



THE CAMFORD INTERNATIONAL SCHOOL
ANNUAL LESSON PLAN 2025-2026
SUBJECT: SOCIAL SCIENCE (087)
GRADE10

Month	Chapter	Detail Concepts to be Covered	Learning Objectives
March	Geography:- 1. Resources and Development	Define resources; Classification of resources of resources- a. basis of origin, b. Basis of ownership, c, basis of status of development, d. Basis of exhaustibility. Development of resources- sustainable development; resource planning in India, Conservation of resources. Land resources- land use pattern in India; land degradation and conservation measures. Soil as a resource; types of soils; soil erosion and soil conservation.	Students will be able : <ul style="list-style-type: none"> • To familiarize with types of resources on the basis of Origin, Ownership and status of development. • To understand land as a resource and its utilisation and use pattern in India. • To understand the types of soil (alluvial soil, black soil, red and yellow soil, laterite soil, arid soil) and distribution. • Acquaintance with the changing land use pattern, land degradation and conservation measures.
	Economics:- 1. Development	Development promises: Different people and different Goals Income and other goals (i) National development Comparison of countries or states. (i) Comparison through national income. (ii) Comparison through per capita income. Income and other criteria	<ul style="list-style-type: none"> • Economic- Development What is development? What it means to different people? • Income and other goals. Understanding the traditional notion of development, national income and per capita income. • Familiarising the children about the income and other goals.

	<p>Democratic Politics: 1. Power sharing</p>	<p>Public facilities (i) Public distribution system. (ii) Body mass index (BMI) Sustainability of development</p> <p>(i) Environmental degradation and sustainable development</p> <ul style="list-style-type: none"> • Belgium and Sri Lanka • Majoritarianism in Sri Lanka • Accommodation in Belgium • Why power sharing is desirable? • Forms of power sharing 	<ul style="list-style-type: none"> • National Development- what it means to different people. • Yard stick used to measure development of different countries. • Per capita income, income and other criteria. • Analysing the need of sustainability of development. • list UN's Goals for Sustainable Development and explain its impact on their life. • The concept, principles and objectives of power sharing. • Community Government in Belgium. • Majoritarianism government in Sri Lanka • Will learn the importance of power sharing that it should be distributed among as many citizens. • Enhance decision making power. • Will able to understand that in modern democracies, power-sharing arrangements can take many forms. • Appreciate that how Power sharing can reduce the conflicts and fulfil our expectations in real life.
April	<p>Democratic Politics: 2.Federalism</p>	<p>What is Federalism? What makes India a federal country? How is federalism practiced?</p>	<ul style="list-style-type: none"> • Will be able to enhance their knowledge to explore about the other federal political countries all over the world. • Understand the independent powers of the level of

		<p>Decentralization in India</p> <p>The Existence of more than two levels of government,</p> <ul style="list-style-type: none"> • Decentralisation in India • Linguistic states in India. • Language policy in India. • The Existence of more than two levels of government, • Decentralisation in India 	<p>the government.</p> <ul style="list-style-type: none"> • Know that the Indian Union is based on the principles of federalism. • Comparative analysis of creation of the states in India on the basis of languages. • Students will appreciate the spirit of federalism, respect for diversity and desire for living together became shared ideals in our country. • Will appreciate that how formation of linguistic states has actually made the country, more united. • Will be able to understand that people have better knowledge of problems their localities.
	<p>1. History: The Rise of Nationalism in Europe</p>	<ul style="list-style-type: none"> • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions:1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism 	<ul style="list-style-type: none"> • Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalism.
May	<p>History: 1. Nationalism in India</p>	<ul style="list-style-type: none"> • The First World War, Khilafat and Non- Cooperation. • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging 	<ul style="list-style-type: none"> • Examine the case studies of the First World War, Khilafat and Non-Cooperation. • Appreciate the efforts done by freedom fighters and value the freedom that they enjoy today. • Comparative analysis of diverse social movements of the time. • Analyse how the advent of Mahatma Gandhi turned

