

INFANT JESUS CONVENT SCHOOL

ANNUAL PLAN 2023-24

Social Studies

CLASS: VII

MONTH/NO OF DAYS	TOPIC: SUB TOPIC	OBJECTIVES	AIDS/ACTIVITIES	MULTIPLE INTELLIGENCE SKILLS	LEARNING OUTCOME
<p>APRIL No of Days: 17</p>	<p>Geography-Environment >Introduction >Natural environment >Human Environment</p> <p><u>Civics- On Equality</u> >What is equality >Political social and economic >Importance of government >Challenges of democracy >Recognizing dignity >Equality in democracy</p>	<p>Students will be able to: >To know what factors makes an environment. >To understand how things impact our lives. >Understand the importance of the idea of equality and dignity in democracy. >Know about the vision and values of the Indian constitution.</p>	<p>KNOWLEDGE: >Locate natural resources and man-made resources. >Indicate importance of equality.</p> <p>APPLICATION: >Discussing difference between natural resources and man-made resources. >Identify abiotic and biotic resources. >Name different types of equality. >Use of equality in social, economic and political area.</p>	<p>Logical mathematical intelligence skill. Interpersonal intelligence skill.</p> <p>Reasoning Skills Writing Skills Critical Thinking</p>	<p>Students will be able to: >Show their artistic skill to understand the interdependence of biotic and abiotic components. >Delineate different understanding of equality in education. >Give some examples of inequality is different cultures and jurisdiction.</p>

			<ul style="list-style-type: none"> >Identify importance of equality. UNDERSTANDING: >Write two points to conserve resources. >Compare use of natural resources and man-made resources. >Observe area of equality in society. >Distinguish political and economic equality 		
<p>MAY</p> <p>No of Days: 12</p>	<p><u>History- Introduction: Tracing changes through a thousand year</u></p> <ul style="list-style-type: none"> >New and old terminologies >Historians, and their sources >Region and Empire. >Old and new religions <p><u>Geography- Inside Our Earth</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> >Familiarizing the students with the changing names of land of India. >Discuss broad historical trends over the last 2000 years. <p>>Identify the different layers of the earth.</p>	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> >Organize dates according to history timelines. >Identify and differentiate new and old terminology. >Identify different layers of Earth. <p>APPLICATION:</p> <ul style="list-style-type: none"> >Finding the old and new religions. 	<p>Visual-Spatial intelligence skill.</p> <p>Logical-mathematical intelligence skill</p> <p>Interpersonal intelligence skill</p> <p>Reasoning Skills</p> <p>Aesthetic skills</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> >Get the answer of how the present society of today is shaped. >The empire and dynasties that existed in India. >Develop a sense to recognize the different types of rocks.

	<ul style="list-style-type: none"> >Structure of Earth's interior >Earth's crust. >Types of Rocks >Rock cycle 	<ul style="list-style-type: none"> >Able to understand the use of rocks in our daily life. 	<ul style="list-style-type: none"> >Discussing different historians and their sources. >Discussing about use of different rocks. >Use of rocks in daily life situations <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> >Find more sources of historical fiction. >Distinguish different layers of the earth. 	Critical Thinking	<ul style="list-style-type: none"> >Able to get knowledge about interior of earth.
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REVISION OF PT 1

