

Social Science (Class-VII)

a. History (Class VII)

Learning Outcomes	Concept	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner is able to</p> <ul style="list-style-type: none"> • understand how historians study the past • know the importance of sources • how the developments/changes take place during medieval period • differentiate between the historical period • analyse administrative measures and strategies adopted by new dynasties • understands the wealth created by them, consequently achievements in the area of irrigation and construction of new buildings • tries to explain about establishment of new kingdoms 	<p>Source: NCERT Syllabus for Upper Primary Classes</p> <p>NCERT History textbook- Class-VII, Our Pasts</p> <ul style="list-style-type: none"> • Broad historical trends • Kinds of sources, e.g. chronicles, paintings, coins, inscriptions, documents, literature • Pattern of political development, military conquests • Understanding of the connection between political and economic process 	<p>WEEK-1 Study of the past:</p> <ul style="list-style-type: none"> • To make the student understand the differences taking place over the years the teacher/parent encourages the student to see the atlas/ map of India and observe the change in names of various places and the basic structure of society. The student may • Discuss with parents/peers/elder brother/sister about the reason for change of names. • Ask questions with teachers • Try to analyse these reasons and discuss with teachers <p>WEEK-2 Sources: The learner</p> <ul style="list-style-type: none"> • Tries to understand the importance of history and the way of knowing the past. Discuss it with teachers/ parents/ peers/ siblings why to study history. • Once explained by teacher, tries to differentiate between various types of sources of studying the past • Differentiates between various sources like coins, old books (chronicles), manuscripts, paintings, architecture (buildings) used to know about the historical period • Observes various coins and currency notes at home and tries to figure out how the political and economic aspects can be known through these. • Writes a note/project on coins/currency with the help of parents and submit online for further clarifications. <p>WEEK-3 Technology</p> <ul style="list-style-type: none"> • If the learner has seen any irrigation technology in or around her surroundings, then compares it with the technology of the past i.e. Persian Wheel, which was used for irrigation. • The learner is aware about certain modern weapons of war as observed in TV or pictures or in the form of toys, and compares with firearms used in the past during warfare.

		<ul style="list-style-type: none"> • The learner may discuss with parents about the advantage enjoyed by the countries which are having superior military technology. Ask questions with teachers about this superior military technology during medieval period and the expansion of empire. • While discussing with the peer group or with siblings, the learner develops an understanding that a ruler having superior military technology is a prosperous and wealthy ruler having control over a large area. • Construction of large palaces, forts, monuments, roads etc. by these powerful rulers is thus explained by parents/ teachers. <p>Assignment/Project</p> <p>The learner</p> <ul style="list-style-type: none"> • Collects picture from newspapers, magazines to show latest irrigation technology being used, war being fought with latest technological warfare • Shows photos and videos of the changes taking place in society and economy, prosperity of the people. • Shows pictures of splendid temples of south India built during medieval period and explain about the massive architecture (Source: www.nroer.gov.in) <p>WEEK-4</p> <p>Establishment of kingdoms</p> <ul style="list-style-type: none"> • The teacher with the help of parents may administer a theme of establishment of new kingdoms and the reasons behind their success. • This may be debated amongst the peers and prepare a project and tries to submit it online. (Source: NCERT Textbooks, State government textbooks, any other supplementary books)
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b. Geography (Class VII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> • describes different components of the environment and the interrelationship between them. 	<p>NCERT Textbook: Our Environment http://ncert.nic.in/textbook/textbook.htm?gess2=0-9</p> <p>Theme: Environment</p>	<p>WEEK 1</p> <p>Theme- Environment</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> • Read the Chapter — Environment. In the beginning a story is given in which some learners are discussing about the changes which have taken place in their environment.

<ul style="list-style-type: none"> Shows sensitivity to the need for conservation of natural resources—air, water, energy, flora and fauna. 	<p>http://epathshala.nic.in/topic-d.php?id=0762CHO1</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>	<ul style="list-style-type: none"> Similarly think, and identify if any changes have taken place in our environment in past few years. Write down about these changes. Discuss with parents/ grandparents about the changes which have taken place over the years/decades. Discuss and identify various components of the environment with the help of figure 1.1. given in the chapter. <p>WEEK 2</p> <p>Learner may</p> <ul style="list-style-type: none"> read about the major domains of the earth. encouraged to do following activities: write his/her observations about the surroundings and make a list of uses that the land in the neighbourhood is being put to. Find out the source of the water used in the home come from; make a list of different uses of water in our daily life. (Have you seen anyone wasting water? How?) Observe the sky during day and make a note whether the day is cloudy, rainy, sunny, foggy etc. <p>WEEK 3</p> <ul style="list-style-type: none"> Imagine an ideal environment where they would love to live and draw the picture of their ideal environment. Those who may not prefer to draw can prepare a write up or a poem on the theme.
<ul style="list-style-type: none"> Identifies major layers of the earth's interior 	<p>Chapter 2: Inside Our Earth</p> <p>Interior of Earth</p> <p>http://epathshala.nic.in/topic-d.php?id=0762ch02</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 4</p> <ul style="list-style-type: none"> The learner can read the chapter and observe figures 2.1 and 2.2 given in the chapter. Elders at home can help the learner to understand about various layers of the earth. An onion or boiled egg can be used to explain about the layers. The learner can draw the diagram of various layers of the earth.

c. Social and Political Life (Class VII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner-</p> <ul style="list-style-type: none"> differentiates between different kinds of markets. traces how goods travel through various market places. 	<p>NCERT/State Textbook</p> <p>Theme- Market Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal https://itpd.ncert.gov.in/ Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code: Interactive activities given in QR Code of each chapter.</p>	<p>WEEK 1</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 market places. <p>WEEK 2</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 and find out how goods travel through various market places. Discuss with your parents about issues and challenges associated with different kinds of markets in your locality. <p>WEEK 3</p> <ul style="list-style-type: none"> 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. Make poster on different activities taken up by people in different kinds of market. <p>WEEK 4</p> <ul style="list-style-type: none"> Solve activities given in QR Code of the chapter. Submit written assignments on any/assigned topic.