



Tamil Nadu Curriculum Framework 2025
Proposed Draft Syllabus, Pedagogical Approaches and Assessment Strategies
Social Science - Classes 6 to 8

Introduction

Social Science at the Upper Primary stage aims at nurturing informed, caring and socially responsible citizens through a blend of History, Geography, Economics and Civics. The focus is on learning the interrelationship between nature, society, polity and economy. The objective is to help students understand and appreciate the concepts of social equity, diversity and inclusiveness for sustaining democracy in the country.

Aligned with the vision of the Tamil Nadu State Education Policy 2025, the curriculum adopts a competency-based, inquiry-driven approach that prioritises conceptual understanding, critical thinking and evidence-based reasoning over rote learning. It promotes interdisciplinary learning that connects classroom knowledge with life experience on contemporary problems. The curriculum seeks to inculcate scientific temper in learners to uphold democratic and constitutional values, principles of pluralism and gender equity. Learners develop essential twenty-first-century skills through rational thinking, scientific interpretation of evidence and meaningful interaction with real-world contexts.

By fostering an understanding of social justice, regional heritage, cultural diversity, global interdependence, Social Science enables learners to develop into knowledgeable, empathetic and socially conscious individuals committed to an inclusive and sustainable future.

HISTORY THEME: “From Civilisations to Modern Citizenship: Tracing India and Tamil Nadu through the Ages”			
CG 1: Develop the ability to critically examine historical sources and interpret past events in order to understand present social, political and economic conditions. Foster critical thinking by enabling students to understand the historical evolution of society, cultural heritage of Tamil Nadu over time.			
Competencies	Class VI	Class VII	Class VIII
C.1.1 Identifies different sources of history and explains early ways of life using timelines, maps and basic historical evidence. C.1.2 Examines archaeological, literary and travel accounts and explains the social, cultural and political features of the period. C.1.3 Analyses archival records, colonial documents, diaries and historical sites to gain insights into political, social and economic changes from the 18th century onwards.	1. Understanding History: Definition- Importance of studying History. Timelines – Centuries – BCE and CE - Sources: Archaeological - Artefacts - Monuments – Coins – Literature and Inscriptions. (Info graphs) Archaeological Sites in India and Tamil Nadu: Adichanallur, Paiyampalli, Sivagalai, Keeladi. (Maps and Info graphs)	1. Sources of Medieval India and Tamil Nadu: Sources: Primary and Secondary - Archaeological finds- Monuments and Coins - Epigraphy: Inscriptions, Copper Plates - Literary Sources – Chronicles - Religious Works – Foreign traveller’s Accounts.	1. Sources: Archival Records, Palm leaf manuscripts – Tamil Nadu Archives – National Archives of India.

CG 2: Understanding evolution of society from early human settlement to colonial era - in terms of political, economic and cultural developments in Tamil Nadu.

C.2.1 Explains the transition from hunter-gatherer society to settled agriculture as the cornerstone of human civilisation	2.Early Human Life and Beginnings of Agriculture and Settled Life: Introduction to Evolution and Migration of Humans- Hunter-gatherers, Neolithic, Pastoral Societies- Shifting Cultivation - Stone Tool Technology - Excavated Sites: Attirampakkam, Bhimbetka- Invention of the Wheel- Pottery Storage Practices	-----	-----
C.2.2 Explains the polity-administration, economic growth and cultural developments of medieval India, including the rise and decline of major kingdoms and empires.	-----	2. Regional Powers and Conflicts over dominance: Rajputs- Chauhans- Pratiharas- Paramaras – Solankies – Palas - Chalukyas of Kalyani, Kakathiyas - Hoysalas - Yadavas. 3. The Great Cholas: Political, Economic and Cultural Developments. Foundation of the Chola Empire - Polity and System of Governance- Sabha, Ur and Nadu - Uthiramerur Inscription- Anaimangalam Copper plates- Irrigation- Land Administration- Variyams-Taxation – Coins -	-----