CONDUCTION OF PT-1 ASSESSMENT

<p>JULY</p> <p>No of Days: 23</p>	<p><u>History-Kings and Kingdoms</u></p> <ul style="list-style-type: none"> >The emergence of new dynasties >Administration in the kingdoms >Agriculture and irrigation. <p><u>History-</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> >Trace the pattern of political developments and military conquest of the gurjara pratiharas, the rashtrakutas, the palavas etc. >To learn about the invaders who 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> >Identify and differentiate new and old dynasties. >Identify different sultans of Delhi. >Awareness of different landforms of India. >Organize good public health facilities in societies. 	<p>Logical-mathematical intelligence skill</p> <p>Interpersonal intelligence skill</p> <p>Intrapersonal intelligence skill</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> >Students will be able to Locate and identify the regions ruled by these dynasties in India. >Understand the climate and terrain of these regions,
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	<p><u>DELHI 12TH TO 15TH CENTURY</u> >Sultans of Delhi. >Establishment. >Slave dynasty. >Alauddin Khilji recognition of the army. >Decline and disintegration.</p> <p><u>Geography</u> <u>Our Changing Earth</u> Volcano Major landforms.</p> <p><u>Geography-</u> <u>Air</u> >Composition of atmosphere >Weather and climate >Temperature</p> <p><u>Civics-</u></p>	<p>looted and plundered India. >To identify the similarities and difference between weathering and erosion. >Able to describe how pressure, air temperature and air density affect one another. >Understand how the government makes decision to improve the health of the people. >Gets a critical sense of the politics underlying the position of services or the distribution of resources.</p>	<p>>Knowledge about working of M.L.A in areas. APPLICATION: >Finding the working of different dynasties in India. >Find causes of decline and disintegration of dynasties. >Discussing different landforms in India and the world. >Discussing the composition of atmosphere. >Find the role of government in health services.</p> <p>UNDERSTANDING: >Distinguish old and new dynasties. >Find reason to establishment of slave dynasties. >To aware health facilities given in public and private sector.</p>	<p>>Linguistic intelligence skill. >Reasoning Skills >Aesthetic skills >Critical Thinking</p>	<p>Have critical thinking on the continuous occurrence of Tripartite Struggle. >Relate to such landforms in India and in the world e.g. the sunder bans and the Thar Desert. >Understand the significance of each layers of the atmosphere >Idea to help good healthcare services reach everyone. >Understand the need of MLA in the State Government.</p>
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	<p><u>Role of Government in Health</u> >Role of Government in health >Health and Equality >How state govt works.</p> <p><u>Civics- How the State Govt Works?</u> >What is a govt >Need of the govt >Members of state govt >State legislature >Elections >Working of the government >Public Pressure</p>		<p>>To know importance of elections in India.</p>		
<p>AUGUST No of Days: 23</p>	<p><u>History- The Mughals (16TH to 17TH century)</u> >Who were the Mughals? >Mughals military campaigns >Mughal tradition of succession >Mughal relation with others</p>	<p>Students will be able to: >Trace the political history of the 16th and 17th centuries.</p> <p>>Know about distribution of water on earth.</p>	<p>KNOWLEDGE: >Identify the meaning of Mughals. >Use of waves and tides for various purposes. >To link everyday practices with the creation of inequality and question it.</p>	<p>Logical-mathematical intelligence skill Interpersonal intelligence skill Intrapersonal intelligence skill</p>	<p>Students will be able to: >Connect the cities with the rulers and their major contributions. >Appreciate the beauty of Mughal Architecture. >Know the direction of warm currents</p>

