

**SUBJECT: SOCIAL SCIENCE  
CLASS - VII**

**HISTORY, GEOGRAPHY, SOCIAL &  
POLITICAL LIFE: NCERT**

MONTH	CHAPTER	SUB-TOPICS	INNOVATIVE PEDAGOGY	INTEGRATION WITH FINE ARTS AND EBSB	LEARNING OUTCOMES
April	Chapter — 1: Tracing Changes Through A Thousand Years	New and Old Terminologies, Historians and their sources, New social and Political Groups, Region and Empire, Old and New Religions, Thinking About Time and Historical Periods	—	—	—
GEOGRAPHY	Chapter -1 Environment.	Components of environment Natural environment. What is Ecosystem? Human environment	<b>To make a diagram depicting Biotic and Abiotic components of the environment.</b>	—	<ul style="list-style-type: none"> <li>• <b>Students will be able to</b></li> <li>• Show their artistic skills.</li> <li>• Understand the interdependence of biotic and abiotic components.</li> <li>• Develop analytical mind to find out ways of conservation of the ecosystem.</li> <li>• Pictures help to increase observation power and retention power.</li> </ul>
SOCIAL & POLITICAL LIFE	Unit I: Equality in Indian Democracy. Chapter 1: On Equality	Equal Right to Vote Other Kinds of Equality Recognising Dignity Equality in Indian Democracy Issues of Equality in Other Democracies. Challenge of Democracy	<b>Pictures given on types of resources like human resources, man – made resources etc. – Students to identify the same.</b>	—	
	<b>CYCLE TEST - I</b>				

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May HISTORY	Chapter - 2: New Kings and Kingdoms	The Emergence of new Dynasties Administration in the Kingdoms twelfth centuries. Prashastis and Land Grants. Warfare for Wealth A Closer Look: The Cholas: Temples, Bronze Sculpture and Administration of the Empire.	<b>On a political map of India mark the following:</b> • Area ruled by Rashtrakutas • Area ruled by Palas • Area ruled by Cholas • Area ruled by Gurjara Pratiharas	—	<b>Students will be able to</b> • Locate and identify the regions ruled by these dynasties in India. • Develop map skills. • Understand the climate and terrain of these regions, • Have critical thinking on the continuous occurrence of Tripartite Struggle.
GEOGRAPHY	Chapter 2: Inside our Earth	Interior of the Earth. Rocks and minerals.	<b>Individually students have to collect two or three samples of rocks they come across in day to day lives and give a small talk on any one of them: its origin, use, etc.</b>	—	<b>Students will be able to</b> • Develop a keen sense of observation. • Improve communication skills and gain confidence. • Have hands on experience to differentiate between sedimentary, igneous and metamorphic rocks.
SOCIAL & POLITICAL LIFE	Chapter-2: Role of government in health	What is Health? Healthcare in India Public and Private Healthcare Services Healthcare and Equality: Is adequate Healthcare available to all? What can be done? Kerala Experience Costa Rican Approach	—	—	—
	<b>PERIODIC TEST I</b>				

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July HISTORY	Chapter — 3: The Delhi Sultans	Finding out about the Delhi Sultans from Garrison Town to Empire: The Expansion of the Delhi Sultanate A Closer Look: Administration and consolidation under the Khaljis and Tughluqs The Sultanate in the Fifteenth and Sixteenth Centuries	—	—	—
GEOGRAPHY	Chapter —3: Our Changing Earth	Earthquakes and Volcanoes Major Landforms Work of a River Work of sea Waves Work of Ice Work of wind	<b>Each student to make diagrams of land forms formed by river, sea waves, ice and wind.</b>	—	<b>Students will be able to</b> Showcase their artistic skills. Identify and know about various land forms formed by the external agents on the earth. Relate to such landforms found in India and in the world, e.g. the Sundarbans, The Thar desert- sand dunes.
SOCIAL & POLITICAL LIFE	Chapter — 3: How the State Government Works.	Who is an MLA? A Debate in the Legislative Assembly Working of the Government	<b>Interactive discussion on the role of an MLA and to find out the name of the MLA from the constituency of Gautam Buddha Nagar</b>	—	<b>Students will be able to</b> Understand the need of MLA in the State Government.