	<p>Economics:- 2. Sectors of the Economy</p>	<ul style="list-style-type: none"> • Sectors of economic activities- primary, secondary and tertiary activities with suitable examples. • Comparison of the three sectors. Integration of the three sectors of the economy. • Rising importance of the tertiary sector in production. • Terms like employment, unemployment, under employment. • Creation of employment, role of the government. • Division of the sectors- organised and unorganised sectors of the economy- their characteristic features. • Protection of workers in the unorganised sector. Division of sectors on the basis of ownership- private and public sectors. Their features and their differences. 	<ul style="list-style-type: none"> • Familiarisation concepts of sectors of the Indian economy (primary sector, secondary sector, tertiary sector), their comparison on their contribution in the GDP. • To make aware of a major employment generating sector. • To understand how to create more employment. • To analyse various government schemes to create employment like MNREGA. • To analyse the division of sectors organised and unorganised and protective measures for unorganised sector worker. • To understand the sectors of the economy on the basis of ownership: Public sector and private sector. • To understand the role of Government's investment.
	<p>HISTORY: 3. The Making of The Global World</p>	<ul style="list-style-type: none"> • The Pre-modern World • The Nineteenth Century (1815-1914) • The Inter-war Economy • Rebuilding a World • Economy: The Post-war Era 	<ul style="list-style-type: none"> • Learns about the earliest form of globalization – Silk Routes, food connect and causes of Conquest, Disease and Trade across the world. • Understands the systems of World Economy, role of technology in spread of Colonialism • Questions about the Migration of Indentured Labour from India, Indian global trade during

			<p>Colonial time.</p> <ul style="list-style-type: none"> • Recognize and critically analyze wartime transformations and evaluate post war recovery and rise of Mass Production and Consumption. • Rebuilding a World Economy: The Post-war Era, decolonization and independence
July	<p>Geography- 4. Agriculture</p> <p>Democratic Politics: 5. Gender Religion and Caste</p>	<ul style="list-style-type: none"> • What is agriculture? Types of agriculture. • Types of farming- primitive subsistence, subsistence and intensive subsistence, plantation, commercial- their characteristic features. • Cropping pattern- cropping seasons. • Major crops of India –food, cash and plantation crops. Conditions for their growth and their distribution. Technological and institutional reforms- green revolution, bhoodan movement, grameen banks, insurance policies, etc. • Gender and politics- Public/Private division, Women’s political representation. • Religion, communalism and politics- Communalism, secular state. • Caste and Politics- Caste Inequalities, Caste in Politics, Politics in Caste. 	<ul style="list-style-type: none"> • Students will be able to familiarise about three cropping seasons in India (Rabi, Kharif and Zaid). • Understand the major crops (grains and leguminous crops, food crops and non-food crops) in India. • Understand the institutional and technological reforms which become necessity for revolution in agricultural sector • .To understand the impact of globalisation. • To understand how bio-technology is helpful in the Gene Revolution. • Students identify the areas of gender discrimination prevailing in society. • Understand how important the role of women voter is, though the gap between men and women voters has difference. • Students will be able to identify how a particular faith play dominant role in elections and voting behaviour. • Recognize how political parties promote communal ideology.

