

ANNUAL SYLLABUS
SESSION: 2025-2026
SUBJECT: SOCIAL SCIENCE
CLASS-VII

Book	Chapters	Suggested Activities	Learning Outcome
Social and Political Life-II	Chapter-1: " On Equality"	<ol style="list-style-type: none"> 1. Ask students to find details of Roza Parker story of struggle for equality and do role play on it. 2. Discuss with students on the importance of RPWD Act-2016 in expanding the notion of equality. 3. Make a chart on "ARTICLE-15" and paste in the class. 4. Worksheet No. 14,15,16 	<ul style="list-style-type: none"> • Exhibits belief in equality of opportunity for all people. • Shows empathy towards the people who do not get equal opportunities. • Suggests for viable solutions to lead a life with equal rights & dignity for all.
Social and Political Life-II	Chapter-2: "Role of the Government in Health"	<ol style="list-style-type: none"> 1. Project: Develop a project on the importance of sanitation and hygiene. 2. Organize classroom discussions on various health-related issues such as hygiene, nutrition, disease prevention, etc. 3. Role-Playing Activity: Encourage students to role-play as health workers, such as doctors, nurses, or health assistants, to understand their responsibilities. 	<ul style="list-style-type: none"> • Identifies various government health services and their functions, such as primary health centers, district hospitals, etc. • Analyses the role of the government in providing healthcare. • Recognizes the importance of public health facilities. • Comprehends the inequalities in health services, their causes, and how the government can reduce these inequalities.
Social and Political Life-II	Chapter-3: "How the State government works"	<ol style="list-style-type: none"> 1. Role play on debate in Legislative Assembly. 2. Search your constituency on the map of Delhi 3. Find out the last assembly election result of your state. 4. Find out the names of current ruling and opposition party of your state. 5. Do a wallpaper project about any issue connected with the working of your State Government like an education programme, any law-and-order issue, midday meal scheme, etc. 6. Worksheet No. 28,29,30,31 	<ul style="list-style-type: none"> • Differentiates between local and state government. • Explains the mechanism of parliamentary and state elections. • Explains the functioning of Legislative Assembly.

Social and Political Life-II	Chapter-4 : “Growing up as Boys and Girls”	<ol style="list-style-type: none"> 1. Students can enact different roles in the classroom, such as household chores, sports, etc., to understand gender discrimination. 2. Organize debates on topics like "Equal Opportunities for Boys and Girls" to encourage students to share their views and understand different perspectives. 3. Have students conduct interviews or surveys with their families and communities to understand their perspectives on gender roles and norms.. 	<ul style="list-style-type: none"> • Explain the concept of gender discrimination and its effects. • Analyzes the roles and expectations of boys and girls in society. • Recognises the importance of gender equality in society.
Our Environment	Chapter-1: "Environment"	<ol style="list-style-type: none"> 1. ‘Changes in Environment & Human’ focusing conservation of environment. 2. Write a paragraph on ‘An Ideal Environment’. 3. Discussion about the "Importance of Water". 4. Create Awareness programme for the balanced environment in their surroundings. 5. Worksheet No. 5,6,7,8,9 	<ul style="list-style-type: none"> • Elaborates the different components of the environment & the interrelationship among them. • Appreciates & keeps sensitivity towards environmental conservation. • Discusses of pollution around them and discuss about the means to control it.
Our Environment	Chapter -2 “Inside Our Earth”	<ol style="list-style-type: none"> 1. Model Making - Students can create a 3D model of the Earth's internal layers using soil, clay, or thermocol. This model should clearly depict the Crust, Mantle, and Core using different colours. 2. Presentation and Project Work: - Prepare project work on different types of rocks and minerals. Students can be divided into groups, and each group can present information on a specific type of rock or mineral. 3. Drawing Underground Structures: Have students draw the internal structure of the Earth and label the characteristics of each layer. 4. Resource Conservation Planning: - Discuss the conservation of natural resources. Have students brainstorm ways to conserve these resources and develop plans based on their ideas. 	<ul style="list-style-type: none"> • Describes the internal layers of the Earth. • Explain the different types of rocks (Igneous, Sedimentary, and Metamorphic) and their formation processes. • Analyses earthquakes, volcanoes, and other geological processes that affect the Earth's surface.
Our Environment	Chapter -3 “Our Changing Earth”	<ol style="list-style-type: none"> 1. Students can be shown maps of different types of landforms and asked to identify and discuss them. 2. Students can be divided into groups to discuss and 	<ul style="list-style-type: none"> • Describes the Earth's internal structure and various geological processes. • Explains the formation and characteristics

