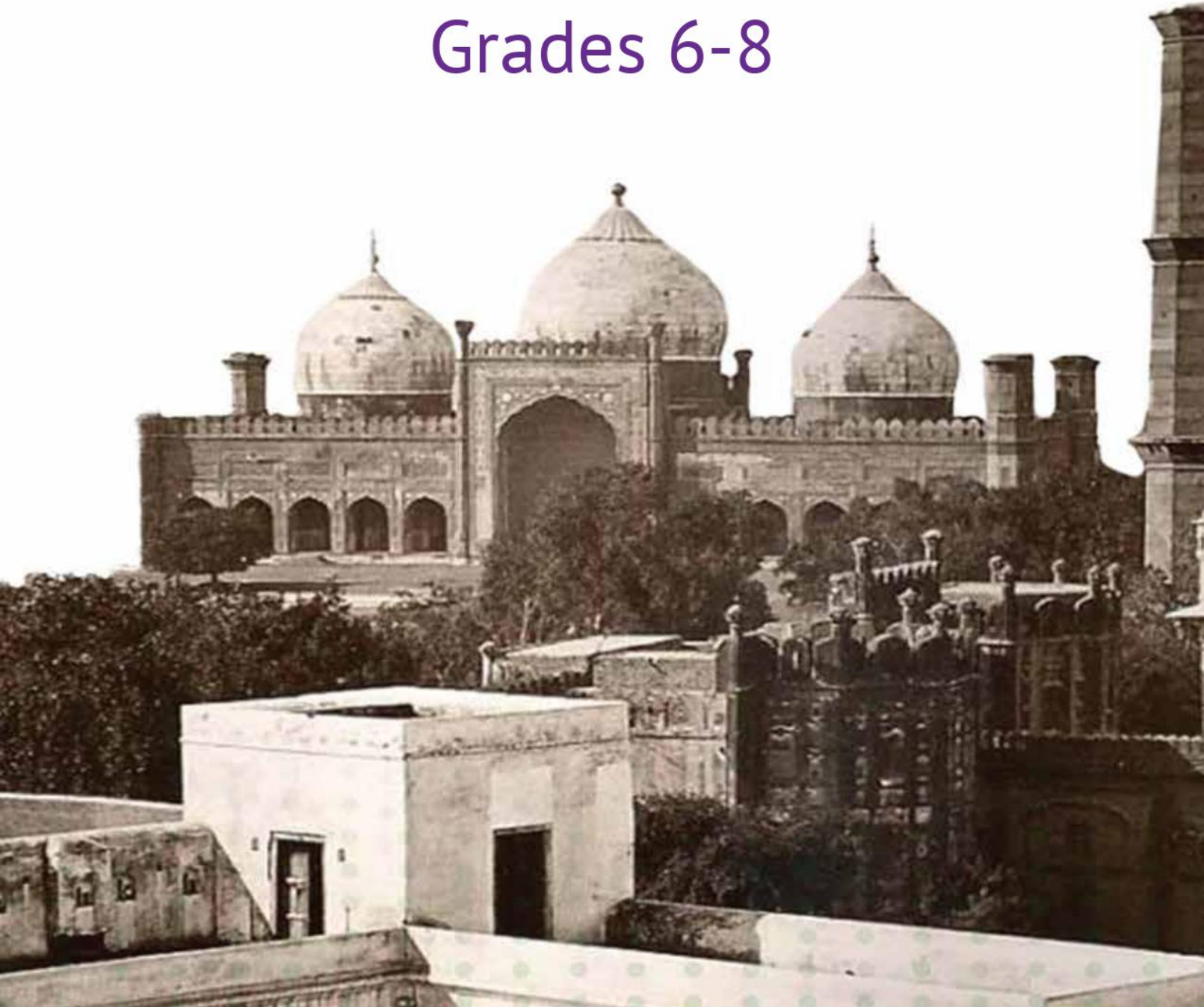


National Curriculum of Pakistan
2022-23

HISTORY

Grades 6-8



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

HISTORY (6-8)

Progression Grid

TOPICS/ UNITS

Following is the breakdown of the required TOPICS/ UNITS for NCP 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"> 1. Ancient Civilizations (Mesopotamian, Egyptian, Indus, and Chinese – in depth focus on any two). 2. Persian, Greek, Roman civilizations 3. Aryans, Kushans, Guptas, 4. Rise of Islamic Civilisation | <ol style="list-style-type: none"> 1. Middle Ages in Europe (500-1500) 2. Spread of Islam in Europe and Asia (Umayyads and Abbasids) 3. Muslim Dynasties (Seljuc, Ayyubid, Fatimid, Safavid, Ottoman) and Crusades 4. Muslims in South Asia (Delhi Sultanate, Mughal Empire) 5. Modern period in Europe (Renaissance and Enlightenment) | <ol style="list-style-type: none"> 1. Arrival of the British in Subcontinent 2. Reform Movements in India 3. World Wars I & II 4. Political Awakening in India 5. Pakistan a new Country: 1947 till today |

