat Movement became a cause for the failure of the Khilafat Movement.*
- *Justify that Jinnah can be truly claimed as the True Ambassador of Hindu-Muslim Unity.*
- Read relevant books, search the Internet, and gather information about the contributions of Allama Iqbal's in the formation of Pakistan.
- Discover the reasons why Quaid-e-Azam had to announce his 14 points.
- *Justify that Allama Iqbal has rightly earned the title of the 'Poet of the East'.*
- *Conclude if Gandhi's Non-Violent movement is a good example of the peaceful protest for civil rights.*
- Use an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Read relevant books, search from the Internet and gather information about the events that led to the formation of Pakistan.
- Enquire about the consequence of the failure of the Cripps Proposal.
- Explore the outcomes of the 'Quit India Movement'.
- *Enquire about the role of World War II in the Partition of India.*

- *Justify that Mr. Jinnah's actions were different from the rest of the political leaders of India demanding the British to leave their land.*
- *Conclude that Mr. Jinnah has rightly earned the title of 'Quaid-e-Azam'*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to discuss a Venn diagram to explain the differences and similarities, between the Indian National Congress and the All India Muslim League.
- Ask students to discuss the timeline to identify the time of the Lakhnow Pact, Khilafat Movement in the span of the War of Independence till the formation of Pakistan.
- Ask students to examine the reasons of why the Muslim and Hindu Leaders united against the British.
- Ask students to do Internet research to explore the reasons for the failure of the Khilafat Movement.
- Use a timeline to identify the time of announcement of 14 points of Mr Jinnah, Allahabad Address.
- Ask students to read relevant books, search the Internet to gather and share information about the contributions of Allama Iqbal in the formation of Pakistan.
- Ask students to evaluate the reasons why Quaid-e-Azam had to announce his 14 points.
- Ask students to use the given timeline to identify the time of the events of Lahore Resolution, Cripps Proposal, Quit India Movement, and Independence Act, in the span of War of Independence till the formation of Pakistan.
- Observe students while they will construct an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Ask students to share their research findings through verbal responses about the events that led to the formation of Pakistan.
- Ask students to share their verbal responses to discover why it was essential for the Muslims of the Subcontinent to have a separate country.
- Ask students to do a group activity to explore the consequences of the failure of the Cripps Proposal.

### Summative Assessments

Students will:

- Attempt a quiz developed on Formation of the Indian National Congress and All India Muslim League.

- Compare, and contrast, Congress and the Muslim League by giving at least two differences, and two similarities, between the two by using the Venn diagram.
- Prepare a report/online blog by gathering information using relevant books, visiting local museums and online material, to demonstrate a comparison between the conditions of the Muslims and Hindus in India before partition.
- Attempt a quiz developed on Hindu Muslim Unity.
- Make a timeline to identify the time of the Lucknow Pact and Khilafat Movement in the span of the War of Independence till the formation of Pakistan, in their notebooks.
- Construct a flow chart diagram to discuss the reasons why the Muslim and Hindu Leaders united against the British.
- Write in their notebooks a paragraph explaining the reasons for the failure of the Khilafat Movement.
- *Write three reasons in their notebook to justify that Jinnah can be truly claimed as the True Ambassador of Hindu-Muslim Unity.*
- Attempt a quiz developed on the political awakening in the Subcontinent before the Partition.
- Make a timeline to identify the time of announcement of 14 points of Mr. Jinnah, Allahabad Address, in the span of War of Independence till the formation of Pakistan, in their notebooks.
- Write in their notebooks at-least two significant contributions of Allama Iqbal in the formation of Pakistan

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time of formation of the Indian National Congress and All India Muslim League in the span of the War of Independence till the formation of Pakistan.
- Use Venn diagrams to demonstrate the differences, and similarities, between the Congress and the Muslim League.
- Use a timeline to explain the occurrence of the Lucknow Pact and Khilafat Movement in the span of the War of Independence till the formation of Pakistan.
- Divide the class into 4-5 groups for discussions focusing on the reasons why the Muslim and Hindu Leaders united against the British.
- Discuss reasons behind the failure of the Khilafat Movement.
- *Discuss the role of M. A. Jinnah as an ambassador of Hindu-Muslim unity as he remained member of both Muslim League and Indian National Congress.*
- Use a timeline to explain the time of announcement of 14 points of Mr. Jinnah, Allahabad Address in the span of War of Independence till the formation of Pakistan.
- Use research methodology to help students explore the contributions of Allama Iqbal in the formation of Pakistan through some secondary sources like books, videos and documents
- Engage the class in a group activity to list down the reasons why Quaid-e-Azam had to announce his 14 points.