		<p>debate various geological events and their impacts.</p> <ol style="list-style-type: none"> Students can be assigned projects on the causes, effects, and mitigation methods of natural disasters, using pictures, charts, and graphs to illustrate their findings. 	<p>of different landforms such as mountains, plains, plateaus, and valleys.</p>
Our Environment	Chapter-4: "Air"	<ol style="list-style-type: none"> Making a weather calendar. Discussion on Air pollution. Identify and draw an ecosystem. Worksheet No. 17,18,19,20 	<ul style="list-style-type: none"> Discusses the composition and structure of atmosphere. Explains Greenhouse effect, and the importance of atmosphere. Identifies ecosystem of any place and explain about the human activities that harms atmosphere.
Our Pasts-II	Chapter-1: "Introduction: Tracing Changes Through A Thousand Years"	<ol style="list-style-type: none"> Students will create a timeline of various historical events and mark key events on it. Study various historical sources like coins, documents, and pictures of buildings and prepare a presentation on them. Each student will discuss one source and explain its characteristics and significance. 	<ul style="list-style-type: none"> Identifies the key historical events that occurred over the thousand-year period, such as the rise and fall of various empires, significant wars, and cultural changes. Analyzes various historical sources like coins, documents, and architectural structures and understand how to extract historical information from these sources.
Our Pasts-II	Chapter-2: "Kings and Kingdoms"	<ol style="list-style-type: none"> Provide students with blank maps and ask them to research the territorial boundaries of different kingdoms discussed in the chapter. Students will then mark and label these kingdoms on their maps, including important cities, rivers, and trade routes. Ask students to create a timeline of the various dynasties and kingdoms covered in the chapter. It should include significant events such as battles, treaties, and major construction projects. This timeline can be displayed in the classroom for all students to benefit from. Show students various historical sources such as inscriptions, coins, and pictures of old buildings. Ask the students to study these sources and prepare a brief report explaining the features and historical 	<ul style="list-style-type: none"> Identifies the geographical boundaries and political structures of different kingdoms on the political outline map of India, which shaped their prosperity and power. Analyzes the administrative policies implemented by different kings. Analyzes various historical events mentioned in the chapter and understand their impacts.

		significance of these sources.	
Our Pasts-II	Chapter-3: "Delhi: 12th to 15th Century"	<ol style="list-style-type: none"> 1. Write an article on Razia sultan, Queen Rudrama Devi and Queen Didda. 2. Organising a Delhi's local tour to monuments related to 12th to 15th century. 3. Worksheet No. 10,11,12,13 	<ul style="list-style-type: none"> • Compares the administration and strategies of rulers between 12th to 15th centuries. • Discusses on stereotypes between 12th to 15th centuries.
Our Pasts-II	Chapter-4: "The Mughals (16th to 17th century")	<ol style="list-style-type: none"> 1. Do comparison in between period from 12th to 15th century rulers and Mughal administration. 2. Organise a local tour to Mughal era related monuments. 3. Worksheet No. 21, 22, 23, 24, 25, 26, 27 	<ul style="list-style-type: none"> • Lists the genealogy of Mughal rulers. • Compares the revenue and administrative system of Mughals with that of Delhi sultanate.

Note:

- ❖ Above mentioned syllabus should be completed by 6th September 2025.
- ❖ **Use embossed globe/maps as far as possible.**
- ❖ Revision of Syllabus for Mid Term Examination.

Mid Term Examination

Book	Chapters	Suggested Activities	Learning Outcome
Social and Political Life-II	Chapter-5: Women Change the World	<ol style="list-style-type: none"> 1. Encourage students to write essays on various contributions made by women throughout history. 2. Organize group work or discussions on different women's struggles and their brave stories. 3. Conduct debates among students on topics like "Women's Education: Importance for Society" to encourage critical thinking. 	<ul style="list-style-type: none"> • Analyzes various contributions made by women in the world. • Evaluate the importance of women's education and empowerment.
Social and Political Life-II	Chapter-6: Understanding Media	<ol style="list-style-type: none"> 1. Collect and analyze various advertisements to understand how they influence consumers. 2. Organize a debate on positive and negative impacts of Media. 	<ul style="list-style-type: none"> • Describes the role and importance of media. • Analyzes the fairness and reliability of media reporting.
Social and Political Life-II	Chapter 7: "Market Around Us"	<ol style="list-style-type: none"> 1. Compare neighbourhood shops with shopping malls. 2. Find the difference in price of a particular item in a 	<ul style="list-style-type: none"> • Differentiates between different types of markets. • Describes the need for the government to

