

DIRECTORATE OF EDUCATION, GNCT of Delhi
ANNUAL SYLLABUS (2025-26)

CLASS: 7, SUBJECT: SCIENCE

THEME	CONTENT AND ITS MAPPING WITH PREVIOUS CLASSES	SUGGESTIVE LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES AND RELATED WORKSHEET
Food	<p>Ch-1 Nutrition in Plants</p> <ul style="list-style-type: none"> ❖ Mode of Nutrition in plants. ❖ Photosynthesis-food making process in plants. ❖ Other modes of nutrition in plants ❖ Saprotrophs ❖ How nutrients are replenished in the soil <p>Aligned chapter*:</p> <p><u>CLASS VI:</u></p> <p>*Ch-4: Getting to know plants</p> <p>*Ch -6: Living organisms: The characteristics and habitat.</p>	<p>The learner</p> <ul style="list-style-type: none"> • Identifies different organisms on the basis of mode of nutrition. • Writes word equation for photosynthesis • Explains process of photosynthesis in plants with the help of labelled diagram. • Conducts investigations to seek the answer that leaves other than green also carry photosynthesis • Give examples of heterotrophs. 	<p>1.To show light is essential for photosynthesis.</p> <p>2.Collect leaves of different Colours – check that photosynthesis also occurs in these coloured leaves.</p> <p>3.Growing fungi on a bread. Observe the patches on the bread under a microscope or with the help of magnifying glass and write the observation in your note book.</p> <p>Class VI</p> <p>❖ Worksheet no.:26-28 and 30,45,46</p> <p>Class VII</p> <p>❖ Worksheet no.: 15-20</p>

	<p>Ch-2 Nutrition in Animals</p> <ul style="list-style-type: none"> ❖ Different ways of Taking Food ❖ Digestion in Humans ❖ Digestion in Grass-Eating Animals ❖ Feeding and Digestion in Amoeba <p>Aligned chapter*:</p> <p><u>*CLASS VI:</u></p> <p>Ch-1: Components of food</p>	<ul style="list-style-type: none"> • Identifies types of teeth • Differentiates organisms on the basis of the process of digestion , • Explains process of digestive system in animals and human • Explains the process of digestion in Amoeba. • Draws labelled diagram or flow charts of digestive system in human. 	<ol style="list-style-type: none"> 1.Effect of saliva on starch. 2.Study with suitable learning materials/aids <ol style="list-style-type: none"> a.Human Digestive System, b.Different types of teeth and their arrangement in mouth c.Movement of the food in the alimentary canal. d.Digestive system of Ruminant. e.Permanent slide of Amoeba 3.To find the position of taste buds with the help of edible things brought by the students. (Salty,Bitter,Sweet etc.) <p>Class VI ❖ Worksheet no.:10-14,16-17,22-25</p> <p>Class VII Worksheet no.: 8-14.</p>
Moving Things, People and Ideas	<p>Ch-3 Heat</p> <ul style="list-style-type: none"> ❖ Hot and Cold ❖ Measurement of temperature ❖ Laboratory thermometer ❖ Transfer of heat ❖ Kinds of clothes We wear in summer and winter 	<ul style="list-style-type: none"> • Understands the meaning of cool / cold and warm / hot . • Differentiates between hot and cold . • Constructs model of thermometer using resources available in their surroundings and explain its working . • Measures temperature using thermometer. • Differentiates among the processes of modes of transfer of heat. • Understands the flow of heat from our body to surroundings or flow of heat to our body from the surroundings . • Differentiates substances as conductors or insulators. • Applies the learnings of scientific concept in 	<ol style="list-style-type: none"> 1. Experiment to show that ‘hot’ and ‘cold’ are relative. 2. Reading a clinical and laboratory thermometer. 3. Experiment to show Conduction ,Convection and Radiation .