- Develop a quiz on the Partition of India and Formation of Pakistan (1940-47) to test students.
- Use a timeline to explain the time of the events of Lahore Resolution, Cripps Proposal, Quit India Movement, and Independence Act, in the span of War of Independence till the formation of Pakistan.
- Use an organogram to demonstrate the sequence of events led by the Lahore Resolution.
- Share gathered information through secondary research sources to discuss the events that led to the formation of Pakistan.
- Generate a discussion to help students discover why it was essential for the Muslims of the Subcontinent to have a separate country.
- Assign a group activity to students to evaluate the consequence of the failure of the Cripps Proposal. Students will share their findings with the class.

**Unit 5. Pakistan a new country: 1947 till today**

**DOMAIN 1:** Knowledge and Understanding of Events, and People of the Past

**DOMAIN 2:** Cause and Effect of Events and changes of the Past

**DOMAIN 3:** Differences, Links, and Comparisons, within, and across, the Study Periods

**DOMAIN 4:** Historical Enquiry and Interpretation

**Student Learning Outcomes:**

- Demonstrate the extended understanding of main events, people and changes covered in the selected study periods through written and oral responses.
- Explore multiple reasons for the main events and changes in peoples' behaviours in the past.
- Critically evaluate the information gathered from different study periods to reason and construct their opinions.
- Explore the links of conflicts and issues of the past as the cause and effect within and across study periods of the past to construct reason and opinion.
- Use historical knowledge and understanding to critically analyze that the past has been represented and interpreted in different ways and develop their perspective with reasons. (Split of Hindu and Muslim unity, reasons of agreements, disagreements, wars in the past.)
- Link historical knowledge and understanding, to critically analyze their behaviour and present circumstances to make informed choices to bring positive change in personal and community future.
- Demonstrate a deeper analysis of prevailing issues and actively participate in social responsibilities accordingly as good global citizens.

**Knowledge:**

*Students will:*

- Describe the initial problems of Pakistan after independence.
- Compare the salient features of the constitutions of 1956, 1962 and 1973.
- Briefly describe the Kashmir Issue.
- Describe causes and events of War of 1965.

**Skills:**

*Students will be able to:*

- Use a timeline to identify the time of the events after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions 1956, 1962, 1973, war 1965, 1971, Afghan war till the War on Terror.

- Describe the causes and events of War of 1971.
- Discuss the events that led to the separation of East Pakistan.
- Describe major developments during the regimes of Ayub Khan, Zia-ul-Haq and Pervez Musharaf.
- Describe major developments during the era of democratic regimes in Pakistan.
- Describe different phases of the foreign policy of Pakistan.
- Describe war against terror and its impacts on Pakistan.
- *Discuss economic development in Pakistan since 1947 (Agriculture, industries and infrastructure)*
- *Describe the developments in key sectors of Pakistan like education, science and technology.*
- *Understand political structure and organs of government in Pakistan.*
- *Discuss Pakistan's role in international organization like UNO, OIC, SARC and ECO.*

- Use an organogram to demonstrate the sequence of events led by the Afghan War till the War on Terror.
- Read relevant books, search the Internet and gather information about the events that led to the formation of Pakistan.
- Evaluate the most challenging problem Pakistan had to face after Independence.
- Explore the contributions of the migrants and common people in the struggle for the Freedom of Pakistan.
- Elaborate on the reasons behind the failure of the Constitution of 1956.
- Identify some major milestones of Ayub Khan's Regime.
- Analyze the most important contribution of Ayub Khan.
- Enquire into the consequences of the Afghan War on Pakistan.
- *Search and gather information on the role of Pakistan's armed forces during war and peace.*
- *Make an analysis of Pakistan's relations with China, India, Iran and Afghanistan.*
- *Search the achievements of Pakistani players in different games*

## Assessments

### Formative Assessments

The Teacher will:

- Ask students to use a timeline to identify the time of the events after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions of 1956, 1962, 1973, wars of 1965 and 1971, Afghan War till the War on Terror.
- Ask students to give some examples of the pull and push factors behind the Migration of 1947.
- Ask students to use provided study material to explore the most challenging problem Pakistan had to face after independence, and share their verbal responses with the class.
- Ask students to study some resources and share a couple of facts related to the contributions of the migrants and common people in the struggle for freedom of Pakistan.
- Ask students to watch video links to analyze the consequences of the War of Kashmir on Pakistan.



- Ask students to read the provided research documents, and share their analysis on why part of objective resolution has become a compulsory part of all constitutions.
- Ask the students to share their verbal responses about some major milestones of Ayub Khan's Regime.
- Take verbal responses from students to discuss some causes of the War of 1965.
- Ask students to discuss the similarities, and differences, between the constitution of 1962 with the constitution of 1973, using a Venn diagram.
- Ask students to watch video links to analyze the impact of the War of 1971.
- Ask students to share their observations by using relevant sources like past newspapers, online sources, and historic books, to explore some consequences of the Afghan War on Pakistan.
- Ask students to share their analysis, verbally, on the most long-lasting consequences of the War on Terror on the social and economic history of Pakistan.

