

INFANT JESUS CONVENT SCHOOL
ANNUAL PLAN
Social studies
CLASS: VII

MONTH/NO OF DAYS	TOPIC: SUB TOPIC	OBJECTIVES	AIDS/ACTIVITIES	MULTIPLE INTELLIGENCE SKILLS	LEARNING OUTCOME
<p style="text-align: center;">APRIL No of Days: 18</p>	<p>Geography-</p> <p>Environment</p> <ul style="list-style-type: none"> • Introduction • Natural environment • Human Environment <p><u>Civics-</u></p> <p><u>On Equality</u></p> <ul style="list-style-type: none"> • What is equality • Political social and economic • Importance of government • Challenges of democracy • Recognizing dignity • Equality in democracy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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>KNOWLEDGE:</p> <ul style="list-style-type: none"> • List components of environment. • Locate natural resources and man-made resources. • Indicate importance of equality. <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Discussing difference 	<ul style="list-style-type: none"> • Logical mathematical intelligence skill. • Interpersonal intelligence skill. • Intrapersonal intelligence skill. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Show their artistic skill to understand the interdependence of biotic and abiotic components. • Delineate different understanding of equality in education. • Give some examples of

			<p>between natural resources and man-made resources.</p> <ul style="list-style-type: none">● Identify abiotic and biotic resources.● Name different types of equality.● Use of equality in social, economic and political area.● Identify importance of equality. <p>UNDERSTANDING:</p> <ul style="list-style-type: none">● Write two points to conserve resources.● Compare use of natural resources and man-made resources.● Observe area of equality in society.		<p>inequality is different cultures and jurisdiction</p> <p>.</p>
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			<ul style="list-style-type: none"> ● Distinguish political and economic equality 		
<p>MAY</p> <p>No of Days: 14</p>	<p><u>History-</u></p> <p><u>Introduction:</u> <u>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-</u></p> <p><u>Inside Our Earth</u></p> <ul style="list-style-type: none"> ● Structure of Earth's interior ● Earth's crust. ● Types of Rocks ● Rock cycle 	<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. <ul style="list-style-type: none"> ● Identify the different layers of the earth. ● Able to understand the 	<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>SKILLS:</p> <ul style="list-style-type: none"> ● Reasoning Skills ● Aesthetic skills ● Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Finding the old and new religions. ● Discussing different historian's and their sources. 	<ul style="list-style-type: none"> ● Visual-Spatial intelligence skill. ● Logical-mathematical intelligence skill ● Interpersonal intelligence skill ● Intrapersonal Intelligence skill 	<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. ● Able to get knowledge about

		use of rocks in our daily life.	<ul style="list-style-type: none"> ● 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. 		interior of earth.
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REVISION: PT-1

CONDUCTION OF E-1 / PT-1 ASSESSMENT (Third Week Of May)

JULY No of Days: 27	<p><u>History-</u></p> <p><u>Kings and Kingdoms</u></p> <ul style="list-style-type: none"> ● The emergence of new dynasties ● Administration in the kingdoms 	<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 palavs etc. 	<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. 	<ul style="list-style-type: none"> ● Logical-mathematical intelligence skill ● Interpersonal intelligence skill ● Intrapersonal intelligence skill ● Linguistic intelligence skill. 	<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.
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	<ul style="list-style-type: none"> ● Agriculture and irrigation. <p><u>History-</u></p> <p><u>DELHI 12TH TO 15TH CENTURY</u></p> <ul style="list-style-type: none"> ● Sultans of Delhi. ● Establishment. ● Slave dynasty. ● Alauddin Khilji recognition of the army. ● Decline and disintegration. <p><u>Geography</u></p> <p><u>Our Changing Earth</u></p> <ul style="list-style-type: none"> ● <u>Volcano</u> ● <u>Major landforms.</u> 	<ul style="list-style-type: none"> ● To learn about the invaders who 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. 	<ul style="list-style-type: none"> ● Identify difference between weather and climate. ● Organize good public health facilities in societies. ● Knowledge about working of M.L.A in areas. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Reasoning Skills ● Aesthetic skills ● Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Finding the working of different dynasties in India. ● Find causes of decline and disintegration of dynasties. ● Discussing different landforms in India and the world. 		<ul style="list-style-type: none"> ● Understand the climate and terrain of these regions, 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
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	<p><u>Geography-</u></p> <p><u>Air</u></p> <ul style="list-style-type: none"> ● Composition of atmosphere ● Weather and climate ● Temperature <p><u>Civics-</u></p> <p><u>Role of Government in Health</u></p> <ul style="list-style-type: none"> ● Role of Government in health ● Health and Equality ● How state govt works. <p><u>Civics-</u></p> <p><u>How the State Govt Works?</u></p> <ul style="list-style-type: none"> ● What is a govt ● Need of the govt ● Members of state govt ● State legislature 		<ul style="list-style-type: none"> ● Discussing the composition of atmosphere. ● Find the role of government in health services. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Distinguish old and new dynasties. ● Find reason to establishment of slave dynasties. ● To aware health facilities given in public and private sector. ● To know importance of elections in India. 		<p>atmosphere</p> <ul style="list-style-type: none"> ● Idea to help good healthcare services reach everyone. ● Understand the need of MLA in the State Government.
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	<ul style="list-style-type: none"> • Elections • Working of the government • Public Pressure 				
<p style="text-align: center;">AUGUST No of Days: 23</p>	<p><u>History-</u></p> <p><u>The Mughals (16TH to 17TH century)</u></p> <ul style="list-style-type: none"> • Who were the Mughals? • Mughals military campaigns • Mughal tradition of succession • Mughal relation with others <p><u>Geography-</u></p> <p><u>Water</u></p> <ul style="list-style-type: none"> • Distribution of Water Bodies Ocean 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Trace the political history of the 16th and 17th centuries. • Know about distribution of water on earth. • Learn to interrogate gender construction in different social and economic contexts. • Understand that gender is a social construct and not determined by 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • 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. • Aware the different women movements participated by women. <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing skills • Critical Thinking <p>APPLICATION:</p>	<ul style="list-style-type: none"> • Logical-mathematical intelligence skill • Interpersonal intelligence skill • Intrapersonal intelligence skill • Visual-Spatial intelligence skill. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Connect the cities with the rulers and their major contributions. • Appreciate the beauty of Mughal Architecture. • Know the direction of warm currents and cold currents. • Students will be able to do Data analysis of men and women at working outside