		Art and Architecture - Literature - Maritime trade centres. 4. Advent of Arabs and Turks- Foundation of Delhi Sultanate- Polity- Administration- Art and Architecture - Literature - Early Muslim settlements along the Coromandel Coast. 5. Later Pandyas: Foundation of the Pandya Empire - Polity and Administration - Southern campaigns of Malik Kafur- Establishment of the Madurai Sultanate. 6. Vijayanagar and Bahmani Kingdoms: Foundation of the Vijayanagar Empire - Political, Social, Economic and cultural conditions- Establishment of Bahmani kingdom – Mahmud Gawan - - Nayankara system. 7.Mughal Empire: Foundation and consolidation: Babur to Aurangzeb- Decline of the Mughal Empire 8. Mughal Administration, Religion and Culture: Land Revenue System - Sher Shah Suri - Raja Todar Mal - Akbar's Mansabdari System	
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		and Concept of Sulh-i-Kul, a concept of tolerance– Art and Architecture. 9. Rise of Marathas Shivaji- His military conquests and administration - Rule of Peshwas- changes in the administration- Maratha rule in Thanjavur	
C.2.3 Analyses the causes and consequences of the arrival of Europeans and their rivalry for dominance, leading to conflicts and wars and explains the transition from trade to territorial conquests by the British.	-----	-----	2. Advent of the Europeans: European Settlements for Trade in India – Portuguese, Dutch, English, Danish, French.
CG 3: Explain the historical outline dealing with early civilisations, regional interactions and colonial impact through evidence-based study, with emphasis on the course of history in Tamil Nadu from Iron Age to beginning of colonial period.			
C.3.1 Explains the characteristics of early Indian civilisations such as the Indus civilisation and Vedic societies and analyses the development of settlements, governance, social organisation, economy and regional interactions, including early	3. Indus Civilisation: Harappa and Mohenjo-daro– Town Planning – The Great Bath - Drainage System – Metallurgy – Crafts and Trade – Social Organisation. 4.Vedic Age: Aryans – Settlements and Lifestyle – Rig Vedic and Later Vedic culture –Differences	-----	-----

historic dynasties in Tamil Nadu.	between Early and Later Vedic Periods.		
C.3.2 Analyses the impact of key battles, expansion policies and administrative reforms of the British and explains their influence on Indian society	-----		3. Establishment of British Rule in India: Introduction – Battle of Plassey (1757) – Battle of Buxar (1764) – Diwani Rights (1765) – Robert Clive and Warren Hastings – Regulating Act of 1773 4. Trade Rivalries and Conflict: Introduction – Anglo-Dutch Rivalry – Anglo-French Rivalry (Carnatic Wars) – Nawab of Arcot.
CG 4: Explains the rise and growth of territorial states, cultural exchanges and colonial economic policies and historical transitions of Tamil Nadu from ancient period to British period.			
C. 4.1 Analyses the emergence of early territorial states, administrative practices, coinage and taxation systems and explains the principles and social influence of Jainism and Buddhism in shaping early	5. Emergence of States and Administration under Monarchy: Formation of States – Janapadas and Mahajanapadas –Magadha and Mauryas Sources of Mauryan empire- Administration – Introduction		-----

Indian society.	of Coinage and Taxation - Ashoka's Dhamma - Inscriptions - Art and Architecture. 6. Jainism, Buddhism and Ajivika: Principles and Teachings of Mahavir and Buddha - Social Impact - Spread of Jainism and Buddhism in Tamil Nadu - rock-cut beds and inscriptions; Sittannavasal - Buddhist centres- Ajivikas.	-----	
C.4.2 Evaluates British land revenue systems, administrative restructuring and economic policies and their impact on farmers, artisans, traditional industries in early resistance movements.	-----	-----	5. Resistance to British Rule: Mysore Sultans: Hyder Ali Tipu Sultan - Anglo-Mysore Wars - revolt of Palayakkarars - establishment of British rule in Madras Presidency - Vellore Revolt (1806). 6. Administrative Changes under East India Company Rule: Zamindari System (Permanent Settlement) - Ryotwari System - Mahalwari System - Centralised Administration - Civil Services - Laws, Police and Courts.