### **Summative Assessments**

Students will:

- Construct in their notebooks a timeline to locate the time period after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions of 1956, 1962, 1973, war of 1965, 1971, Afghan War till the War on Terror.
- Write in their notebooks two examples of the pull and push factors behind the Migration of 1947.
- Write in their copies a paragraph or two to explain the most challenging problem Pakistan had to face after independence and share their verbal responses with the class.
- Make a short video of 1-2 minutes to highlight the significant contributions of the migrants and common people in the struggle for freedom of Pakistan.
- Write a couple of paragraphs in their notebooks after watching the video links to analyze the consequences of the War of Kashmir on Pakistan.
- Do the document based questions on why part of objective resolution has become a compulsory part of all constitutions. Write in their notebooks at least three major milestones of Ayub Khan's Regime.
- Write in their notebooks at least two causes of the War of 1965.
- Draw a Venn diagram to explain the similarities and differences between the constitutions of 1962 with the constitution of 1973 in their notebooks.
- Draw a flowchart in their notebooks to identify the key causes of the War of 1971.
- Write in their notebooks their findings of the consequences of the Afghan War on Pakistan.

- Give group presentations to share their findings of the consequences of the War on Terror on the social and economic history of Pakistan. A follow-up questions session can help students do a critical analysis of the topic.

### **Learning Activities**

The Teacher will:

- Use a timeline to explain the time of the events after the formation of Pakistan in the span of Migration, War of Kashmir, constitutions of 1956, 1962, 1973, war 1965, 1971, Afghan War till the War on Terror.
- The teacher can divide the class into 4-5 groups to inquire about some of the pull and push factors behind the migration of 1947. Each group can present their findings to the whole class for understanding and further discussion.
- Use extra study material to help students explore and gather information about the most challenging problem Pakistan had to face after Independence.
- Discuss the contributions of the migrants and common people in the struggle for freedom of Pakistan through some secondary sources like books, videos and documents.
- Use some video links to analyze the consequences of the War of Kashmir on Pakistan.
- Use research documents to help students analyze the reason why part of objective resolution has become a compulsory part of all constitutions.
- Engage the class into a group activity to list down some major milestones of Ayub Khan's Regime.
- Use posters to explain the most important contribution of Ayub Khan.
- Generate a discussion to discover some causes of the War of 1965.
- Use a Venn diagram to explain the similarities, and differences, between the constitution of 1962 with the constitution of 1973.
- Use some video links to analyze the impact of the War of 1971.
- Generate a discussion to inquire into the consequences of the Afghan War on Pakistan.
- Divide the class into groups and ask each group to gather information from textbooks and the Internet about the consequences of the War on Terror on the social and economic history of Pakistan. Each group can present their findings to the whole class for understanding and further discussion.

## Glossary

1. **Advancements:** the process of helping something/somebody to make progress or succeed; the progress that is made. For example, the advancements in the field of science.
2. **Adverse:** negative and unpleasant; not likely to produce a good result for example adverse change/circumstances/weather conditions.
3. **Analyze:** to examine the nature or structure of something, especially by separating it into its parts, to understand or explain it. For example, Researchers analyze the data collected in detail to make conclusions.
4. **Cause:** the person or thing that makes something happen. For example, unemployment is a major cause of poverty.
5. **Characteristics:** typical feature or quality that something/somebody has. For example, all human languages share some common characteristics.
6. **Chronological:** (of a number of events) arranged in the order in which they happened. For example, facts should be presented in chronological order.
7. **Citizen:** a person who has the legal right to belong to a particular country. For example, the primary responsibility of a state is to protect its citizens.
8. **Citizenship:** the state of being a citizen and accepting the responsibilities of it. For example, the role of the education must be to prepare young people for citizenship.
9. **Civics:** a social science that deals with the rights and duties of citizens.
10. **Civil Rights:** the rights that every person in a society has, for example to be treated equally, to be able to vote, work, etc. whatever their sex, race, or religion.
11. **Civilization:** a society, its culture and its way of life during a particular period of time or in a particular part of the world. For example, civilizations of ancient Greece and Rome.
12. **Community:** all the people who live in a particular area, country, etc. when talked about as a group.
13. **Consequences:** a result of something that has happened, especially an unpleasant result.
14. **Convention:** the way in which something is done that most people in a society expect and consider to be polite or the right way to do it.
15. **Cradle:** cradle of something the place where something important began. For example, Greece, the cradle of Western civilization.
16. **Critique:** an act of judging the good and bad qualities of something. For example, to critique a poem.
17. **Democracy:** a system of government in which the people of a country can vote to elect their representatives.
18. **Effect:** a change that somebody/something causes in somebody/something else; a result. For example, modern farming methods can have a bad effect on the environment.
19. **Enquiry:** the act of asking questions or collecting information about somebody/something. For example, a scientific enquiry.
20. **Evaluate:** to form an opinion of the amount, value or quality of something after thinking about it carefully. For example, to critically evaluate whether a new technology will be useful or not.

