

CLASS – 7TH SYLLABUS (2024-25)

TERM – 1

SOCIAL SCIENCE

CH- 1: Places of Eminence – Investigate and Construct History

Previous Knowledge Testing:-

1. Name the important places of your city.
2. Give importance of anyone of them

Learning outcomes:-

- The chapter will enable students to categorise important historical places
- They will understand the cultural and historical significance of sites within their community

Pedagogical Strategies:-

- Some pictures will be shown to students and they will identify them and the importance of those places will be discussed
- Students will paste pictures of any five historical sites of their city or can draw them

Interdisciplinary Linkages and infusion of life Skills:-

- Students will be engaged in art activities through drawing the pictures of their favourite monument
- They will get knowledge of history by finding facts about the historical and cultural sites of their area

Resources Including ICT:-

Chapter will be explained with the help of smart board. Instructional video will be shown to students for better understanding of the topic.

Assessment Questions:-

1. Name places of eminence in your area
2. What are Inscriptions?
3. What are sources?
4. Analyse the role of inscriptions in presenting the history of locality.

Feedback and Remedial Teachings:-

One to one sessions will be scheduled to provide help to slow learners

Intellectually stimulating questions will be asked from gifted students.

Small peer groups will be formed for students who are falling behind.

Inclusive practice and full Participation:-

- Students will work in peer groups and help each other to understand the topic , opportunities will be created for students with special needs

- Parents involvement will also be taken into consideration so that students have the necessary support at school and at home, collaboration will be promoted through team work

CH- 2: Locality – Then and Now

Previous Knowledge Testing:-

Few questions will asked about the present mode of transportation ; Like: Name the transportation mode of earlier times

Learning outcomes:-

- Students will be able to describe the change in society over time including lifestyle, transportation modes, good and services
- They will be able to understand the implications of societal changes on individuals

Pedagogical Strategies:-

- Students will draw the pictures relate to Barter System
- There will be debate in the class over the events that have led to changes in their environment

Interdisciplinary Linkages and infusion of life Skills:-

- Through debate the communication skills of students will be enhanced
- They will get knowledge of history by finding facts about previous mode of transport

Resources Including ICT:-

Smart Board, Videos, PPT, Peer Assessment, Activities Assignment

Assessment Questions:-

1. List the causes that led to changes in goods and services available within your locality
2. How was barter system beneficial for the people of ancient time?
3. Describe the changes in transportation from ancient to modern times.

Feedback and Remedial Teachings:-

Weak students will be motivated for learning.

Small tasks will be given to slow learners and Repetition of some difficult topics will also be done in extra classes

Inclusive practice and full Participation:-

Differentiated instruction will be given to students with special needs

Peer groups will be formed to help each other

The involvement of parents suggestions and ideas will be taken into considerations

CH- 3: Local Administration - Panchayat

Previous Knowledge Testing:-

1. Who manages the daily matters of the village?
2. What is local self government?

Learning outcomes:-

- Students will be able to explain the structure of the Panchayati Raj System
- They will be able to analyse the functions of Gram Sabha and Gram Panchayat in village

Pedagogical Strategies:-

- Students will draw a flow-chart/PPT on the topic of different levels of Panchayati Raj System
- Students will form a mock Panchayat comprising five members in each group. One leader of the group will distribute different duties to each one of them for the maintenance of class. At the end of the week, students will write a report on it

Interdisciplinary Linkages and infusion of life Skills:-

- Through report writing, students will develop writing skills and learn the habit of team-work.
- They will get knowledge of political life of people in the rural India. Through PPT, they will get knowledge of computer

Resources Including ICT:-

Smart board, Peer Assessment, MCQ, Quiz

Assessment Questions:-

1. What is Nyaya Panchayat?
2. Why is the 73rd Amendment Act, 1992 important?
3. List the three levels of the Panchayat Raj System?
4. How does a Gram Sabha ensure the proper functioning of a Gram Panchayat?

Feedback and Remedial Teachings:-

Instructions will be provided to students who need more support in core areas such as reading.

For slow learners enjoyable learning environment will be developed for eg. Quiz, roleplay

Concise lessons with demonstrated examples will be given to make the concept easy

Inclusive practice and full Participation:-

Parents involvement will be taken into consideration so that students have the necessary support at school and at home.