	<ul style="list-style-type: none"> ● Circulation Waves and Tides Ocean Currents <p><u>Civics-</u></p> <p><u>Growing up as Boys and Girls</u></p> <ul style="list-style-type: none"> ● Growing up in Samoa Islands in 1920's ● Growing up Male in MP'S (1960'S) ● Valuing House works, Life of Domestic workers ● women's work and Equality <p><u>Civics-</u></p> <p><u>Women Change the world</u></p> <ul style="list-style-type: none"> ● Fewer opportunities 	<p>biological difference.</p>	<ul style="list-style-type: none"> ● 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>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Knowledge about Mughal campaign in India ● Identify different sources of water. ● Differentiate the working of women and men. 		<p>and at home.</p> <ul style="list-style-type: none"> ● Understand the significance of equality in the society.
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	and rigid expectations <ul style="list-style-type: none"> • Learning for change • Women's Movements 		<ul style="list-style-type: none"> • Identify the opportunities created for women in India. 		
SEPTEMBER No of Days: 05	REVISION: TERM-1				
CONDUCTION OF E-2/TERM-1 ASSESSMENT (Second Week of September)					
OCTOBER No of Days: 22	<u>Civics- Understanding Media</u> <ul style="list-style-type: none"> • Media and Technology • Media and Money • Media and Democracy Setting Agendas 	<ul style="list-style-type: none"> • Understand the role of the media in facilitating interaction between the government and citizens. • Understand the link between information and power. 	KNOWLEDGE: <ul style="list-style-type: none"> • Explain the impact of media on society. SKILLS: <ul style="list-style-type: none"> • Reasoning Skills • Writing skills • Critical Thinking APPLICATION: <ul style="list-style-type: none"> • Discussing the difference between media and technology. 	<ul style="list-style-type: none"> • Interpersonal intelligence skill • Intrapersonal intelligence skill • Linguistic intelligence skill. 	Students will be able to: <ul style="list-style-type: none"> • Understand the need of media. Reason out the significance of technology in media

			<ul style="list-style-type: none"> ● Know the importance of media. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Identify the role of money in media. 		
<p style="text-align: center;">NOVEMBER No of Days: 23</p>	<p><u>History- Tribes, Nomads and Settled Communities.</u></p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Identify different tribes and communities in India. ● Recognize the impact of big markets on society. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Reasoning Skills ● Writing skills ● Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Relate the life of tribes and nomads of small area and changing societies. 	<ul style="list-style-type: none"> ● Bodily-kinesthetic intelligence skill ● Intrapersonal intelligence skill ● Interpersonal intelligence skill ● Spatial intelligence skill 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Know about the respective tribes of India and their activities ● Understand the significance of tribes in our country. ● learn about the new developments making

	<p><u>Civics-</u></p> <p><u>Markets Around Us</u></p> <ul style="list-style-type: none"> ● Weekly Market. ● Shops in the neighborhood ● Shopping Complexes and Malls ● Chain of Markets ● Markets Everywhere ● Markets and Equality 	<p>with everyday life.</p> <ul style="list-style-type: none"> ● Gain a sense of inequality in market operation. 	<ul style="list-style-type: none"> ● Know the importance of markets. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Summarize the importance of tribe system and new caste system. ● Identify the role of shopping malls in India. 	<ul style="list-style-type: none"> ● Linguistic intelligence skill 	<p>today's world a global society.</p> <ul style="list-style-type: none"> ● Know about the chain of markets.
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REVISION: PT-2

