

**BAL BHARATI PUBLIC SCHOOL**

**SYLLABUS (2024-2025)**

**CLASS: VII**

**SUBJECT: SOCIAL SCIENCE**

**TEXTBOOKS:** (As per the latest edition of NCERT Textbooks)

- **HISTORY: OUR PASTS-II**
- **GEOGRAPHY: OUR ENVIRONMENT**
- **SOCIAL AND POLITICAL LIFE: SOCIAL AND POLITICAL LIFE – II**

**HALF YEARLY EXAMINATION**

**(23 AUGUST 2024 TO 9 SEPTEMBER 2024)**

MONTHS	UNIT/CHAPTER/TOPIC	SUB TOPICS	LEARNING OUTCOME	WEIGHTAGE
APRIL 2024 TO AUGUST 2024	<b><u>HISTORY:</u></b> CHAPTER-1 TRACING CHANGES THROUGH A THOUSAND YEARS	<ul style="list-style-type: none"><li>• New and old terminologies</li><li>• Historian and their sources</li><li>• Region and empire, old and new religion</li><li>• Thinking about time and Historical period.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Understand and relate to the new terms, empires, religions and social groups in India.</li></ul>	34%
	CHAPTER 2- NEW KINGS AND KINGDOMS	<ul style="list-style-type: none"><li>• The emergence of new dynasties</li><li>• Administration in the kingdom</li><li>• Prashastis and land grants</li><li>• The Cholas: Temples, bronze sculpture and administration of the empire.</li></ul> <b>MAP WORK: Pg 16, Pg 22.</b> <ul style="list-style-type: none"><li>• Area ruled by Rashtrakutas</li><li>• Area ruled by Palas</li><li>• Area ruled by Cholas</li><li>• Area ruled by Gurjara Pratiharas.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Locate and identify the regions ruled by these dynasties in India.</li><li>• Develop map skills.</li><li>• Understand the climate and terrain of these regions.</li><li>• Have critical thinking on the continuous occurrence of tripartite struggle</li></ul>	



**CHAPTER 3-  
DELHI 12<sup>th</sup> TO  
15<sup>th</sup> CENTURY**

**CHAPTER-4:  
THE MUGHALS  
16<sup>TH</sup> TO 17<sup>TH</sup>  
CENTURY.**

**GEOGRAPHY:  
CHAPTER -1  
ENVIRONMENT**

- Finding out about the Delhi Sultans from Garrison town to empire: The expansion of the Delhi Sultanate
- A closer look: Administration and consolidation under the Khilji and Tughluqs
- The Sultanate in the fifteenth and sixteenth centuries.
- Who were the Mughals? Mughal military campaigns Mug Mughal tradition of Succession Mughal Relations with other Rulers a Closer Look: Akbar's Policies the Mughal Empire in the Seventeenth Century and After.

- Components of environment Natural environment. What is Ecosystem?
- Human environment

**DIAGRAMS: Pg:2  
Components of environment**

Students will be able to:

- Analyze between the two rulers – Alauddin Khilji and Muhammad Tughluq.
- Understand how Alauddin Khilji is considered as a better administrator than Muhammad Tughluq.

Students will be able to:

- Develop map skills. Connect the cities with the rulers and their major contributions. Underst and the importance of these cities in present scenario.

Students will be able to:

- Show their artistic skills.
- Understand the interdependence of biotic and abiotic components.





- Develop analytical mind to find out ways of conservation of the ecosystem.

33%

**CHAPTER 2:  
INSIDE OUR  
EARTH**

- Interior of the Earth.
- Rocks and minerals.

Students will be able to:

- Develop a keen sense of observation.
- Improve communication skills and gain confidence.
- Gain hands on experience to differentiate between sedimentary, igneous and metamorphic rocks.

**CHAPTER —3:  
OUR  
CHANGING  
EARTH**

- Earthquakes and Volcanoes
- Major Landforms
- Work of a River Work of sea Waves
- Work of Ice
- Work of wind

**DIAGRAMS - Pg: 13**

- A volcano

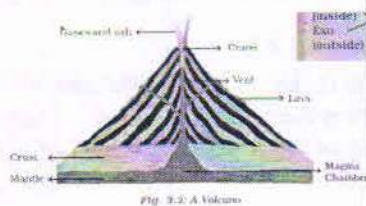


Fig. 3.2: A Volcano

- Origin of an earthquake

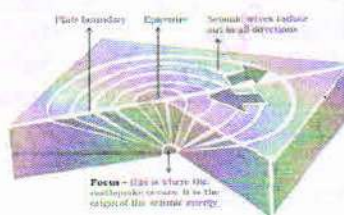


Fig. 3.3: Origin of an Earthquake

Students will be able to:

- Showcase their artistic skills.
- Identify and know about various land forms formed by the external agents on the earth.
- Relate to such landforms found in India and in the world.

Students are able to:

- Differentiate between the structure and composition of atmosphere.
- Understand the significance of each layer of the atmosphere. Showcase their artistic skills.

	CHAPTER 4- AIR	<ul style="list-style-type: none"> <li>• Structure of the Atmosphere,</li> <li>• Weather and climate, temperature, air pressure, wind, moisture.</li> </ul>		
	<p><b><u>SOCIAL AND POLITICAL LIFE:</u></b></p> <p>UNIT I: EQUALITY IN INDIAN DEMOCRACY. CHAPTER 1: ON EQUALITY</p>	<ul style="list-style-type: none"> <li>• Equal right to vote and other kinds of equality</li> <li>• Recognizing dignity, equality in Indian democracy Issues of equality in other democracies.</li> <li>• Challenge of democracy</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify practices of inequality in India.</li> <li>• Understand the significance of Right to Equality.</li> <li>• Develop critical thinking on the provisions of the constitution to bring equality in our country.</li> </ul>	
	CHAPTER-2: ROLE OF GOVERNMENT IN HEALTH	<p>What is Health?</p> <ul style="list-style-type: none"> <li>• Healthcare in India Public and Private Healthcare Services Healthcare and Equality: Is adequate Healthcare available to all?</li> <li>• What can be done?</li> <li>• Kerala Experience Costa Rican Approach</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Be aware of the public facilities, like health facilities to improve the human resource of a nation.</li> </ul>	33%
	CHAPTER — 3: HOW THE STATE GOVERNMENT WORKS.	<ul style="list-style-type: none"> <li>• Who is an MLA?</li> <li>• A debate in the Legislative Assembly Working of the Government</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the need of MLA in the State Government.</li> </ul>	
	CHAPTER-4- GROWING UP AS BOYS AND GIRLS	<ul style="list-style-type: none"> <li>• Growing up in Samoa Islands in 1920's</li> <li>• Growing up Male in Madhya Pradesh in the (1960'S)</li> <li>• Lives of Domestic workers.</li> <li>• Women's work and Equality</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different types of inequalities between men and women in the society.</li> </ul>	
Total Marks	60 MARKS			100%