

Social Science

Social Science, as a subject at the Upper Primary Stage, comprises the components of history, geography and social & political life. Therefore, while preparing the eight-week calendar in social science, these components have been divided into 03 weeks + 03 weeks + 02 weeks (total 08 weeks) for History, Geography and Social & 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 Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> relates key historical developments during medieval period occurring in one place with another with reference to central India and Deccan analyses socio-political and economic changes during medieval period with reference to south India 	<p>NCERT History textbook for Class VII</p> <p><i>Our Pasts II</i></p> <p>Chapter -2</p> <p><i>New Kings and Kingdoms</i></p> <p>Theme</p> <ul style="list-style-type: none"> Emergence of new dynasties and administration in the kingdoms Land grants and warfare <p>Theme</p> <ul style="list-style-type: none"> The Cholas Splendid temples and sculpture Administration of Cholas <p>Resources</p> <ul style="list-style-type: none"> https://itpd.ncert.gov.in www.nroer.gov.in 	<p>WEEK 5</p> <ul style="list-style-type: none"> Teacher encourages students to locate in the map the central India and Deccan where many new dynasties emerged between 7th and 12th centuries. Student with the help of parents/siblings identifies these states/ places in the map of modern India. The emergence of Chahamanas (Chauhans), Gurjarara-Pratiharas, Parmars and Chandela dynasties in central India is explained by the teacher over phone/email/group chat. Similarly, emergence of Rashtrakutas in Deccan is explained. <p>WEEK 6</p> <p>Students may be motivated to study how these rulers adopted high sounding titles, but shared their powers with small landlords, and obtained resources/revenues from peasants. For this, the teacher may guide them.</p> <p>They may be motivated to compare with the modern administration and source of revenue of the present governments.</p> <p>Teacher may explain about land grants given in lieu of salary to high officers for rendering service to the king.</p>



- 3. http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf
- 4. <http://ncert.nic.in/textbook/textbook.htm>
- 5. <https://www.youtube.com/watch?v=tbOQyVrW2tU>
- 6. https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf
- 7. *Trilingual Dictionary of History for Schools, NCERT, 2018*

- This may be compared with the modern way of running administration and earning of revenue by present government by studying interdisciplinary subject i.e., social and political life.

WEEK 7

- Emergence of Chola rulers in South India may be explained to the students by teacher through phone/mail/WhatsApp, etc.
- Students may be encouraged to observe the modern map of southern states i.e. Telangana, Andhra Pradesh, Karnataka, Tamilnadu and Kerala. They may be asked to identify the region where Chola kings ruled during 9th century to 13th century.
- Students may be encouraged to search through the internet the photographs of splendid temples built in south India during medieval period, particularly by the Chola rulers.
- Teacher may explain that these temples were not only centre of prayers but also centre of generating rich revenue for the kings.
- Example of Padmanabhswwami temple at Thiruvananthapuram in Kerala may be given where large quantity of gold is stored.
- Students may be asked to collect pictures/photographs from newspapers/magazines of other famous temples of south India.
- Teacher may further tell about Cholas' patronage of art and literature. Students may be explained about the famous Tamil Sangam literature.

Assignment/Project

- Students may be asked to submit a project about the damage to agricultural produce due to rain and hailstorms after opening of schools.
- Discuss about the sufferings of labourers/ daily wage earners, and their long march to their village on foot due to the corona virus pandemic.



