



DETAILED SYLLABUS
CLASS: VII
SUBJECT: SOCIAL-SCIENCE
2024-2025

BOOKS: Main Course: NCERT SOCIAL- SCIENCE

OUR PASTS-II (VII)

CIVICS: SOCIAL AND POLITICAL LIFE- VII

RESOURCES AND DEVELOPMENT-VII

OBJECTIVES:

The students will be able to:

1. Analyze the relationship between the natural, social and cultural environment
2. Synthesize the fundamentals of science
3. Analyze the concepts and connect them with the surroundings
4. Strengthen logical and analytical skills
5. Create scientific attitude

BOOKS/ ACTIVITIES	SYLLABUS	CONCEPT OBJECTIVES
APRIL 2024		
Course Book	Lesson -1: Tracing Changes Through a Thousand Years Lesson-1: On Equality.	<u>HISTORY:</u> Students will be able to:

Lesson - 1 : Environment

- Define the term Cartograher.
- Appreciate the significance of studying historical transformations
- Differentiate between fertilizer and manure
- Familiarize with the major historical events and developments.
- Understand how geographical names evolved.
- Explore sources used by historian.

Investigate coins, monuments, and forts as valuable historical artifacts. Comprehend how historians utilize these sources to construct narratives.

- Develop critical thinking, research, and communication skills:

CIVICS:

- Explain that Equality and democracy are dynamic not static.
- Analyse that equality is a key feature of democracy and influences all aspects of its functioning.
- Understand the concept of equality, its significance in a democratic society, and its implementation in the Indian context.
- Why it is important for the government to introduce policies that safeguard the interests of disadvantaged citizens.

GEOGRAPHY:

1. Understand the Environment:

<p>Subject Enrichment</p>	<p>1. Compare the Map of Indian Subcontinent from the Early Eighteenth Century Atlas Nouveau of Guillaume de l'isle with the map of al-Idrisi famous geographer of twelfth century.</p> <p>Instructions: Do research and prepare on A-4 Size sheet.</p> <p>Paste copy of each map . Write the differences and similarities if any.</p>	<ul style="list-style-type: none"> Recognize that the environment encompasses nature, place, people, and things that surround living organisms. Differentiate between the natural environment and the human-made environment.
<p>Project</p>	<p>Compare and contrast the different kinds of Hand Writing. Study of Nastaliq style and Shikaste style. Characteristics Difficulty level . Three – D projection of domains of the earth. Government scheme to achieve the Sustainable Development Goal that is Zero Hunger: Midday meal. When it was launched? In which state it was launched? What are the advantages of this scheme being launched in Government Schools.</p>	<p>2. Components of the Environment:</p> <ul style="list-style-type: none"> Natural Components: These include air, water, land, and living organisms. Understand how human activities impact these components and the need for their conservation. <p>3. Domains of the Natural Environment: the four domains of the natural environment:</p> <p>4. Human Interaction with the Environment</p>

MAY 2024		
<p>Course Book</p>	<p>Lesson -9 : Life in the Deserts.</p>	<p>GEOGRAPHY: Students will be able to:</p>
<p>Subject Enrichment</p>	<p>1)Map work: Countries covering the Hottest Desert : Sahara Desert.</p> <p>Mark all the countries covering Sahara Desert. And also mark:</p> <ol style="list-style-type: none"> Lake Chad Nile river. Tibesti Mountains. Red Sea. <p>2) Map work: Mark few famous places in the Coldest Desert of Ladakh.</p> <p>Mark and Label the following ---</p>	<ul style="list-style-type: none"> Define and explain the term desert and two types of desert. Compare the cold and hot desert . In terms of Vegetation Burden of beast. Clothing Location Tourist Attractions. <p>➤ Define Depressions.</p>

	1) Karakoram Range 2) Zaskar Range 3) Leh. 4) Drass 5) Siachen Glacier. 6) Kargil Hill. 7) Zoiji la Pass.	
PERIODIC ASSESSMENT I		
PA-I SYLLABUS Lesson -1: Tracing Changes Through a Thousand Years Lesson-1: On Equality. Lesson - 1 : Environment		
JULY 2024		
Course Book	Lesson -2: Kings and Kingdoms. Lesson- 2: Role of the Government in Health Lesson -2 : Inside Our Earth	<u>HISTORY:</u> Students will be able to: <ul style="list-style-type: none"> • List down the emergence of New Dynasties: • Analyse the working of Administration in the Kingdoms: • Reasearch on the Incriptions and History: a) Understanding the connections between political and economic progress of the kingdoms.
Multiple Assessment-Group Presentation-	➤ Research and present in groups: <ul style="list-style-type: none"> • Gurjara -Pratiharas • Rashtrakutas. • Palas, • Chamanas. 	<u>CIVICS:</u> Students will be able to: <ol style="list-style-type: none"> 1) Analyse the importance of Health and Healthcare facilities:
Project	Make a report on the approach of government of Kerala and The government of Costa Rican to strengthen their people . Write about their working strategy ? How they implemented their Programs? SDG goal of Good Health And Well Being.	<ol style="list-style-type: none"> ○ To operate these facilities, we need qualified health workers, nurses, doctors, and necessary medical equipment. ○ The Public Healthcare System comprises government-run health centers and hospitals. These facilities cater to a large population across rural and urban areas. ○ At the village Level: Primary Health Centers (PHCs).