	<p><u>Geography-</u> <u>Water</u> >Distribution of Water Bodies Ocean >Circulation Waves and Tides Ocean Currents</p> <p><u>Civics-</u> <u>Growing up as Boys and Girls</u> >Growing up in Samoa Islands in 1920's >Growing up Male in MP (1960'S) >Valuing House works, Life of Domestic workers >Women's work and Equality</p> <p><u>Civics-</u></p>	<p>>Learn to interrogate gender construction in different social and economic contexts.</p> <p>>Understand that gender is a social construct and not determined by biological difference.</p>	<p>>Aware the different women movements participated by women.</p> <p>SKILLS: >Reasoning Skills >Writing skills >Critical Thinking</p> <p>APPLICATION: >Discussing the legacy of Mughal empire. >Finding different types of architecture of Mughal. >Discussing the difference between genders in India. >Know the importance of water. >Discussing the contribution of women in society.</p> <p>UNDERSTANDING: >Knowledge about Mughal campaign in India</p>	<p>Visual-Spatial intelligence skill.</p>	<p>and cold currents. >Students will be able to do Data analysis of men and women at working outside and at home. >Understand the significance of equality in the society.</p>
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	<p><u>Women Change the world</u> >Fewer opportunities and rigid expectations >Learning for change >Women's Movements</p>		<p>>Identify different sources of water. >Differentiate the working of women and men. >Identify the opportunities created for women in India.</p>		
<p>SEPTEMBER No of Days: 05</p>	<p>REVISION: TERM-1</p>				
<p>CONDUCTION OF TERM-1</p>					
<p>OCTOBER No of Days: 22</p>	<p><u>Civics- Understanding Media</u> >Media and Technology >Media and Money >Media and Democracy >Setting Agendas</p>	<p>>Understand the role of the media in facilitating interaction between the government and citizens. >Understand the link between information and power.</p>	<p>KNOWLEDGE: >Explain the impact of media on society.</p> <p>SKILLS: >Reasoning Skills >Writing skills >Critical Thinking</p> <p>APPLICATION: >Discussing the difference between media and technology. >Know the importance of media.</p>	<p>Interpersonal intelligence skill Intrapersonal intelligence skill Linguistic intelligence skill.</p>	<p>Students will be able to: >Understand the need of media. >Reason out the significance of technology in media</p>

			UNDERSTANDING: >Identify the role of money in media.		
NOVEMBER No of Days: 22	<p><u>History- Tribes, Nomads and Settled Communities.</u> >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</p> <p><u>Civics- Markets Around Us</u> >Weekly Market. >Shops in the neighborhood >Shopping Complexes and Malls >Chain of Markets >Markets Everywhere >Markets and Equality</p>	<p>>Understand political developments in specific region. >Illustrate how anthropological studies, inscription and chronicles are used to write history. >Explain the relationship between natural environment and human habitation. >Understand market and their relation with everyday life.</p> <p>>Gain a sense of inequality in market operation.</p>	<p>KNOWLEDGE: >Identify different tribes and communities in India. >Recognize the impact of big markets on society.</p> <p>SKILLS: >Reasoning Skills >Writing skills >Critical Thinking</p> <p>APPLICATION: >Relate the life of tribes and nomads of small area and changing societies. >Know the importance of markets.</p> <p>UNDERSTANDING: >Summarize the importance of tribe system and new caste system.</p>	<p>Bodily-kinesthetic intelligence skill Intrapersonal intelligence skill Interpersonal intelligence skill Spatial intelligence skill Linguistic intelligence skill</p>	<p>Students will be able to: >Know about the respective tribes of India and their activities. >Understand the significance of tribes in our country. >Learn about the new developments making today's world a global society.</p> <p>>Know about the chain of markets.</p>

			>Identify the role of shopping malls in India.		
<p>DECEMBER No of Days: 12</p>	<p><u>Geography- Human Environment Interactions The Tropical and The SubTropical Region</u> >Life in the Amazon Basin- Climate, Rainforests, >People of the Rainforests. >Life in the Ganga Brahmaputra Basin</p>	<p>>Compare lives in different surrounding or environmental settings.</p> <p>>Appreciate that the culture differences are a result of interaction between human beings and their different environment</p>	<p>KNOWLEDGE: >Recognize the importance of rainforest and life in Ganga Brahmaputra Basin.</p> <p>SKILLS: >Reasoning Skills >Writing skills >Critical Thinking</p> <p>APPLICATION: >Relate the Bhakti and Sufi movement. >Discussing the difference of ideology between two religious' movement. >Discover the life of people in the Ganga Brahmaputra Basin.</p> <p>UNDERSTANDING:</p>	<p>Interpersonal intelligence skill Intrapersonal intelligence skill Visual-Spatial intelligence skill.</p> <p>Bodily-kinesthetic intelligence skill</p>	<p>Students will be able to: >To understand the positive values of unity in diversity. >Able to Relate the climate and vegetation of the basin along with the location in the Torrid Zone.</p> <p>>Understand the need of conservation of resources.</p>