	6. Political Parties	<ul style="list-style-type: none"> • Why do we need political parties? • How many parties should we have? • National and political parties • And challenges to political Parties 	<ul style="list-style-type: none"> • Understand that constitutionally religion should not have any role in politics. • Understand that time has come to unchain impact of religious politics and strengthen real India to strengthen democracy. • Identify and analyze the challenges posed by communalism to Indian democracy. • Recognize the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics. Will able to understand the importance of the political parties that it is the part of the society and thus involve partisanship. • Identify the work of political parties. • Appreciate the functions done by the political parties. • Comparative analysis of one party system and (at least) two party systems. • Critically analysis of merits and demerits of multiparty system. It can be very messy as well as allows a variety of interest. • Evaluation of the situations that no system is ideal for all the countries and situations. • Enhance decision making with critical thinking. • Will understand that in a federal system there tend to exist two kinds of political parties: Parties that are present in only one of the federal • Units and parties that is present in several or all units of the federation. • At the same time, they will learn about coalition of the government. • Examine the situations when the parties are facing the challenges.
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	Economics 3.Money and Credit	<ul style="list-style-type: none"> • Money as a medium of exchange. Modern forms of money- currency, cheque, bank and its activities- a formal sector where money can be deposited and withdrawn at the time of need, bank as a financial institution is a formal sector that gives loans /credit against collateral for various purposes at a very nominal interest. • Function of the RBI • Variety of credit arrangements- private individuals, formal sectors like banks and cooperatives. • Self help groups and their function. 	Students will be able: To familiarize the concept of money <ul style="list-style-type: none"> • as an economic concept (medium of exchange, storage, deferred payments). • To understand the loan activities of bank, their terms of credit and other conditions. • To understand formal and informal financial institutions for saving and credit. • To familiarize self-help groups for the poor and their functions.
August	Geography- 4. Minerals and Energy 5. Manufacturing Industries	<ul style="list-style-type: none"> • What is a mineral? • Mode of occurrence of Minerals • Ferrous and Non-Ferrous Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals • Energy Resources <ul style="list-style-type: none"> o Conventional and Non-Conventional o Conservation of Energy Resources • Importance of manufacturing industries for economic development. Contribution of industry to national economy. • Factors influencing the location of 	<ul style="list-style-type: none"> • Identify different types of minerals and energy resources and places of their availability • Feel the need for their judicious utilization Students will be able: <ul style="list-style-type: none"> • To understand manufacturing sector as the backbone of development. • To familiarize with the Government's different policies for manufacturing industries.

	<p>Geography- 6. Lifelines of National Economy</p>	<p>industries. Classification of industries on the basis of ownership, raw materials, size, capital invested. On the basis of their role and on the nature of the goods produced.</p> <ul style="list-style-type: none"> • A detailed study of a selected number of industries- cotton textile, iron and steel, aluminium, chemical, fertilizer, cement, automobile and I.T. <p>Only map work.</p> <p>Map work-</p> <p>a. Major Sea-ports-</p> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakapatnam • Paradip • Haldia 	<ul style="list-style-type: none"> • To understand the industrial location, industrial activity followed by urbanization and industry-market linkage. • To understand the types of spatial distribution (Through Map). • To familiarise with contribution of Industries to the National Economy. • To understand the types of industries on the basis of material used. • To understand the industrial pollution and degradation of environment, its measures to control environmental degradation. • To understand the way shown by NTPC of sustainable development. <p>b. International Airports-</p> <ul style="list-style-type: none"> • Amritsar • Delhi • Mumbai • Chennai • Kolkata • Hyderabad
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	<p>Economics:- 4. Globalisation and the Indian Economy</p> <p>DEMOCRATIC POLITICS: 7. Outcomes of Democracy</p>	<p>To be evaluated in the Board Examination:</p> <ul style="list-style-type: none"> • What is Globalisation? • Factors that have enabled Globalisation <ul style="list-style-type: none"> • How do we assess democracy's outcomes? • An Accountable, responsive legitimate government • Economic growth and development. • Reduction of inequality and poverty • Dignity and freedom of the citizens 	<ul style="list-style-type: none"> • Familiarize the concepts of production across countries. Students will be able: • To familiarise foreign trade and integration of markets. • To understand globalisation and the factors of globalisation. • To understand trade practices, steps to attract foreign investment. • To understand world trade organisation, the impact of globalisation. • To familiarise with the various debate outcomes for fair globalisation. <ul style="list-style-type: none"> • Examine some of the things we can reasonably expect from democracy and examine the record of democracy. • Will be able to understand the importance of people in decision making. • Appreciate the form of the government which is always accountable to the people. • Comparative analysis of the other forms of the government and find democracy has better outcomes. • Critically examine the role of democratic government in distribution of goods and opportunities. • Able to appreciate that democracy in India has strengthened the case of the disadvantaged and discriminated castes for equal status and equal opportunity.
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September	5. Print Culture And the Modern World	<ul style="list-style-type: none"> • The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship • The History of Print in India. • The influences of print culture in India • The spread of Print culture in Europe. • The print Revolution and the French Revolution. • Reading Mania 	<ul style="list-style-type: none"> • Identify the link between print culture and circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
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It is compulsory for every student has to undertake *any one project* on the following topics:

Consumer Awareness -

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Social Issues

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Sustainable Development - To be completed during summer holidays