<p>Observation Skills:</p>	<p>CAMPUS TOUR : To identify the different types of rocks used in different areas of the school.</p> <ol style="list-style-type: none"> a. Igneous Rocks: Formed from cooling magma (intrusive or extrusive). b. Sedimentary Rocks: Created from sediments and compacted over time. c. Metamorphic Rocks: Transformed by heat and pressure 	<ul style="list-style-type: none"> ○ District Hospitals oversee health centers in their respective districts. <ol style="list-style-type: none"> 2) Differentiate between Public vs. Private Health Services: 3) Visualizing the Government’s Role <p><u>GEOGRAPHY:</u></p> <ol style="list-style-type: none"> 1. Explain about Interior of the Earth in detail. 2. Clasify Rocks and Minerals: <ol style="list-style-type: none"> a. Igneous Rocks: Formed from cooling magma (intrusive or extrusive). b. Sedimentary Rocks: Created from sediments and compacted over time. c. Metamorphic Rocks: Transformed by heat and pressure. 3. List down the Types of Minerals: 4. Appreciation for Earth’s Complexity: <ol style="list-style-type: none"> a) Develop an awe for the intricate structures, processes, and compositions that shape our planet. b) Realize how Earth’s internal forces influence its surface features.
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PERIODIC ASSESSMENT II

PA-II SYLLABUS
Lesson -2: Kings and Kingdoms.
Lesson- 2: Role of the Government in Health
Lesson – 2 : Inside Our Earth

AUGUST 2024

<p>Course Book</p>	<p>Lesson- 3: Delhi 12th to 15th Century. Lesson-3: How the State Government Works. Lesson no-3: Our Changing Earth</p>	<p><u>HISTORY:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the transformation of Delhi into an important capital – ● Enumerate the dynasties that formed the Delhi Sultanate – ● Outline the strategies of military control and resource mobilization used by the Delhi Sultans
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<p>Multimedia:</p>	<p>A) https://www.youtube.com/watch?v=EpvZ5aq9WXw</p> <p>B) https://www.youtube.com/watch?v=y10q9wgjWe8</p> <p>Report on a visit to a monument.</p> <p>1) Write a 4 page report after visiting any historical building nearby your place.</p> <p>2) Housewise MODEL Presentation</p> <p>a) Formation of OX-BOW Lake.</p> <p>b) Volcanic eruption.</p> <p>c) Sea caves and arches. cliff and Stacks.</p> <p>d) Formation of Mushroom rocks.</p> <p>Interactive discussion on the role of an MLA and to find out the name of the MLA from the constituency of your area.</p>	<p>Relate the expansion of an Empire with the places of worship.</p> <ul style="list-style-type: none"> Compare and contrast Alauddin Khalji and Muhammad Tughluq's administrative policies. <p>CIVICS:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the process of formation of state government. Identify the names of Assembly Constituencies in Andhra Pradesh map. Understand the law-making process. Understand the functions of state government. Differentiate between local government and state government. Explain about the administration at the district level. Know about various organs in the state government and its functions. Recall who's an MLA is and her/his duties . Define terms like 'constituency', 'majority', 'opposition' and 'election' in the context of State Governments . Explain the process of Legislative Assembly elections . Comprehend the issues brought up by the MLAs during the Assembly debates.
<p>Subject Enrichment</p>	<p>Activity</p>	<p>GEOGRAPHY:</p> <p>Students will be able to</p> <ul style="list-style-type: none"> Identify the layers inside the earth. Understand volcanoes and earthquake. Identify different types of rocks and rock cycle. Explain Endogenic and Exogenic forces - Define a volcano, its formation and eruption – Describe the way an Earthquake is caused and state some Earthquake preparedness measures . Elaborate on Sustainable Development Goal 13 – Climate Action . Comprehend the formation of landforms by the actions of rivers, sea waves, ice and wind respectively.
<p>Multiple Assessment</p>	<p>Class Assignment based on all three chapters covered in a month . As a revision for MID-TERM.</p>	

