

Social Science

Social Science, as a subject at the Upper Primary Stage, comprises of history, geography and social and political life. Therefore, while preparing the eight-week calendar in social science, these components have been divided into three weeks + three weeks + two weeks (total eight weeks) for history, geography and social and political life respectively.

Accordingly, three week's calendar for Class VII in History is given below.

a. History

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise suggested activities (to be guided by parents under the guidance of teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture and relates the developments occurring in one place with another locates important historical sites, places on an outlined map of India 	<ol style="list-style-type: none"> NCERT textbook Our Pasts I or State developed textbook Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf MP Tourism website https://youtu.be/ourYdg5UUhE Discuss with students through Google classroom/Hangouts/Facebook/Skype 	<p>Theme: From hunting-gathering to growing food</p> <p>WEEK 5</p> <p>Students can read out this theme and mark different terms/concepts like hunter-gatherer, site, habitation, factory, Palaeolithic, Mesolithic, microliths, Neolithic burials, etc., appearing in the chapter. Suggest them to consult the dictionary of history to understand these terms and write in their notebooks.</p> <p>Discuss with students—</p> <ul style="list-style-type: none"> Life of hunter-gatherers How they got their food, what they had in food What they used to wear Why they were constantly moving from one place to another <p>You can also show them pictures or drawings of stone tools, rock paintings etc. to help them understand how we come to know about people of this time.</p> <p>A map has already been given in the textbook showing some places where hunter-gatherers used to live. Suggest</p>



	<p>students to look for more such places in India and mark these places on an outlined map of India mentioning the name of the present state where these sites are located. They may be encouraged to reflect on:</p> <ul style="list-style-type: none"> • Why people chose to live in these places? <p>In order to understand the lives of these people, students may be encouraged to watch a video available on MP Tourism website on Bhimbetka.</p> <p>https://youtu.be/ourYdg5UUhE</p> <p>Students may also look for other such sites in other parts of the country and also go through the section 'Elsewhere' given in the chapter.</p> <p>Students may also be encouraged to draw some of these paintings and write what it tells us about the lives of these people. This may be shared with the teacher and assessed.</p> <p>The students have already written various terms and their explanation in the beginning, so the teacher now may suggest them to prepare a chart of various time periods, their meaning and a rough estimate of the time span of these periods with the help of the dictionary.</p> <p>This will help the teacher to assess different skills of students like identification, classification, creativity and communication skills through visuals or writing.</p> <p>WEEK 6</p> <p>Discuss with students—</p> <ul style="list-style-type: none"> • How did change occur in the lives of these people? • How did they start domesticating plants and animals and what does domestication mean? • Changes in the life, food habits, stone tools, etc., in the life of the people when they became farmers and herders. <p>Suggest them to look at map once again to find out places where early farmers and herders lived. Ask them to reflect on—</p>
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<p>The learner</p> <ul style="list-style-type: none"> identifies different types of sources (archaeological, literary, etc.) and describes their use in reconstruction of the history of this period. describes issues, events, personalities mentioned in literary works of the time 	<p>1. NCERT textbook Our Pasts I or State developed Textbook</p> <p>2. Dictionary of History for Schools</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>3. Discuss with students through Google classroom/Hangouts/Facebook/Skype</p>	<p>How do we come to know about these people? Make a list of those things.</p> <p>Suggest them to go through the section on 'Towards a settled life' and ask them to draw a pit house. You can also show them a visual of a pit house.</p> <p>Suggest them to read the case study on Mehrgarh and ask them to reflect on questions like—</p> <p>In what ways is this house similar/different to the pit house or the one in which you live?</p> <p>Did lives of hunter-gatherers change everywhere and all at once?</p> <p>In the end suggest students to answer the questions given at the end of the chapter and submit their answers to their teacher through email or click a photo of their answers and share it with their teacher. Sufficient time should be given to the students.</p> <p>Theme: What Books and Burials Tell Us</p> <p>WEEK 7</p> <p>Suggest students to do a reading of the theme and look for various terms/concepts appearing in the chapter in the Dictionary of history.</p> <p>Discuss with students—</p> <ul style="list-style-type: none"> One of the oldest books in the world, what they are called, how they were composed, their language and content, when were they got written, etc., and ask students to reflect on— Why is it said that Rigveda was recited and heard rather than read? Did women compose some hymns? Who were they? <p>Students can reflect and discuss on the above-mentioned questions or can write in their notebooks and share with the teacher, which can be used for assessment.</p> <p>Introduce students to simple strategies of textual analysis by suggesting them to go through the textual source on 'Vishwamitra and rivers' and raise following questions—</p>
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b. Geography