			7. Policies of Expansion: Subsidiary Alliance – Anglo-Maratha Wars – Doctrine of Lapse – Annexation of Major Kingdoms.
CG 5: Understands the change and continuity in Tamil Nadu's political authority, cultural life, maritime trade and social movements from ancient period until the establishment of colonial rule.			
C.5.1 Analyses archaeological and literary sources to explain maritime trade, religious influences and cultural developments in early Tamil Nadu and evaluates their impact on social life, ethical values and intellectual traditions	7. Sangam Age: Polity, Society and Culture Early historic Tamil kingdoms- Chera, Chola and Pandya - Literature, Social Life, Trade – Important Trading Centres: Madurai, Poompuhar (Kaveripoompattinam), Korkai, Muziris, Uraiyur; Arikamedu, Alagankulam, Kodumanal, Keeladi - Cultural exchange through Maritime Trade.	-----	-----
C.5.2 Examines medieval social structures, occupational groups and devotional movements and explains the rise of regional powers and their cultural contributions.	-----	10. Religion and Society – Bhakti Movements in South India and North India- Saivism – Vaishnavism - Sufi Movement- Sikhism – Literature - Influence on Society.	-----

C.5.3 Evaluates changes in village life under colonial rule and analyses early resistance and revolt in South India against British authority.	-----	-----	8. Economic Impact of Colonialism: Changes in Agrarian Structure – Impact on Peasants - Artisans – Tax Collection and Land Ownership – Drain of Wealth – Growth of British Enterprises at India’s Cost – Famines and Emigration.
CG 6: Governance, economy and social structures from ancient to Modern: Colonial reform movements, with focused understanding of social groups, community relations and social justice developments in Tamil Nadu.			
C.6.1 Analyses administrative, economic structure and urbanization in ancient India.	8.Post-Mauryan Period: Kushanas - Kanishka- Gandhara Art - Satavahanas – Economy - Trade Contacts - Craftspeople – Traders – Guilds – Coins- Growth of Towns and Ports.	-----	-----
C. 6.2 Explains how governance systems influenced trade, socio-cultural life in both urban and rural parts.	9. Gupta and Post-Gupta Empires: State and Polity- Administration- Culture, Art and Architecture - Empire of Harshavardhana. 10. Major South Indian kingdoms and Regional Interactions: Pallavas of Kanchi – First Pandiyan Kingdom - Chalukyas of Vatapi - Rashtrakutas of the Deccan – Art and Architecture	-----	-----

C.6.3 Discusses the social conditions in early British India and narrates the role of missionaries and social reformers in addressing social oppression and economic inequalities and promoting modern education that brought about social changes.	-----	-----	9. Development under British Rule: Spread of Modern Education – Contributions of Missionaries – Schools, Hospitals – Introduction of Modern Transport and Communication – Social Reforms 10. Rebellions against British: Tribal and Peasant Revolts – The Great Rebellion of 1857.
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GEOGRAPHY THEME: Nature Around Us: Space, Earth, Environment and Life CG 7: Evaluates how Earth's physical systems interact with the biosphere and human activities.			
Competencies	Class –VI	Class – VII	Class – VIII
C 7.1 Analyse the dynamic processes shaping Earth's physical structure, including its position in the solar system, internal layers, surface landforms, lithospheric	1. Our Earth Introduction - Origin of the Universe - Galaxy - Solar system - Planets, Asteroids, Meteors and Comets - Motions of the earth and its effects - The Moon	1. Interior of the Earth Introduction - Layers of the Earth - Endogenic Processes- Mountain building - Earthquakes - Volcanoes - Rock cycle	1. Physical Geography of the continents Introduction - Major mountains - Major Plateaus - Major Plains - Major Rivers and Lakes

