



First Term Curriculum
Subject: Social Sciences
Class – VII
Session- 2024-25

| | April | May | June | July |
|---------------------------|--|--|--|---|
| Chapters | <ul style="list-style-type: none"> -Equality and struggles for equality - Our Environment and Land: Rocks and minerals. -When, Where and How - Natural Vegetation and wildlife.(Map work) | <ul style="list-style-type: none"> -New kings and kingdoms -Earth movements and major landforms -The Sultans of Delhi | <ul style="list-style-type: none"> -The creation of an Empire -Nomads and settled communities (Map work) -Growing up as boys and girls and women change the world | <ul style="list-style-type: none"> -Towns, traders and craftsmen. OTBA |
| Learning Out comes | <p>-Students will be able to:</p> <ul style="list-style-type: none"> -Familiarize the term equality and enlist the forms of equality -Understand the key feature of democracy -Discuss how government ensures equality and find out the reasons for inequality -Define the term environment -Enlist the different components of the environment. -Understand the interior of the earth with its constituents. -Know about the Rock cycle -Differentiate the various types of rocks and its uses. -Detect the period which is known as Medieval. -Analyze the various sources used by historians to learn about the past and understand the new social and political change. -Find out the various names of India in the early period -Identifies the various natural vegetation and wildlife of the world. -Locate major natural vegetation of the world | <p>Students will be able to:-</p> <ul style="list-style-type: none"> -Describes the formation of new kingdoms -Understand the political formations -Analyses the effect of inner changes on the Earth Crust. -Enlist the factors responsible for changes in the structure of Earth and its impact. -Identifies the various dynasties of Delhi Sultanate. -Describes with rulers, their policies and administration. | <p>-Students will be able to</p> <ul style="list-style-type: none"> -Delineates the mughal rulers administration and their contributions to our diverse Indian culture. -Identifies the lifestyle of the tribal society and the normal society. -Locate the major tribes of India -Familiarizes with various Tribal communities and their importance. -Discuss about the various inequalities present in the society. -Find out the problems faced by the women and girls in the society. -Understand the government measures for upliftment of weaker sections. | <p>Students will be able to:</p> <ul style="list-style-type: none"> Locates the different types of towns. -Discuss their culture and trade in the early period |
| Skills | Knowledge, Understanding, Analysis, Application and Create | Knowledge, Understanding, Analysis, Application | Knowledge, Understanding, Analysis, Application | Knowledge, Understanding, Analysis, Application |
| Activities | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Field Visit: Natural vegetation and wildlife.(Integrated with Science)</p> <p>Storytelling- On equality. (integrity with the language)</p> <p>Create a Picture of my ideal environment-Environment (Integrated with Art and Science)</p> <p>Model making- Inside our earth</p> <p>Picture pasting/drawing and Exhibition (Sources of history) (Integrated with arts)</p> | <p>Competency skill based Activities/ Experiential learning Activities:</p> <p>Search Work: Students will find out the location of 5 major earthquakes and 5 major volcanoes. (integrated with science)</p> <p>Map work- locate different new kingdoms of the region.</p> <p>Activity: students will show the timeline of important dynasties of Delhi sultanat with the help of a flow chart.</p> | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Map work-Tribes, nomads and settled community.</p> <p>Search work: Famous tombs, forts and mosques were built during the time of the Mughal empire.</p> <p>Project: Beti bachao beti padhao.</p> | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Documentary: Students will watch a documentary and prepare a write-up.</p> |
| Assessments | <ul style="list-style-type: none"> - CW/HW - Periodic test -Search work -Multiple assessment -Note book Evaluation | | | |
| | <ul style="list-style-type: none"> -Book- Cambridge Social Sciences -Publisher- Cambridge University Press | | | |

Final Term Curriculum
Subject: Social Sciences
Class – VII
Session- 2024-25

| | August/September | October | November | December |
|--------------------------|--|--|---|---|
| Chapters | <ul style="list-style-type: none"> -Popular beliefs and religious debates (Searchwork) -Understanding Media and advertising -The flowering of regional culture- OTBA | <ul style="list-style-type: none"> -Human environment: settlement ,transport and communication -Markets around us | <ul style="list-style-type: none"> -New political formations 18th century -Composition and Structure of the Atmosphere -Water | <ul style="list-style-type: none"> -Role of Government in Health and how state government works |
| Learning Outcomes | <ul style="list-style-type: none"> -Students will be able to: -To find out belief systems and developments. -Learn about the different movements -Analyze the role of the media in democracy. -Understand the purpose and techniques of advertisement -Understand the regional languages and literature developed -Understand the evolution of painting, music and dance. | <ul style="list-style-type: none"> -Students will be able to: -Distinguish the different types of rural and urban settlements - Enlist the factors affecting the distribution of population. -Describes about the market and its types. -Interprets how things are made and the process of coming in the market and to the consumer | <ul style="list-style-type: none"> -Students will be able to: -Traces the developments related to the Sikhs, Rajputs, Marathas, Mughals, Nawabs of Awadh and Bengal. - Differentiate between climate and weather, different layers of atmosphere and different types of Rainfall -Finds the importance of the water cycle, concept of waves, tides and ocean currents | <ul style="list-style-type: none"> -Students will be able to: -Discuss about How a State Government is formed, its main components and functionalities -Describes the importance of the government in states and health departments. |
| Skills | Knowledge, Understanding, Application, Analysis and Create | Knowledge, Understanding, Analysis, Application | Knowledge, Understanding, Analysis, Application | Knowledge, Understanding, Analysis, Application |
| Activities | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Poster Making: Students will make advertisements.</p> <p>Collage Making and Singing: Dohas of Kabir, Bhajan and Gurubani. (Integrated with Art and Music)</p> <p>Social Sciences festival</p> | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Project: Smart City Mission of the government. (Integrated with Math)</p> <p>Field visit: Market around us.</p> | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Map work- New political formations in 18th century.</p> <p>Pamphlet Making-Water Conservation(Integrated with Science and Art)</p> | <p>Competency skill based Activities/Experiential learning Activities:</p> <p>Debate - State Current issue.</p> <p>Hospital visit- About the work of state government</p> |
| Assessments | <ul style="list-style-type: none"> - CW/HW - Periodic test -Search work -Multiple assessment -Note book Evaluation | | | |
| | <ul style="list-style-type: none"> -Book- Cambridge Social Sciences -Publisher- Cambridge University Press | | | |