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by parents under the guidance of teacher)
<p>The learner</p> <ul style="list-style-type: none"> differentiates between Rotation and Revolution demonstrates occurrence of day and night due to rotation of the earth on its axis. 	<p>Textbook- The Earth Our Habitat</p> <p>Theme- Motions of the Earth</p> <p>Web Resources</p> <p>For Teacher-</p> <p>What is Earth https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 8</p> <p>Theme— Rotation of the Earth and Day and Night</p> <p>Teacher may demonstrate or ask students to do the activity with the help of their parents as mentioned in the chapter on page 18 using torch and ball to understand concept of day and night and rotation.</p> <ul style="list-style-type: none"> Topspin may also be used to make student understand the concept of rotation. Students may be asked to prepare a diagram showing Day and Night (Figure 3.2) given on page 18 and share with their parents and parents may share with the teacher and classmates through email. Students may be asked to write the meaning of Earth day and Circle of illumination. Teacher may explain the tilt of the earth on its axis through diagram and encourage students to draw the diagram showing tilt of the axis of the earth (refer to Fig.3.1, page 18). Student may be encouraged to consult the Dictionary of Geography for Schools (trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.
<p>The learner</p> <ul style="list-style-type: none"> differentiates between circle and ellipse demonstrates revolution of the earth 		<p>WEEK 9</p> <p>Theme— Revolution of the Earth on Elliptical path around the Sun</p> <ul style="list-style-type: none"> Teacher may demonstrate another motion of the earth, i.e., Revolution through diagram or audio-visual material or balls. Student may be asked to distinguish between rotation and revolution of the earth by demonstrating both the motions of the earth in-front of their parents. Student may write about these two motions of the earth and share with teacher and classmates. Student may be encouraged to draw an ellipse as explained under Let's Do on page 20. Students may be asked to draw a circle and ellipse and write the difference between a circle and an ellipse .



<p>The learner</p> <ul style="list-style-type: none"> describes about different seasons i.e summer, winter, spring and autumn demonstrates revolution of the earth on its orbit around the sun. demonstrates change of seasons due to change in the position of the earth around the sun. 		<ul style="list-style-type: none"> Student may be encouraged to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English- Urdu) for technical terms given in the chapter <p>WEEK 10</p> <p>Theme— Revolution of the Earth and Seasons</p> <ul style="list-style-type: none"> With the help of diagram teacher may explain revolution of the earth as well as the changing position of the earth around the sun. Teacher may focus on the tilt of the earth and its direction during revolution. Student may be encouraged to do the activity at home with the help of a stick and by drawing an ellipse on the floor to understand the concept of tilt of the axis of the earth during revolution. (Hint: Let's Do, page 20) Student may draw diagram showing Revolution of the earth and seasons (Fig. 3.3, page 19) Teacher may explain Equinox and Winter and Summer Solstice with the help of a diagram. Teacher may relate the concepts of heat zones, latitudes, North Pole, South Pole taught in Chapter 2 with seasons, winter and summer solstice and equinox. Student may be encouraged to consult the atlas to locate countries of the world which celebrate Christmas during summers.
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c. Social and Political Life

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise suggested activities (to be guided by parents under the guidance of teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> describes factors responsible for availability of different occupations undertaken in rural and urban areas 	<p>NCERT/State Textbook</p> <p>Social and Political Life-I</p> <p>Theme— Livelihood</p> <p>Children and parents may use the following resources and explore Social Science e-resource available online, e.g.,:</p> <ul style="list-style-type: none"> NISHTHA Portal https://itpd.ncert.gov.in/ Download Module 12 Pedagogy of Social Sciences (Upper Primary Stage) in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 Use text module from pages 388 to 394 for the theme Livelihood <p>QR Code</p> <ul style="list-style-type: none"> Interactive activities given in QR Code of each chapter of NCERT Textbook. 	<p>WEEK 11</p> <ul style="list-style-type: none"> Discuss with your parents about different occupations in your locality. Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic background. Use these resources to learn about concept of livelihood; rural and urban occupations; issues and challenges associated with different types of livelihood. Use these resources to learn about the factors responsible for availability of different livelihoods undertaken in rural areas by men and women, and different sources of livelihoods in your locality. <p>WEEK 12</p> <ul style="list-style-type: none"> Ask questions/doubts with your parents/teacher. Draw people engaged in various occupations in rural and urban areas. Solve activities given in QR Code of chapter 8 Make a poster on different occupations taken up by men and women from different socio-economic background. Solve activities given in the QR Code of chapter 9 Submit written assignments on assigned topics.