movements and major physiography of the continents.			
C. 7.2 Explain oceans, continents and exogenic processes, soil erosion and soil conservation	2. Oceans and Continents Introduction - Order of Landforms - Distribution of oceans - Distribution of Continents	2. Exogenic Processes Introduction - Weathering - Gradational agents – Glacier - River - waves – Wind – Underground water	2. Soil Introduction - Soil formation - Soil profile - Major soil types - Soil degradation and its impacts – Soil Conservation.
C. 7.3 Investigate the interactions between the climate, biosphere, hydrosphere and human systems by explaining ecosystem dynamics, biodiversity, biomes and understand the geographical diversity of India.	3. Biosphere Introduction - Major spheres of the earth - Ecosystem - Biodiversity - Conservation of biodiversity (Wetlands, marshy, Swampy)	3. Geographical Diversity of India Introduction - Physical diversity of India - Cultural diversity of India - Regional Development	3. Weather and Climate Introduction - Composition and structure of the atmosphere - Weather and Climate - Temperature - Pressure - Wind - Humidity - Clouds - Precipitation - Hydrological Cycle – Factors affecting Hydrological cycle

CG 8: Analyzes the distribution, utilization, and conservation of resources and hydrosphere, and evaluates the causes, impacts, and sustainability of migration and urbanization for responsible decision-making.			
C.8.1 Analyze the interrelationship between resource availability, industrial classification and sustainable development.	4. Resources Introduction – sources of resources Classification of resources - Sustainable development	4. Economic Resources Introduction - Renewable and non-renewable Resources- Conventional and non-conventional resources - Development of Resources - Resource depletion and Conservation	4. Hydrosphere Introduction - Relief of the ocean floor - Waves, tides and ocean currents - El Nino & La Nina- Marine Resources - Why should the ocean be protected? – Sea level changes
	5. Economic activities Introduction - Value of work - Primary activities - Secondary activities - Tertiary activities	-----	5. Migration and Urbanisation Introduction - Causes of migration- Types of migration – Urbanization - Impact of urbanization - Urban Planning
CG 9: Develops geographical understanding and spatial thinking through map skills, population studies, Economic activities, tourism and disaster preparedness.			

C.9.1 Analyse the geographic, cultural and historical factors that influence the distribution and significance of tourist attractions at local, national and global Scales.	-----	5. Tourism Introduction -Tourist attractions (Tamil Nadu, India, World) - Safety measures - Eco Tourism	-----
C.9.2 Applies geographical knowledge and map skills to understand human activities, development and disaster preparedness.	6. Map Reading Introduction - Components of a Map - Latitude, longitude & time - Globe - Wall maps - Atlas	6. Population Introduction - Population Distribution & Density- Composition of population - Population growth and its impact	6.Economic Activities Introduction - Agriculture - Types of Agriculture - Industry - Types of Industry - Trade and Transport
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CIVICS			
THEME:"Democratic Governance, Social Justice and Inclusive Development in India and Tamil Nadu."			
CG 10: Evaluates the role of constitutional bodies, human rights institutions and laws in India and Tamil Nadu and demonstrates conscious civic participation to strengthen democracy, unity in diversity and social harmony.			
Competencies	Class VI	Class VII	Class VIII
C.10.1 Analyses and appreciates India's cultural diversity — including languages, arts, philosophies, regional identities and historical interactions.	1. Understanding Diversity Around Us: Meaning of diversity- Examples from daily life -Unity in Diversity – Languages of India-Indian Arts and Culture-Living Together in Harmony	1. Diversity and Democracy: How diversity strengthens democracy - Role of education in promoting national unity - Contribution of states to national culture. 2. Economic Institutions and Livelihood Support: Public Distribution System (PDS) - Local	1. Social and National Integration: Social Harmony - Peaceful and respectful coexistence in society – Major Constitutional provisions to promote social integration in India. National Integration - Equality and Equity - A sense of belonging and togetherness among citizens.