		their daily life like what kinds of clothes help us to keep warm during winters ?etc.	
How Things Work	Ch-5 Physical and Chemical changes <ul style="list-style-type: none"> ❖ Physical changes ❖ Chemical changes ❖ Rusting of Iron ❖ Crystallisation 	<ul style="list-style-type: none"> • Classifies changes around us in physical and chemical changes. • Writes word equation for chemical reactions involve in the chemical change. • Takes measures to prevent corrosion by relating cause with its effect. • Applies learning of scientific concepts in day to day life thus preventing corrosion and purify substance by crystallisation. • Describes the cause why iron objects gets corroded, milky water turn white when carbon dioxide gas is passed through it etc. • List out the characteristics help in identifying the change as chemical change. 	<ol style="list-style-type: none"> 1.Activities showing chemical changes like what gets deposited on a Tawa or Kadai when left in a moist state. 2. Experiments involving chemical reactions like rusting of iron, Neutralisation (vinegar and baking soda),Displacement of copper from copper sulphate etc. 3. Make crystals of easily available substances (sugar, salt and copper sulphate). 4. Burning of magnesium ribbon and compare it with original product. 5.Any other related activities.
Moving things , People and Ideas	Ch- 9 Motion and Time <ul style="list-style-type: none"> ❖ Slow or fast speed ❖ speed ❖ Measurement of time ❖ Measuring speed ❖ Distance time Graph <p>Aligned chapter*:</p> <p><u>CLASS VI:</u></p> <p>*Ch-7: Motion and Measurement of distance</p>	<ul style="list-style-type: none"> • Observes and analyse motion as slow/fast. • Analyse the consistency of time period of pendulum etc. • Measures and calculates speed of moving objects, • Measures the physical quantities and express their SI units. • Plots and interprets distance-time graph. 	<ol style="list-style-type: none"> 1.Observing the motion (slow or fast) of common objects. 1. Measure the distance covered by objects moving (with in school)in a given time and calculating their speeds. 2. Plot distance vs. time graph for uniform motion. 3. Measure the time taken by a moving object (toy cars) to cover a given distance and calculate their speeds. 4. To observe the motion of a simple pendulum and its time period <p>Class VII</p> <p>❖ Worksheet no.: 39-42</p>

Natural Resources	Ch-13 Wastewater Story <ul style="list-style-type: none"> ❖ Water , our lifeline ❖ What is sewage? ❖ Water Freshens up-an eventful journey ❖ Waste Water Treatment Plant(WWTP) ❖ Better housekeeping practices 	<ul style="list-style-type: none"> • Understands used water is waste water. Waste water is reused. • Explains how treatment plants reduce pollutants in wastewater to a level where nature can take care of it. • Makes efforts to protect environment, e.g., following good practices for sanitation at public places. 	<ol style="list-style-type: none"> 1. To locate an open drain near your home , school or on the roadside and inspect water flowing through it 2. To study the sewage route in your home/ school/building.
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- **The above mentioned syllabus must be completed by September 06 ,2025.**
- **Revision of syllabus for Mid Term Examination.**

MID TERM EXAMINATION

THEME	CONTENT AND ITS MAPPING WITH PREVIOUS CLASSES	SUGGESTIVE LEARNING OUTCOMES	SUGGESTIVE ACTIVITIES
Material	Ch- 4 Acids, Bases and Salts <ul style="list-style-type: none"> ❖ Acids and Bases ❖ Natural Indicators around us ❖ Neutralisation ❖ Neutralisation in everyday life. 	<ul style="list-style-type: none"> • Classifies substances as acidic, basic and neutral substances. • Conducts simple investigation like –Extract of coloured flowers be used as acid- base indicator. 	<ol style="list-style-type: none"> 1. Testing solutions of common substances like sugar, salt, vinegar, lime juice etc. with indicators like Litmus ,Turmeric , China rose or any other. 2. To study neutralisation reaction. 3. To prepare a card with Turmeric paste and soap

	<p>Aligned chapter*:</p> <p><u>CLASS VI:</u></p> <p>*Ch-1: Components of food (Only Testing part of food components)</p>	<ul style="list-style-type: none"> • Learns to handle experiments with care. • Writes word equation for Acid- Base reaction . • Applies learning of scientific concept in day to day life – like dealing with Acidity, treating the stings of ants etc. 	<p>solution.</p> <p>Class VI ❖ Worksheet no.:10-17,22- 25</p> <p>Class VII: ❖ Worksheet no.: 43,44</p>
The world of living	<p>Ch-6 Respiration in Organisms</p> <ul style="list-style-type: none"> ❖ Why do we respire - Breathing ❖ How do we breath ❖ What do we breath out? ❖ Breathing in other animals ❖ Breathing under water ❖ Do plants also respire? 	<ul style="list-style-type: none"> • Identifies organisms on the basis of respiratory organs . • Classifies the types of respiration, • Explains the process of respiration in human . • Draws the labelled diagram of respiratory system of humans . • Writes the word equation of chemical reactions of Aerobic and anaerobic respiration . 	<ol style="list-style-type: none"> 1. To study mechanism of breathing in human . 2. Experiment to show plants and animals respire like what do we breathe out ? What do plants breathe out ? And breathing rate . 3. Effect of exhaled air on lime water.
	<p>Ch-7 Transportation in Animals and Plants</p> <ul style="list-style-type: none"> ❖ Circulatory system ❖ Excretion in animals ❖ Transport of substances in plants. 	<ul style="list-style-type: none"> • Explains the process of Circulation in humans . • Draws the labelled diagram of human heart and Excretory system . • Draws the schematic diagram or flow chart of Circulation and excretion • Understands the cause of a process like : why heart beat is faster after exercise etc. • Measures and calculate pulse rate . • Differentiates the transport of material in human and plants and it's importance in plants . • Understands the cause and effect of 	<ol style="list-style-type: none"> 1. With the help of suitable aids study and draw labelled diagram of <ol style="list-style-type: none"> a. Schematic diagram of Circulation b. Sections of Human Heart c. Human Excretory system d. Transport of food , water and minerals in a section of root of a plant. e. Transportation of water through cells 2. Prepare Model of a stethoscope.