			Cite the examples of Amazon Basin and Ganga Brahmaputra Basin		
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REVISION: PT-2

CONDUCTION OF PT-2 ASSESSMENT

<p align="center">JANUARY No of Days: 18</p>	<p><u>History-</u> <u>The Making of Regional Cultures</u> >The cheras and the development of Malayalam. >The rajputs and traditions of heroism. >Beyond regional frontiers: the story of kathak.</p> <p><u>Geography-</u> <u>Life in The Deserts</u> >The Hot Desert >Sahara- Climate, Flora and fauna, >People The Cold DesertLadakh- >Climate, Flora and fauna, People.</p> <p><u>Civics-</u> <u>A shirt in the Market</u> >Cotton farmer in Kurnool Cloth</p>	<p>>Get an overview of developments of regional culture forms of dance and music. >Able to understand how texts in regional languages can be used to understand history. >Understand the complex inter relationship between humans and their natural environment. >Compare life in one's own surrounding with life in other environmental settings.</p>	<p>KNOWLEDGE: >Define the difference between cheras and Rajput community. >Tell different types of dances found in India. >Describe the importance of hot desert and cold desert. >Memorize the process of cloth in factories.</p> <p>SKILLS: >Reasoning Skills >Writing skills >Critical Thinking</p> <p>APPLICATION: >Relate different dances to the religion of India.</p>	<p>Musical intelligence skill Intrapersonal intelligence skill Interpersonal intelligence skill Bodily-kinesthetic intelligence skill</p>	<p>Students will be able to: >To know about people from the place they live, the food they eat, the language they speak, their cloths, poetry, and dance and other customs and traditions >Will able to know the changing of their culture because of invaders. >To appreciate the cultural differences that exist in the world due</p>
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	<ul style="list-style-type: none"> >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 	<ul style="list-style-type: none"> >Understand market and their relation with everyday life. >Understand markets and their function to link scattered producers and consumers 	<ul style="list-style-type: none"> >Discussing the various factors affecting deserts of India. >Discover the life of cotton farmers in Kurnool areas. UNDERSTANDING: >Summarize the development done in cheras and Rajput region. >Compare the impact of hot and cold deserts of India. >Interpret the process of cloth making in different factories in India. 		<ul style="list-style-type: none"> to interactions between humans and their different environments. >Understanding regarding cotton fiber and their use in different sectors. >Understanding the importance of market at the international level.
<p style="text-align: center;">FEBRUARY No of Days: 23</p>	<p><u>History- Devotional paths to the divine</u></p> <ul style="list-style-type: none"> >Bhakti movement >Sufi movements <p><u>Eighteenth- century political formations.</u></p>	<ul style="list-style-type: none"> >Highlight the major religious ideas and practices that began during this period. >Understand how Kabir challenged formal religious. >Understand how the Marathas 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> >Identify difference between Bhakti and Sufi movement in India. >Tell different types of religion found in India. >Define the conflict between Mughals 	<ul style="list-style-type: none"> Intrapersonal intelligence skill Interpersonal intelligence skill Linguistic intelligence skill 	<p>Students will be able to:</p> <ul style="list-style-type: none"> >Able to understand the religious life during the Delhi sultanate period

	<p>>The emergence of new states. >The old Mughal provinces. >Independence of the Sikhs, Jats and the Marathas.</p>	<p>expanded their area of control. >Illustrate how traveler's accounts and state archives can be used to reconstruct history.</p>	<p>and Marathas. community. >Identify emergence of new states in India.</p> <p>SKILLS: >Reasoning Skills >Writing skills >Critical Thinking</p> <p>APPLICATION: >Discover new states of India. >Discussing the various inequalities exists in India.</p> <p>UNDERSTANDING: >Summarize the development of new states during Mughal and Marathas region.</p>		<p>>Connect the events with their locations after the decline of the Mughals. >Understand the changes in India with the coming of Marathas and Sikhs.</p>
REVISION: TERM-2					
MARCH	CONDUCTION OF TERM-2 FINAL ASSESSMENT				