		markets: Daily, Weekly and Monthly Markets - Cooperative Societies for: Farmers – Milk producers - Artisans - Cottage Industries - Unorganized Sectors	
C.10.2 Explains the basic principles of the Constitution of India, including its values, Fundamental Rights and Duties, and the structure of government. Explains how democratic governance functions in India and analyses the role of institutions, media and citizen participation in strengthening democracy.	2. The Idea of having a constitution: Constitution - Need - Types - its importance. Indian Constitution and its Values: Objectives - Making of Indian Constitution and its Sources.	3. Constitution of India: Introduction – Preamble – Salient features – Constitutional Amendment. Indian Democracy and institutions: Governance and Participation of people in Political parties – Election Commission of India – State Election Commission - Democracy in schools - Youth Parliament.	2. Structure of Government: Structure, role and importance: The Executive, The Legislature and The Judiciary Indian Judiciary: Single Integrated Judiciary – Structure, role, powers and functions 3. Media & Democracy Press – Informed Citizenship

C.10.3 Explains the concept of citizenship in India and demonstrates responsible civic behavior that promotes national unity, social harmony and respect for diversity.	3. Citizenship: Meaning of citizenship - Role of citizens in community life. Civic responsibility: Upholding the values of Indian Constitution.	4. Civic Behavior: Responsible usage of public resource and protecting the Environment Civic sense: Role of family, community and public institutions Responsible Online civic behavior Accountability of Tax payment.	4. Indian Citizenship: Ways of acquiring citizenship in India - NRI (Non-Resident Indian) PIO (Person of Indian Origin)
C.10.4 Evaluates the role of government welfare schemes and development programmes in promoting social justice and improving the livelihoods of socially Backward Sections.	4. People Welfare Government : Meaning and Definition - Welfare Schemes for social Development in Tamil Nadu	5. Promoting Social Welfare in Tamil Nadu: Addressing Social Problems: Ways and Means: Poverty, Unemployment, Child Labour, Dowry, Domestic Violence and School Dropout- Impact of social media- Drug abuse.	5. Social Welfare Programmes in Tamil Nadu: District Social Welfare Department – Welfare Programmes in Tamil Nadu (Health & Family Welfare, Children, Women, Youth, Senior Citizens, Third Gender, Differently Abled, Ex-Service men) 6.Frameworks to safeguard rights: Human Rights Commissions – Consumer Protection Forum 1996 Act - Domestic Violence

			Act 2005 – RTI Act 2005 - Right to free and compulsory education act 2009 - POCSO Act 2012
C. 10.5 Explains and analyses the structure and functions of governance at the village, district and state levels, and examines the role of institutions, officials and citizen participation in administration, development and the protection of citizens' rights.	5. Local Self Government and Community Participation: Rural: Village Panchayat (Grama Sabha)– Panchayat Union – District Panchayat Urban: Town Panchayat Municipalities - Corporations	6. Administrative Structure of Local Self Government: Village Level- Block Level - District Level - Recent Initiatives: E-Governance	
C.10.6 Evaluates the role of various organised institutions and social structures in implementing and promoting road safety measures.	6.Basic Road Safety Rules: License – Importance and - Speed Limit - Types of Roads - Traffic Rules – Road Safety- Road Safety Clubs at School level	7. Traffic regulations and causes of accident: Citizen's Responsibilities in Road Safety - Role of traffic police - Causes of Accidents - Community Responsibility in Road Safety.	8. Road Safety Laws and Enforcement Agencies: Road safety laws – Motor Vehicles Act 1988 - Traffic rules and regulations – Citizen's responsibility in following road rules