Collaboration will be promoted through team work.

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CH-6: People’s Life and Culture (Part-1)

Previous Knowledge Testing:-

- Students will be asked to name any regional festival fair of their state and will share its significance in class
- Have they heard about Ramdevra fair of Rajasthan?

Learning outcomes:-

- Students will be able to explain the concept of regional festivals and their significance
- They will recognize the role of festival in promoting cultural unity
- They will analyse the importance of Ramdevra fair in the Cultural landscape of Rajasthan

Pedagogical Strategies:-

- Students will be asked to research and prepare a list of unique regional festivals of different regions of India.
- They can draw the pictures of any fair and will be asked to paste pictures of any regional festival of their area and share its significance in the class

Interdisciplinary Linkages and infusion of life Skills:-

- By drawing the pictures of regional festivals ,they will develop artistic skills and through research of other regional festival, the analytical and inter personal relationship skills will be developed

Resources Including ICT:-

Smart board, MCQ, Peer Assessment, activities, Group discussion, videos

Assessment Questions:-

1. What do people do at the Ramdevra fair?
2. What is the concept of regional festivals?
3. Write a few sentences on the life of Baba Ramdev.
4. Why are regional festivals important to the local economy?

Feedback and Remedial Teachings:-

- Extra worksheets consisting of fill ups, true/false, one word answer will be provided to slow learners
- Individualized Education Programme will be provided to cater to the needs of weak student
- Repetition of content for weak students in extra classes

Inclusive practice and full Participation:-

- Students will work in peer groups and help each other to understand the topic
 - Parents involvement will also be taken into consideration so that students can get necessary support at home also
 - Collaboration will be promoted through teamwork
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CH-7: People's Life and Culture (Part-2)

Previous Knowledge Testing:-

*How can we make our community fair and inclusive of everyone?

* What are the discriminations prevalent in our area?

Learning outcomes:-

- Students will be able to differentiate between diversity and discrimination
- They will be able to compare and contrast the nature of discrimination in urban and rural areas of the region
- They will understand the role of education in reducing discrimination

Pedagogical Strategies:-

- Students will perform the activity of role play in the class showing various forms of discrimination prevalent in society
- Cultural exchange will be organised in school. Participants will share their culture tradition, food and art to promote understanding and appreciation for diversity
- Students can create an artwork also depicting any topic of discrimination and write a slogan against discrimination

Interdisciplinary Linkages and infusion of life Skills:-

- By role play- acting skill of students will be develop. Through slogan writing the creative writing skills will be enhanced

Resources Including ICT:-

Smart board, MCQ, Peer Assessment, activities, Assignment

Assessment Questions:-

1. List any three form of discrimination
2. What do you understand by discrimination?
3. Differentiate between the discrimination in urban and rural areas.

Feedback and Remedial Teachings:-

- Slow learners will be given extra assistance and few concepts will be explained again
- Small peer groups will be formed for students who need extra help on guidance
- One to one tutoring will be done for weak student

Inclusive practice and full Participation:-

- Parents involvement will also be taken into consideration so that students can get necessary support at home also
 - Differentiated instructions will be given to student who need support
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CH- 8: Indian Subcontinent – Climate, Rainfall (Monsoon)

Previous Knowledge Testing:-

1. What is climate?
2. What is difference between weather and climate?

Learning outcomes:-

- Students will be able to define weather and climate
- They will able to describe the various factors influencing the climate of a region

- They will analyse why the Indian climate is known as Tropical Monsoon Climate

Pedagogical Strategies:-

- Research on different case- studies based on the region with diverse climate such as the western ghats or North Eastern states will be discussed in the class
- Findings on the unique factors influencing the climate, impact on agriculture and economy will be presented
- Map activity – The place of annual rainfall distribution will be shown through the physical map of India

Interdisciplinary Linkages and infusion of life Skills:-

- Through map- activity Students will develop map skill and will get better understanding of the concept.
- Case studies of various diverse region will enhance the knowledge of geography
- Communication skill be develop through presentation

Resources Including ICT:-

Chapter will be explained with the help of smart board, MCQ, Peer Assessment, Group discussion, Activities

Assessment Questions:-

1. What is retreating monsoon?
2. In which areas of India does it bring rain?
3. Describe the origin of the term 'Monsoon'
4. How does the monsoon in India impact various aspects of people's lives?