SEPTEMBER 2024

<p>Course Book</p>	<p>Lesson 4 : The Mughals. (16th to 17th Century)</p>	<p>HISTORY:</p> <p>Students will be able to:</p>
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<p>Project</p>	<p>Plan a visit / vacation to Agra Explore Architecture of Taj Mahal lawns which are based on CHAR-BHAGH theme. Or research on net.</p> <p>Make a project report and submit after DUSHERA HOLIDAYS.</p> <p>Make a scrap book</p>	<ul style="list-style-type: none"> • Explain the growth of the Mughal Empire. • List the Mughal rulers and compare their achievements. • Illustrate the development in the field of literature, art and architecture, cultural advancement, justice, the prosperity of the empire, and conquests. • Explain the absence of the law of succession and degeneration of the Mughal nobility. • List the names of the Mughal rulers and provide some details about each one of them . • Elaborate on the Mughals’ peaceful relations with other rulers. • Describe the administrative policies undertaken by the Mughal rulers and compare them with those of the Delhi Sultans .
<p>REVISION AND MID TERM EXAMINATION</p>		
<p>History : Lesson -1: Tracing Changes Through a Thousand Years , Lesson -2: Kings and Kingdoms , Lesson- 3: Delhi 12th to 15th Century.</p> <p>Civics: Lesson-1: On Equality. Lesson- 2: Role of the Government in Health, Lesson-3: How the State Government Works</p> <p>Geography: Lesson - 1 : Environment Lesson -2 : Inside Our Earth , Lesson no-3: Our Changing Earth.</p>		
<p>OCTOBER 2024</p>		
<p>Course Book</p>	<p>Lesson-4: Air Lesson-4 : Growing up as Boys and Girls.</p>	<p>CIVICS: To make the students able to</p> <ul style="list-style-type: none"> • State the meaning of Gender: • Explain the role of Stereotyping to discriminate between boys and girls • Analyze about the gender inequalities and their adverse effects.

<p>Project</p> <p>Multiple assessment</p> <p>Multimedia</p>	<ul style="list-style-type: none"> • Make a model of layers of the Atmosphere. • On an A/4 sheet do research to illustrate and explain the Ecosystem with the help of food chain, <p>OR</p> <p>Model to show the greenhouse effect..</p> <ul style="list-style-type: none"> • QUIZ: Prepare your own questions ? <p>https://www.youtube.com/watch?v=2bBhOqgZxuk</p> <p>Videos</p> <p>(https://www.youtube.com/watch?v=sX-QgFqc8Y)</p> <p>(https://www.youtube.com/watch?v=ujGqiZlarAY)</p>	<ul style="list-style-type: none"> • The need of Gender equality in our Society. • Identify the differences in the upbringing of boys and girls. • Learn to realize the importance of housework as well as appreciate and value the homemaker. • Comprehend the troubles encountered by domestic workers on an everyday basis. • Deconstruct the mindset that has categorically managed to label 'female' as the 'weaker' gender – • Elaborate on Sustainable Development Goal 5 - Gender Equality with special focus on women's work and equality <p>GEOGRAPHY:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the layers of the atmosphere. • understands the importance of these layers. • explain the Greenhouse effect.
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NOVEMBER 2024

<p>Course Book</p>	<p>Lesson- 5: Tribes, Nomads and Settled Communities.</p> <p>Lesson no -5: Women Change the World.</p> <p>Lesson No-5: Water</p>	<p>HISTORY:</p> <p>Students will be to:</p> <ul style="list-style-type: none"> • Know about the respective tribes of India and their activities.
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<p>Subject Enrichment</p>	<p>Map Work: Each student, on a political map of India mark the following:</p> <ul style="list-style-type: none"> • An area inhabited by Ahoms • An area inhabited by Bhils • An area inhabited by Santhals • An area inhabited by Gonds. <p>Pair Activity: You are an interviewer and your partner will become any one personality like Rashsundri devi or Rokeya shekhawat Hossain or Pandita ramabai</p>	<ul style="list-style-type: none"> • Understand the significance of tribes in our country. • Discuss about the life of tribal people during British era. • Explain the policies of the colonial administration towards the tribal communities. • Describe the forms of different tribal societies in the 19th century and their relationship with the environment. • Develop map skills
<p>Multiple Assessment</p>	<p>Worksheet:</p>	<p>CIVICS:</p> <ul style="list-style-type: none"> • Analyze the diversity of gendered experiences and apply feminist approaches to understanding social structures and cultural pressures related to gender inequality. • Assess how women's opportunities and achievements are constrained by systems of oppression and privilege. • Recognize, critically analyze, and choose paths of action for social change.
<p>Activity</p>	<p>Science integrated Activity:</p> <p>Add some salt to the water .Drop few articles like feather, plastic spoon, a button, a marble, one at a time. Report the procedure again after adding a spoonful of salt .See whether there is any change in buoyancy. Add no more salt and see the change .Notice whether they float when there is more salt in the water . Try to understand what is salinity of the sea water.</p>	<p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • Describe the differences between streams, rivers and lakes. • Describe the differences between surface and groundwater. • Describe the conventional drinking water treatment process. • Explain the process of Water Cycle . • Discover the way ocean water constantly circulates. • Explain and differentiate between Waves and Tides • Define Ocean Currents .