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 |
|---|--|---|
| <u>Events, People and Changes of Past</u> Benchmark: 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. | | |
| <u>[SLO: H-06-A-01]</u> Describe some of the main events, people, and changes covered in the study period. | <u>[SLO: H-07-A-01]</u> Analyze, and describe with evidence, some of the main events, people, and changes covered in the study period. | <u>[SLO: H-08-A-01]</u> Demonstrate the extended understanding of main events, people, and changes, covered in the selected study periods through written and verbal responses. |

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

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| <u>Causes and Reasons of Past Events</u> Benchmark: Explore reasons for the main events, and changes, and describe with evidence the rationale of peoples' behaviors in the past. | | |
| <u>[SLO: H-06-B-01]</u> Explore some reasons for the main events and | <u>[SLO: H-07-B-01]</u> Explore reasons for the main events and changes, and why people in the past acted in the ways they did. | <u>[SLO: H-08-B-01]</u> Explore multiple reasons for the main events and changes, reasons for peoples' behaviors in the past. |

| | | |
|---|--|--|
| changes, and why people in the past acted in the ways they did. | | |
|---|--|--|

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| <u>Making Informed Choices</u> Benchmark: 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. | | |
| <u>[SLO: H-06-B-02]</u> Begin to use the historical knowledge to critically analyze their own behavior, and make informed choices to bring changes in personal and community future. | <u>[SLO: H-07-B-02]</u> Use historical knowledge and understanding to critically analyze their own behavior, and make informed choices to bring positive change in personal and community future. | <u>[SLO: H-08-B-02]</u> 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. |

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| <u>Linking Historical Knowledge to Develop Citizenship</u> Benchmark: Link historical knowledge to understand the adverse consequences of not obeying the national and international laws in the present world. | | |
| <u>[SLO: H-06-B-03]</u> Understand the consequences of not obeying the rules and laws in the present life. | <u>[SLO: H-07-B-03]</u> Understand the consequences of not obeying the constitutional laws in the present life. | <u>[SLO: H-08-B-03]</u> Understand the adverse consequences of not obeying the national and international laws in the Global World. |

| Grade 6 | Grade 7 | Grade 8 |
|--|---|---|
| <u>Participation in Democracy and taking up Social Responsibilities</u> | | |
| Benchmark: Use historical understanding of the events to determine the rights, and responsibilities, of citizens and also learn to participate in the process of democracy. | | |
| [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.) | [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.) | [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.) |

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

| Grade 6 | Grade 7 | Grade 8 |
|--|---|--|
| <u>Causes, Results, and Effects, of our Decision on our Future</u> | | |
| Benchmark: Compare the difference to critically analyze information gathered from different study periods to reason, and to construct their opinions. | | |
| [SLO: H-06-C-01] Explore differences in the information gathered from different study periods. | [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. | [SLO: H-08-C-01] Critically evaluate the information gathered from different study periods to reason, and to construct their opinions. |

| Grade 6, | Grade 7 | Grade 8 |
|---|---|--|
| <u>Links, and Comparisons, within, and across, the Different Periods of Study.</u> | | |
| Benchmark: Infer, and relate the links of conflicts and issues of the past as a cause, and effect of events of the present time. | | |
| [SLO: H-06-C-02] Explore the links of cause and effect across study periods of past | [SLO: H-07-C-02] Explore the links of conflicts of past events as the cause of new events, within, and across, study periods. | [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. |

Domain D: Historical Enquiry and Interpretation

| Grade 6 | Grade 7 | Grade 8 |
|---|--|---|
| <u>Historical Interpretations</u> | | |
| Benchmark: An intermediate-term learning goal and understanding the child must achieve for promotion to Learning Level 9-10. | | |
| [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.) | [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.) | [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.) |

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| <u>Historical Understanding and Social Responsibilities</u> | | |
| Benchmark: Use historical understanding of the events to interpret the prevailing issues, and participate in social responsibilities, accordingly. | | |
| [SLO: H-06-D-02] Begin to understand the problems around them to participate in and take up social responsibilities. | [SLO: H-07-D-02] Analyze problems around them, and participate in and take up social responsibilities, accordingly, as good citizens. <i>[SLO: H-07-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)</i> | [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. <i>[SLO: H-08-D-ADD] Identify the role of International Institutions for human welfare (UNICEF, UNESCO, WHO, etc.)</i> |

| Grade 6 | Grade 7 | Grade 8 |
|--|--|---|
| <u>Enquire Historical Information and Processes</u> | | |
| Benchmark: 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. | | |
| [SLO: H-06-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information. | [SLO: H-07-D-03] Read relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect information to support their opinions. | [SLO: H-08-D-03] Research using relevant books, visit historical sites, archives, museums, libraries, interview relevant people, or use ICT, to collect evidence for their interpretations. |

| Grade 6 | Grade 7 | Grade 8 |
|--|--|---|
| <u>Sequence and Chronology</u> Benchmark: 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 |
|--|--|---|
| <u>Chronological Terms and Conventions</u> Benchmark: 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.) | | |
| <u>[SLO: H-06-D-05]</u> Understand chronological terms, and conventions, in written and verbal responses to identify time. | <u>[SLO: H-07-D-05]</u> Appropriate use of chronological terms, and conventions, in written and verbal responses to identify, and indicate time. | <u>[SLO: H-08-D-05]</u> Sophisticated use of chronological terms, and historical conventions, in written and verbal responses to identify, and indicate time. |



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