21. **Evidence:** the facts, signs or objects that make you believe that something is true. For example, researchers have found clear scientific evidence of a link between exposure to sun and skin cancer.
22. **Explore:** to look at (something) in a careful way to learn more about it: to study or analyze (something). For example, researchers are exploring how language is acquired by children.
23. **Flow chart:** a diagram that shows the connections between the different stages of a process or parts of a system.
24. **Formative Assessments:** a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. For example, exit slips, discussions etc.
25. **Industrialization:** the process of developing industries in a country or an area.
26. **Infer:** to form (an opinion) from evidence: to reach (a conclusion) based on known facts. For example, to infer how certain changes will affect ordinary citizens.
27. **Inquire:** to investigate, look into. For example, students will inquire the reasons for downfall of Mughal Empire.
28. **Integrity:** the quality of being honest and having strong moral principles.
29. **Interpretation:** the particular way in which something is understood or explained. An explanation or way of explaining.
30. **Investigate:** to find out information and facts about a subject or problem by study or research.
31. **Landmarks:** a building or a place that is very important because of its history, and that should be preserved
32. **Organogram:** a diagram of the structure of an organization, especially a large business, showing the relationships between all the jobs in it
33. **Patriotism:** love of your country and the desire to defend it.
34. **Perseverance:** the quality of continuing to try to achieve a particular aim despite difficulties. For example, people *showed* great perseverance in the face of difficulty.
35. **Predict:** to say that something will happen in the future. For example, economists predict a bright future for the businesses in the next financial year.
36. **Primary sources:** A primary source is a firsthand account of an event that happened, data from a study, or an original work. Here are some examples of primary sources: Photographs of historical events, news articles, autobiographies by historical or famous people.
37. **Rationale:** the principles or reasons which explain a particular decision, course of action, belief, etc.
38. **Reform:** change that is made to a social system, an organization, etc. in order to improve or correct it.
39. **Responsibilities:** the civil duties that each citizen is supposed to fulfill. It is believed that these responsibilities help make the country a peaceful and suitable place to live in.
40. **Rights:** the benefits and the allowances that a certain governing body owes to the citizens, residents, and the people whom they govern. Usually, these rights are found to exist in democracies, and in such cases, they are protected by the constitution.
41. **Secondary sources:** Secondary sources were created by someone who did not experience first-hand or participate in the events or conditions you're researching. For a historical

research project, secondary sources are generally scholarly books and articles. A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may contain pictures, quotes, or graphics of primary sources.

- 42. Settlements:** a place where people have come to live and make their homes, especially where few or no people lived before.
- 43. Summative Assessments:** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. For example, end of unit exam or final term exam.
- 44. T-chart:** Graphic organizer, shaped like a “T,” used to separate information into two categories. A T chart can be used to compare and contrast two things, to list advantages and disadvantages, to separate facts from opinions, etc.
- 45. Timeline:** a horizontal line that is used to represent time, with the past towards the left and the future towards the right.
- 46. Venn Diagram:** a picture showing sets (= groups of things that have a shared quality) as circles that cross over each other, to show which qualities the different sets have in common.
- 47. Visualize:** to form a picture of somebody something in your mind.

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**Curriculum Review Committee:**

- 1. Mr. Babur Bashit Khan**  
Subject Specialist (Desk Officer) History  
DCTE Abbottabad
- 2. Mr. Shahid Hussain**  
Lecturer  
Govt. Post Graduate College Mandian Abbottabad
- 3. Mr. Muhammad Hanif**  
Subject Specialist  
Govt. Higher Secondary School Nawansher Abbottabad
- 4. Mr. Jan Alam**  
Subject Specialist  
Govt. Higher Secondary School Jalozai Nowshera

**Review Supervision:**

- 1. Mr. Jaffar Mansoor Abbasi**  
Director  
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa,  
Abbottabad
- 2. Syed Amjad Ali**  
Additional Director (Curriculum & Textbooks Review)  
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa,  
Abbottabad

**IT Team:**

- 1. Mr. Ahsan Nazir**  
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa,  
Abbottabad
- 2. Mr. Hussnain Mohavia**  
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa,  
Abbottabad