Feedback and Remedial Teachings:-

One to one sessions will be scheduled to provide help to slow learners

On the basis of assessment remedial plans will be designed for individual student

Projects with appropriate challenges will be assigned to gifted student

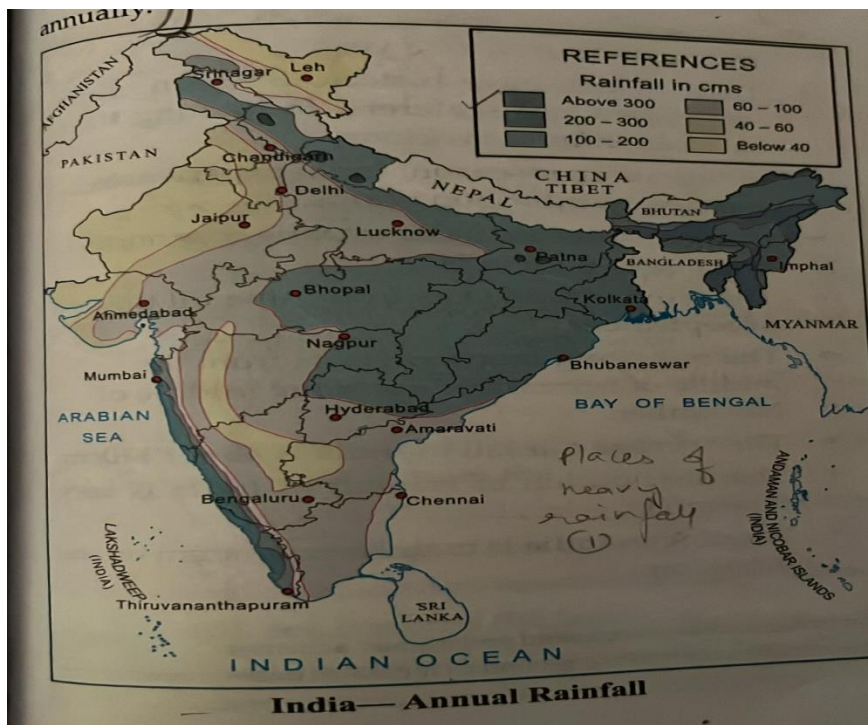
Inclusive practice and full Participation:-

- Parents involvement will also be taken into consideration so that students can get necessary support at home also
- Differentiated instructions will be given to student who need support

DRR:- Students will be asked to make a project on the topic: Disaster management of floods in heavy rain areas like

Ganga – Brahmaputra Region

- Suggestions to minimize flood effects
 - How to help flood affected people
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CH- 10: Medieval Society

Previous Knowledge Testing:-

1. What is History or Pre history?
2. Can you name any saint or ruler of medieval period ?

Learning outcomes:-

- Students will be able to distinguish between the Krishnadeva Raya and Akbar empire
- They will be able to explore the nature land ownership on both empire
- They will develop an appreciation for historical diversity

Pedagogical Strategies:-

- Picture reading- one picture will be shown to students given on page 121.
- They will identify the picture and write few lines about the significance of the picture
- Debate- There will be class –debate on the topic – ‘Why is it good to accept all religions like Akbar did with his policy of peace among everyone

Interdisciplinary Linkages and infusion of life Skills:-

- Writing about the picture of medieval period; students will get knowledge of history and it will develop their writing skills
- Through debate their communication and analytical skills will be enhanced

Resources Including ICT:-

Chapter will be explained with the help of smart board, MCQ, Peer Assessment, Group discussion, Assignment

Assessment Questions:-

1. How did the administration of Krishnadeva Raya impact agriculture?
2. Identify one key feature of social structure that was unique to Akbar empire.
3. Compare the state policies of Krishnadeva Raya and Akbar.