		transpiration in plants .	
	Ch-8 Reproduction in Plants <ul style="list-style-type: none"> ❖ Mode of Reproduction ❖ Sexual Reproduction ❖ Fruits and seed formation seed dispersal 	<ul style="list-style-type: none"> ● Classifies types of reproduction in plants . ● Identifies reproductive parts of the plant . ● Differentiates unisexual and bisexual flowers ● Compares between wind pollinated and insect pollinated flowers . ● Understands the cause of dispersal of seeds by different means. ● Understands the process from flower to fruit in flowering plants, 	<ol style="list-style-type: none"> 1. To grow a plant by vegetative propagation. 2. To identify reproductive parts of a flower. 3. Make a collection of winged, hairy and spiny seeds.
How things work	Ch-10 Electric current and Its effects <ul style="list-style-type: none"> ❖ Symbols of electric components ❖ Heating effects of electric current ❖ Magnetic effect of electric current ❖ Electromagnet <p>Aligned chapter*:</p> <p><u>CLASS VI:</u></p> <p>*Ch -9:Electricity and Circuits</p>	<ul style="list-style-type: none"> ● Differentiates materials on the basis of conductivity like good and bad conductor of electricity. ● Understands and relates the process of heating with electric current. ● Demonstrates the magnetic effects of electric current . ● Makes electric circuit and Draws its labelled diagram by using symbols of electric components. ● Applies learning of scientific concepts in daily life like connecting two or more cells in proper order in devices etc. ● Makes the model of electromagnet from the resources available in their surroundings with 	<ol style="list-style-type: none"> 1.To make a simple electric circuit and draw its Labelled diagram. 2. To make a battery by using three electric cells. 3.To demonstrate <ol style="list-style-type: none"> a. heating effect of electric current. b. Magnetic effect of current. 4. To make a model of electromagnet . <p>Class VI:</p> <p>❖ Worksheet no.:18- 21</p>

		electric current.	
Natural Phenomena	Ch-11 Light <ul style="list-style-type: none"> ❖ Light travels along a straight line ❖ Reflection of light. ❖ Right or left playing with spherical mirrors. ❖ Sunlight white or coloured ? <p>Aligned chapter*:</p> <p><u>CLASS VI:</u> *Ch-8: Light Shadows and Reflection</p>	<ul style="list-style-type: none"> • Identifies mirrors and lenses on the basis of their function . • Differentiates images formed by mirrors and lenses on the basis of its properties. • Conducts investigation like—Is white light composed of many colours? • Constructs model of Seven colour disc from the resources available in their surroundings. 	<ol style="list-style-type: none"> 1.Experiment to see the source of light through a straight and bent tube . 2.Observation of reflection of light on wall or white paper screen . 3. Images made by different objects and recording the observations. 4.To identify and distinguish among plane , concave and convex mirrors, and also between concave and convex lenses 5. Making a disc with seven colours and observe it when it rotates. <p>Class VI: ❖ Worksheet no.:32-38</p> <p>Class VII: ❖ Worksheet no.:28-38</p>
Natural Resources	Ch-12 Forests: Our Lifeline <ul style="list-style-type: none"> ❖ Visit to a Forest 	<ul style="list-style-type: none"> • List outs different benefits of forest • Explains the interdependence of various components of forest on one another. • Makes efforts to protect environment, plants trees to avoid soil erosion. Sensitises others with the consequences of excessive consumption of natural resources. 	<ol style="list-style-type: none"> 1. To make a list of things from your home which are made from material, obtained from the forest. 2. Visit a forest or a park nearby, observe the trees and identify them
Note:- <ul style="list-style-type: none"> ➤ The whole syllabus must be completed by 31 January, 2026. ➤ Annual examination will be based on entire annual syllabus. ➤ The previous class chapters* are aligned for content clarity. 			
<p style="text-align: center;">➤ Revision of entire syllabus for Annual Examination. Annual Exam 2026</p>			