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| | | <ul style="list-style-type: none">• Also discuss about the closure of economic activities and loss of the revenue to government due to the pandemic.• Collect pictures from newspapers, magazines, supplementary books of the splendid temples, sculptures, etc., of south India. Submit the project after opening of schools. |
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b. Geography

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> identifies major rock types reflects on the factors leading to disasters and calamities. explains preventive actions to be undertaken in the event of disasters, e.g., earthquake describes formation of landforms due to various factors. 	<p>NCERT Textbook Resources and Development</p> <p>http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</p> <p>Chapter 2: Land, Soil, Water, Natural Vegetation and Wildlife Resources</p> <p>Use the QR code given for the chapter for additional resources</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>Chapter 2: Inside Our Earth</p> <p>Endogenic forces and Exogenic forces;</p> <p>Volcano and Earthquake</p>	<p>WEEK 8</p> <p>Theme— Rocks and Minerals</p> <ul style="list-style-type: none"> Learner can read the chapter and observe figure 2.3 given in the chapter. If learner has any collection of some stones (e.g., in some games like 5 stones, gitti) they may observe their features based on the explanation given about igneous, sedimentary or metamorphic rocks. If stones are visible in the walls of home, they may identify their characteristics also. They may pick up some stones if found in the home compound (these stones should be collected only with the permission of guardians and brought inside home after proper cleaning due to the pandemic). They may try to identify the type of rock. Learners can discuss their findings with elders at home and write down their findings in a notebook. Collect pictures of some monuments and find out which are the rocks used to build them. They can also prepare a scrap book with pictures of these monuments and identify the type of rocks used to build them Observe Fig. 2.4 of Rock Cycle and try to understand how rocks transform from one type to another under certain conditions. Explain it in your own words. <p>WEEK 9</p> <p>Theme— Endogenic forces and Exogenic forces: Volcano and Earthquake</p> <ul style="list-style-type: none"> Suggest the learner to read the chapter and observe the Fig 3.1 which diagrammatically explains about earth movement.



Use the QR code given in the chapter for additional resources

https://ndma.gov.in/en/earthquake-video-gallery/youtubegallery.html?videoid=g4ajSBb1_Ws

This is a link for an animated video for earthquake preparedness which may be shared with young learners

Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf

Chapter 3: Inside Our Earth

- Major Landforms
- Work of river, sea waves, ice, wind

Use the QR code given in the chapter for additional resources

Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)

http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf

- Learner may be encouraged to do the activities given in the chapter under the supervision of an adult or teacher may demonstrate them.
- Learner may observe Fig 3.2, a volcano and Fig. 3.3, origin of an earthquake and explain the process in their own words.
- Learners may prepare a disaster preparedness plan if an earthquake strikes in their region.

WEEK 10

Major Landforms

- Suggest the learner to read about work of river, sea waves, ice and wind given in the chapter and observe the Fig.3.4: Waterfall, Fig.3.5: Features made by a river in a flood plain, Fig. 3.6: Delta, Fig. 3.7: Features made by sea waves, Fig. 3.8.: Glacier and Fig. 3.9: Sand Dunes and understand their formation with the help of the given text. Some of these features may be in and around where learners stay or they may have seen them. Tell them to write about them and how they may have formed.



c. Social and Political Life

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by parents with the help of teachers)</i>
<p>The learners</p> <ul style="list-style-type: none"> differentiates between different kinds of markets. traces how goods travel through various marketplaces. 	<p>NCERT Textbook</p> <p>Social and Political Life-II</p> <ul style="list-style-type: none"> Markets Around Us and A Shirt in the Market <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 text of 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 QR Code Interactive activities given in the QR Code of each chapter. 	<p>WEEK 11</p> <ul style="list-style-type: none"> Discuss with your parents about different kinds of markets such as local and shopping complexes in your locality. Read newspaper articles/magazine articles/stories/case studies, listen/watch audio-visuals about different kinds of markets and how goods travel through various marketplaces. <p>WEEK 12</p> <ul style="list-style-type: none"> Use these resources to learn about different kinds of markets in your locality; try to differentiate between local markets and shopping complexes Use these resources to find out how goods travel through various marketplaces. Discuss with your parents about issues and challenges associated with different kinds of markets in your locality. Ask questions/doubts with your parents/teacher about different types of markets and related issues and challenges. Draw people engaged in various activities in local market based on your experience. Solve activities given in the QR Code of Chapter 7. Make poster on different activities taken up by people in different kinds of market. Solve activities given in the QR Code of Chapter 8. Submit written assignments on assigned topics.