Feedback and Remedial Teachings:-

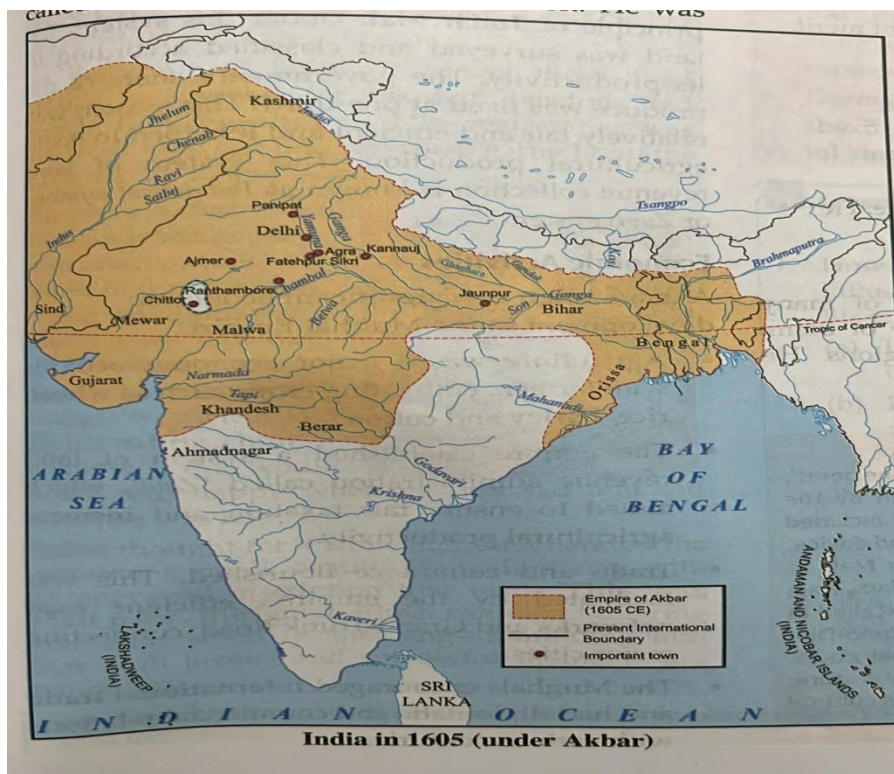
Oral activities will be organised for slow learners. Easy tasks will be assigned to them.

Instructions will be provided to students who need more support in core areas such as, reading, writing

Few difficult concepts will be explained again

Inclusive practice and full Participation:-

- Parents involvement will also be taken into consideration so that students can get necessary support
- Peer groups will be formed



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CH- 13: South Africa (Part -1)

Previous Knowledge Testing:-

1. Can you identify South Africa on a world map?
2. In which continent South Africa is located?

Learning outcomes:-

- Students will be able to explain the geographical feature of south Africa – climate, rainfall, soil, landforms and forests
- They will understand that how does south Africa unique location contribute to world trade and its significance in cultural diversity

- They will be able to explain climatic features of South Africa

Pedagogical Strategies:-

- Quiz will be organised on the physical features of South Africa
- Students will be asked to research and create representation on the unique biodiversity found in different regions of South Africa in groups
- Students will be asked to compare the climate and geographical features of South Africa and India. They will find the difference and similarities between them

Interdisciplinary Linkages and infusion of life Skills:-

- By creating presentation in class groups, they will develop analytical skills and will learn to work as a team.
- Through PPT, they will get knowledge and skill in computer
- Their writing skills will also be developed

Resources Including ICT:-

Chapter will be explained with the help of smart board, Quiz, Peer Assessment, Group discussion, Activities

Assessment Questions:-

1. Explain the physical features of South Africa.
2. Why are rivers important to South Africa?
3. Which specific region has fertile soils in South Africa?
4. Why is it important to conserve the coastal areas of South Africa?

Feedback and Remedial Teachings:-

- Remedial sessions will be conducted for students who require additional support
- Feedback will be provided to students and their parents based on student performance
- Projects with appropriate challenges will be assigned to gifted student

Inclusive practice and full Participation:-

- Parents involvement will also be taken into consideration
- Students will work in peer groups and help each other to understand the topics
- Collaboration will be promoted through team work