CONDUCTION OF E-3/ PT-2 ASSESSMENT (Fourth Week Of November)

<p align="center">DECEMBER No of Days: 11</p>	<p><u>History-</u></p> <p><u>Devotional paths to the divine</u></p> <ul style="list-style-type: none"> ● Bhakti movement ● Sufi movements 	<ul style="list-style-type: none"> ● Highlight the major religious ideas and practices that began during this period. ● Understand how Kabir challenged 	<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. ● Recognize the importance of 	<ul style="list-style-type: none"> ● Interpersonal intelligence skill ● Intrapersonal intelligence skill ● Visual-Spatial 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.
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	<p><u>Geography-</u></p> <p><u>Human Environment Interactions The Tropical and The SubTropical Region</u></p> <ul style="list-style-type: none"> • Life in the Amazon Basin- Climate, Rainforests, • People of the Rainforests. • Life in the GangaBrahmaputra Basin 	<p>formal religious.</p> <ul style="list-style-type: none"> • Compare lives in different surrounding or environmental settings. • Appreciate that the culture differences are a result of interaction between human beings and their different environment 	<p>rainforest and life in Ganga Brahmaputra Basin.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • 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>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Summarize the importance of religious movement in India. 	<ul style="list-style-type: none"> • Bodily-kinesthetic intelligence skill 	<ul style="list-style-type: none"> • 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. • Understand the need of conservation of resources.
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			<ul style="list-style-type: none"> ● Compare the impact of religious movement on life. ● Cite the examples of Amazon Basin and GangaBrahmaputra Basin 		
<p>JANUARY No of Days: 21</p>	<p><u>History-</u></p> <p><u>The Making of Regional Cultures</u></p> <ul style="list-style-type: none"> ● The cheras and the development of Malayalam. ● The rajputs and traditions of heroism. ● Beyond regional frontiers: the story of kathak. <p><u>Geography-</u></p>	<ul style="list-style-type: none"> ● Get an overview of the developments of regional culture forms of dance and music. ● Able to understand how texts in regional languages can be used to understand history. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Musical intelligence skill ● Intrapersonal intelligence skill ● Interpersonal intelligence skill ● Bodily-kinesthetic intelligence skill 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● to know about people from the place they live, the food they eat, the language they speak, their

	<p><u>Life in The Deserts</u></p> <ul style="list-style-type: none"> ● The Hot Desert ● Sahara- Climate, Flora and fauna, ● People The Cold DesertLadakh- ● Climate, Flora and fauna, People. <p><u>Civics-</u></p> <p><u>A shirt in the Market</u></p> <ul style="list-style-type: none"> ● Cotton farmer in Kurnool Cloth ● 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 the complex inter relationship between humans and their natural environment. ● Compare life in one’s own surrounding with life in other environmental settings. ● Understand market and their relation with everyday life. ● Understand markets and their function to link scattered producers and consumers 	<p>SKILLS:</p> <ul style="list-style-type: none"> ● Reasoning Skills ● Writing skills ● Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Relate different dances to the religion of India. ● Discussing the various factors affecting deserts of India. ● Discover the life of cotton farmers in Kurnool areas. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Summarize the development done in cheras and Rajput region. ● Compare the impact of hot and cold deserts of India. 	<p>cloths, poetry, and dance and other customs and traditions</p> <ul style="list-style-type: none"> ● Will able to know the changing of their culture because of invaders. ● to appreciate the cultural differences that exist in the world due to interactions between humans and their different
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			<ul style="list-style-type: none"> ● Interpret the process of cloth making in different factories in India. 		<p>environments.</p> <ul style="list-style-type: none"> ● understanding regarding cotton fiber and their use in different sectors. ● understanding the importance of market at the international level.
<p>FEBRUARY No of Days: 22</p>	<p><u>History-</u> <u>Eighteenth- century political formations.</u></p> <ul style="list-style-type: none"> ● The emergence of new states. ● The old Mughal provinces. ● Independence of the Sikhs, Jats 	<ul style="list-style-type: none"> ● Understand how the Marathas expanded their area of control. ● Illustrate how traveler's accounts and state archives 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Define the conflict between Mughals and Marathas. community. ● Identify emergence of new states in India. 	<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"> ● Connect the events with their locations after the decline of

	and the Marathas.	can be used to reconstruct history.	<p>SKILLS:</p> <ul style="list-style-type: none"> ● Reasoning Skills ● Writing skills ● Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Discover new states of India. ● Discussing the various inequalities exists in India. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Summarize the development of new states during Mughal and Marathas region. 		<p>the Mughals.</p> <ul style="list-style-type: none"> ● Understand the changes in India with the coming of Marathas and Sikhs.
REVISION: TERM-2					
MARCH	CONDUCTION OF TERM-2 FINAL ASSESSMENT				