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Aug./Sept. HISTORY	Chapter-4: The Creation of an Empire Mughal Dynasty	Who were the Mughals? Mughals military campaigns Mughal tradition of succession Mughal relation with others.	<b>On the political map of India, each student has to locate and mark the following cities: Delhi, Agra, Fatehpur Sikri, Berar, and Ajmer.</b>	—	<b>Students are able to</b> Develop map skills. Connect the cities with the rulers and their major contributions. Understand the importance of these cities in present
SOCIAL & POLITICAL LIFE	Chapter-4- Growing up as Boys and Girls	Growing up in Samoa Islands in 1920's Growing up Male in MP'S (1960'S) Valuing House works, Life of Domestic workers, women's work and Equality	—	—	—
SOCIAL & POLITICAL LIFE	Chapter-5 - Women Change the world	Fewer opportunities and rigid expectations Learning for change - Women's Movements	<b>In groups students to collect information about any three methods of Women's Movements- present any one method with the help of newspaper cuttings or data collected from any other source.</b>	—	<b>Students are able to</b> Improve their communication skills. Know about the struggle of women in India to get their rights and identity. Understand the significance of equality in the society, between
GEOGRAPHY	Chapter 4- Air	Structure of the Atmosphere, Weather and Climate, Temperature, Air Pressure, Wind, Moisture	<b>Each student to draw a diagram on the structure of the atmosphere and also draw a diagram on the composition of atmosphere</b>	—	<b>Students are able to</b> Differentiate between the structure and composition of atmosphere. Understand the significance of each layer of the atmosphere. Showcase their artistic skills.

HISTORY	Chapter — 5: Rulers and Building	Features of ‘Chahar bagh’ architecture	_____	<b>INDIVIDUAL ACTIVITY:</b> <b>TO BE CONDUCTED IN DECEMBER</b> Students to consider the planning of the Itanagar Fort, in Arunachal Pradesh and the Humayun’s Tomb in New Delhi. Why these two monuments are so different from each other? Is it the topography, building material, techniques of building, purpose and functions of these two structures? <b>‘2- minutes presentation’ to be prepared, supported with drawings, sketches and pictures.</b> (Presentation should be limited to resources and materials available at home.)	<b>Students are able to</b> Appreciate the beauty of Mughal Architecture. Understand the Chahar Bagh style. Connect this style of architecture with monuments like the Humayun’s Tomb and the Taj Mahal. Inculcate joy of exploring different types of architecture in India. Enhancing observation and comparative skills of students.
October	<b>HALF – YEARLY EXAM</b>				

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Oct./Nov. HISTORY	Chapter — 6: Towns Traders and Craftsperson	Administrative Centres Temple Towns and Pilgrimage Centres A Network of Small Towns Traders Big and Small Crafts in Towns A Closer Look: Hampi, Masulipatnam And Surat. A Gateway to the West: Surat Fishing in Trouble Waters Masulipatnam New Towns and Traders	<b>Map work: Each student, on the political map of India mark the important centres of trade and artisanal production - Thanjavur, Surat, Calcutta, Hampi and Madras</b>	—	<b>Students will be able to</b> Develop map skills. Connect cities with activities. Understand the growth of temple towns.
GEOGRAPHY	Chapter —5: Water	Distribution of Water Bodies Ocean Circulation Waves and Tides Ocean Currents	<b>Map Work: On the political map of the world each student to mark the major water bodies and the following ocean currents:</b> • The Gulf Stream • The North Atlantic Drift • The Kuro Shio Current • The Alaska Current • The Labrador Current	—	<b>Students will be able to</b> Develop map skills. • Know the location of various oceans. • Know the direction of warm currents and cold currents. • Understand the reason of warm and cold currents.
GEOGRAPHY	Chapter —6: Natural Vegetation and Wildlife.	Forests Tropical Evergreen Tropical Deciduous Temperate evergreen Temperate Deciduous Mediterranean Vegetation Coniferous forests Tropical Grasslands Temperate Grasslands Thorny Bushes	<b>Table – making: In columns and rows features of different type of vegetations to be filled up.</b>	—	<b>Students will be able to</b> Develop better comprehension and retention of the features of different vegetations of the world.