PERIODIC ASSESSMENT III

PA-III SYLLABUS

Lesson -5: Tribes, Nomads and Settled Communities.
Lesson-5: Women Change the World.
Lesson - 5 : Water.

DECEMBER 2024

<p>Course Book</p>	<p>Lesson-6: Civilizing the Native, Educating the Nation. Lesson no 6 : Human Environment Interactions ---The Tropical and The Sub-</p>	<p>HISTORY:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • To understand the religious life during the Delhi sultanate period • To develop the positive value of unity in diversity.
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Subject Enrichment	<p>Tropical Regions.</p> <p>Group projects: - To do a play on Kabir or Guru Nanak</p>	<ul style="list-style-type: none"> • Recall the factors leading to the development of new and varied religious and spiritual ideas and movements. • Define the idea and philosophy of Bhakti. • Elaborate on the idea of Sufism - trace the new religious developments in North India. <p>CIVICS:</p> <ul style="list-style-type: none"> • Comprehend the description of Technology and Mass Media, in particular. • Interpret the relationship between Media and Money • Deduce the role played by Media in a Democracy. • Interpret the agenda set by the media houses for the dissemination of information. <p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • Deduce and comprehend life in the tropical and subtropical regions of the world with a focused study on the Amazon and Ganga-Brahmaputra basin respectively. • Distinguish between the climatic conditions of Amazon and Ganga-Brahmaputra basin respectively. • Give names of some species of plants and animals found exclusively in the two aforementioned regions. • Give reasons for the depletion of rainforests in the world . • Mark the areas drained by the Amazon and Ganga-Brahmaputra rivers respectively on the world map.
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JANUARY 2025		
Course Book	Lesson-7: The Making of regional Cultures. Lesson:7 Markets Around Us. Lesson no -7 : Life in the deserts.	HISTORY: Students will be able to: <ul style="list-style-type: none"> To understand the connection between language and region. To create awareness about the difference between different regions their culture and their traditions
Subject Enrichment	MAP WORK: On a outline Map of India .Mark the following <ul style="list-style-type: none"> Karakoram Range Zanskar Range Kargill hill Zoi-ji la pass. Leh Drass Siachen glacier 	CIVICS: <ul style="list-style-type: none"> Enumerate the major types of Markets that we see around . State some characteristic features of all types of markets . Give reason why the prices of products differ in weekly market shops and those in malls and complexes – Elaborate on the ‘chain’ of markets and list the various players involved in them Relate the emerging trend of e-markets and online shopping with their own lives . Explain the relationship between various types of markets and the idea of equality. GEOGRAPHY: <ul style="list-style-type: none"> Define a ‘desert’ . State the two kinds of deserts - Hot and Cold - with a detailed study of Sahara desert (Africa) and Ladakh (India). Distinguish between the two deserts on the basis of - climate, flora and fauna and people’s lifestyles.
FEBRUARY 2025		
Course Book	Lesson No :8 Eighteenth Century Political Formation. Lesson no-8: A shirt in the Market.	HISTORY: Students will be able to: <ul style="list-style-type: none"> Recall some factors that led to a decline of the Mughal Empire . Trace the inception of new and strong political groups in the context of the Mughal Empire’s fall . Infer the change in status of the previously strong Mughal provinces and the Watan Jagirs held by the officials . Describe how some groups like the Sikhs, Marathas and Jats seized their independence.
Project	Collect a few popular tales about rulers from any of the following : Rajputs Jats Sikhs Marathas. AND share in the class as a role play.	

Class ASSESSment	Based on Lesson no: 8	
ANNUAL EXAMINATION Syllabus		

History :

Lesson- 3: Delhi 12th to 15th Century.

Lesson -4: : The Mughals. (16th to 17th Century)

Lesson-6: Civilizing the Native, Educating the Nation.

Lesson-7: The Making of regional Cultures.

Lesson No :8 Eighteenth Century Political Formation

Civics:

Lesson-4 : Growing up as Boys and Girls.

Lesson no 6 : Human Environment Interactions ---The Tropical and The Sub-Tropical Regions.

Lesson:7 Markets Around Us

Geography:

Lesson -2 : Inside Our Earth ,

Lesson no-3: Our Changing Earth.

Lesson no 6 : Human Environment Interactions ---The Tropical and The Sub-Tropical Regions.