ECONOMICS THEME : Everyday's Economics			
CG. 11. Explains responsible consumption, budgeting and financial literacy in everyday life.			
C.11.1 Describes basic household consumption, household budgeting, banking services and safe digital transactions concepts.	1. Household Consumption Needs, wants and choices - Household consumption - responsible consumption - Recycling and reuse.	1. Household Budgeting Functions of money - Forms of money - Currencies: Domestic and Foreign - Household income - Household expenditure - Household budgeting - Saving habits.	1. Everyday Finance Banks - Savings and deposits - Bank accounts - UPI, QR codes and mobile banking - Loans, borrowing and interest - Online safety and cyber security - Fraud awareness - Consumer grievance mechanisms - Self-Help Groups.
CG 12: Applies economic concepts to everyday situations involving markets, production, investments and Government intervention.			
C.12.1 Uses market, production, investment, taxation and public-spending concepts to solve familiar economic problems and make informed choices.	2. Everyday Market Local markets - Buyers and sellers - Value and prices - Public goods - Household purchasing.	2. Production Systems Around Local production in agriculture, industry and services - Production-household relationship - Factors of production - Production process - Value addition - Role of technology and human capital - Sustainable production - Wholesale, retail and online markets - International markets	2. Savings And Investments Investments - SIPs - Stocks - Bonds - Government influence on markets and financial systems - Government Taxation - Public investments and spending.

Integration of Arts, Life Skills and Values	
Integration of Arts (Classes 6–8) By incorporating arts into teaching, students can understand subjects more easily.	1. Use of drawing, sketching and mapping for spatial understanding. 2. Creation of timelines, posters, charts and info graphics. 3. Role-play, dramatization and storytelling for historical and civic concepts. 4. Incorporation of folk arts, local crafts and cultural expressions. 5. Use of music, poetry and slogans for social themes. 6. Model-making (landforms, monuments, institutions). 7. Encouraging visual presentations and exhibitions. 8. Linking arts with heritage, culture and identity. 9. Promoting creativity as a means of conceptual expression.
Integration of Life Skills (Common for Classes 6–8)	Skills incorporated into the curriculum for the personality development of students: Developing critical and analytical thinking through inquiry and discussion. 1. Development of critical and analytical thinking through discussion. 2. Promotion of communication and collaboration skills via group activities. 3. Encouragement of problem-solving and decision-making using social contexts. 4. Building empathy and social awareness through historical and civic themes. 5. Strengthening responsibility and citizenship skills. 6. Exposure to leadership and teamwork through projects. 7. Development of time management and planning skills. 8. Encouraging ethical reasoning and value-based judgement. 9. Fostering self-awareness and reflective thinking.

**Integration of Values
(Common for Classes 6–8)**

1. Values needed to become a socially responsible citizen.
2. Promotion of constitutional values such as equality, justice and liberty.
3. Respect for diversity, pluralism and cultural heritage.
4. Development of environmental responsibility and sustainability awareness.
5. Encouragement of democratic values and participatory citizenship.
6. Cultivation of national integration with global outlook.
7. Emphasis on ethical conduct, honesty and social responsibility.
8. Sensitisation towards gender equality and social inclusion.
9. Appreciation of peace, cooperation and mutual respect.
10. Encouraging active and informed citizenship.

Pedagogical Process (Common for Classes 6–8)

1. Inquiry-based learning using **guiding questions, visuals, and source material**.
2. Use of **maps, timelines, charts, and diagrams** as core learning tools.
3. **Think–Pair–Share and group discussions** to promote peer learning.
4. Short **case studies and real-life examples** to anchor abstract concepts.
5. **Project-based and experiential learning** linked to the immediate environment.
6. Integration of **storytelling and narratives** (especially in History and Civics).
7. Encouragement of **comparative thinking** (then–now, local–national–global).
8. Use of **ICT tools and digital resources** wherever feasible/possible.
9. Periodic **reflection activities** (journals, exit slips, concept summaries).

Assessment Strategies (Common for Classes 6–8)

1. Combination of **formative and summative assessment** approaches.
2. Use of **competency-based questions** beyond memory recall.
3. Inclusion of **map work, source-based questions, and data interpretation**.
4. Assessment through **projects, presentations, posters, and models**.
5. Short **oral assessments and peer assessment** opportunities.
6. Use of **rubrics** for evaluating skills like reasoning, communication, and collaboration.
7. Foster Periodic **self-assessment and reflection** .
8. Application-oriented questions connecting concepts to **real-life situations**.
9. Assessment aligned with **learning outcomes rather than only content coverage**.