SOCIAL & POLITICAL LIFE	Unit IV: Media and Advertising. Chapter -6 Understanding Media	Media and Technology Media and Money Media and Democracy Setting Agendas.	<b>Students in groups to discuss and present their views on the role of media in our lives. Presentation to be made along with one or two props like magazines, newspaper, mobile, etc.</b>	—	<b>Students are able to</b> Understand the need of media. Reason out the significance of technology in media. Know what is newsworthy.

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November	Chapter- 7:				
GEOGRAPHY	Human Environment- Settlement, Transport and Communication	Transport and Communication Roadways. Railways. Waterways Airways, communication	—	—	
GEOGRAPHY	Chapter — 8: Human Environment Interactions The Tropical and The Sub-Tropical Region	Life in the Amazon Basin- Climate, Rainforests, People of the Rainforests. Life in the Ganga-Brahmaputra Basin	<b>Students in groups to collect Pictures on the Amazon Basin highlighting the present condition of this region.</b>	—	<b>Students are able to</b> <ul style="list-style-type: none"> <li>• Relate the climate and vegetation of the basin along with the location in the Torrid Zone.</li> <li>• Understand the need of conservation of resources.</li> <li>• Increase their digital skills and communication skills.</li> </ul>

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December  HISTORY	<b>PERIODIC TEST II</b>  Chapter — 7:  Tribes, Nomads and Settled Communities.	Beyond Big Cities: Tribal societies Who were the Tribal People? How Nomads and Mobile People Lived Changing Society: New Castes and Hierarchies A Closer Look: Gonds, The Ahoms Conclusion	<b>Map Work: Each student, on a political map of India mark the following:</b> • An area inhabited by Ahoms • An area inhabited by Bhils • An area inhabited by Santhals • An area inhabited by Gonds		<b>Students are able to</b> Develop map skills. Know about the respective tribes of India and their activities. Understand the significance of tribes in our country.
SOCIAL & POLITICAL LIFE (COMPLETED IN MAY – AS PER TAILORED SYLLABUS BY NCERT.)	Unit V: Markets. Chapter -8 Markets Around Us	Weekly Market. Shops in the neighbourhood Shopping Complexes and Malls Chain of Markets Markets Everywhere Markets and Equality	<b>Students in groups to prepare a story line of a pair of shoes – from leather to the final product available in the shop.</b>		<b>Students are able to</b> Be creative. Improve their communicative skills. Know about the chain of markets. Understand the long process of manufacturing a final product.

MONTH	CHAPTER	SUB-TOPICS	INNOVATIVE PEDAGOGY		LEARNING OUTCOMES
	Chapter-9 A shirt in the Market	Cotton farmer in Kurnool Cloth Market of Erode Putting-out-System-Weaver Producing cloth At Home Garment Exporting Factory near Delhi The Shirt in the United States Who are the Gainers In the Market? Market and Equality			

January HISTORY	Chapter — 10: Eighteenth - Century — Political Formations	The Crisis of Empire and the Later  Emergence of New States the Old Mughal Provinces Hyderabad, Awadh, Bengal The Watan jagirs of the Rajputs Seizing Independence: The Sikhs, The Marathas and The Jats	<b>Map Work: Each student, on the political map of India mark the following:</b> • Area ruled by Sikhs • Area ruled by Marathas • Awadh • Bengal • Hyderabad • Jats	—	<b>Students are able to</b> Develop map skills. Connect the events with their locations after the decline of the Mughals. Understand the changes in India with the coming of Marathas and Sikhs.
GEOGRAPHY	Chapter —10: Life in The Deserts	The Hot Desert- Sahara- Climate, Flora and fauna, People The Cold Desert- Ladakh- Climate, Flora and fauna, People	—	—	—
SOCIAL & POLITICAL LIFE	Chapter — 10: Struggles for Equality	Struggles for equality Tawa Matsya Sangh The Indian Constitution as A Living Document.	—	—	—
February	<b>ANNUAL EXAMINATION</b>				