		weekly market, wholesale market and shopping mall in Delhi.	control various economic activities.
Social and Political Life-II	Chapter-8: A Shirt in the Market	<ol style="list-style-type: none"> 1. Conduct a classroom simulation where students role-play as different stakeholders in the supply chain (farmers, factory workers, middlemen, retailers, and consumers). 2. Encourage students to interview a local shopkeeper or retailer about the process of sourcing and selling clothes. 3. Ask students to collect data on the prices of shirts from different shops or online platforms. 4. Hold a debate on the topic of labor rights and fair wages. 	<ul style="list-style-type: none"> • Recognizes the various stages in the supply chain, including production, manufacturing, and distribution. • Explains the economic interdependence among farmers, factory workers, and retailers. • Evaluates the advantages and disadvantages of having middlemen in the market. • Analyses the working conditions and wages of workers in different stages of the supply chain.
Our Environment	Chapter- 5: "Water"	<ol style="list-style-type: none"> 1. Map work: Show on world map major Seas, Lakes, Rivers, Ocean Currents. 2. Estimation of the amount of water used by you in a day. Think the ways to reduce the wastage of water. 3. Discussion on importance of water and rain water harvesting measures, discussion on water scarcity in Cape Town (South Africa). 4. Picture of water cycle. 	<ul style="list-style-type: none"> • Identifies the natural resource of water and need of conservation and aware of various factors contributing to pollution of water. • Explains their duties towards conserving the resources. Like water, Air, Forest etc.
Our Environment	Chapter- 6: "Human Environment Interactions: The Tropical and the Subtropical Region"	<ol style="list-style-type: none"> 1. Show the northern rivers on Indian map. 2. Show Amazon basin in the map of South America. 3. Make a list of the economic activities, flora & fauna of these two regions. 4. Worksheet No. 40, 41 	<ul style="list-style-type: none"> • Compares the living condition in tropical and subtropical regions. • Discusses the effects of human interactions on environment.
Our Environment	Chapter-7: "Life in the Deserts"	<ol style="list-style-type: none"> 1. Encouraging students to draw and create posters about desert life and its flora and fauna. 2. Dividing students into groups to discuss and debate various aspects of desert life. 	<ul style="list-style-type: none"> • Describes environment, climate, and ecosystem of desert. • Identifies the unique flora and fauna found in deserts.

			<ul style="list-style-type: none"> • Discusses the importance of water resources in deserts and the methods of managing them.
Our Pasts-II	Chapter-5: “Tribes, Nomads and Settled Communities	<ol style="list-style-type: none"> 1. Encourage students to conduct separate research on various tribes and nomadic communities. They should explain the characteristics, culture, and economic life of these communities in their report. 2. Motivate students to gather information about different settled communities and portray their characteristics, culture, and economic life. 3. Discussion Session: Organize a discussion session in class to encourage students to discuss the geographical, social, and economic relationships between various communities. 	<ul style="list-style-type: none"> • Lists tribes and nomadic community including their lifestyles, cultures, and economic activities. • Analyzes the economic and social structures, such as trade, occupations, social organization, and various religious practices.
Our Pasts-II	Chapter-6: "Devotional Paths to the Divine"	<ol style="list-style-type: none"> 1. Make a list of Bhakti Saints and places they belong.(Use Braille list if required) 2. Search a state from East, West, North and South of India and discuss their food, clothing, languages, festivals, art & craft etc. 3. Worksheet No. 32, 33, 34, 35, 36, 37, 38, 39 	<ul style="list-style-type: none"> • Analyzes the factors that led to the emergence of new religious ideas and movements (Bhakti & Sufi). • Describes how new languages were used to compose poems, songs & other literary works.
Our Pasts-II	Chapter-7: “The Making of Regional Culture”	<ol style="list-style-type: none"> 1. Encourage students to display the cultural characteristics of various regional cultures to understand their cultural diversity. 2. Organize a workshop for creating or reading literature, poems, or stories that could assist in the study of various regional cultures. 3. Motivate students to participate in various regional art exhibitions, such as paintings, music presentations, or dances. 4. Conduct a discussion session in class to encourage students to discuss various aspects of regional cultures. 	<ul style="list-style-type: none"> • Identify and lists various regional cultures. • Describes the characteristics of various regional cultures.

Our Pasts-II	Chapter-8: "Eighteenth Century Political Formations"	1. Discuss in the classroom on popular tales about the described topics in the chapter. 2. Map work: New states formation in the 18 th century and British's provinces in the 18 th century. (Use embossed maps as far as possible)	<ul style="list-style-type: none"> Discuss the reasons for the decline and disintegration of Mughal Empire. Explains the reasons for the rise of new political groups such as Jats, Marathas, Sikhs, & Rajputs during first half of 18th century.
---------------------	---	--	--

Note:

- ❖ Above mentioned Syllabus should be completed by 31st January 2026.
- ❖ **Use embossed globe/maps as far as possible.**
- ❖ Revision of Syllabus for Annual Examination.
- ❖ Whole Syllabus will be evaluated in Annual Exam.

Annual Examination 2026

Map Items	
Chapter-2: "Kings and Kingdoms"	Indraprastha, Kanauj, Benares, Malkhed(Manyakheta), Prayag
Chapter-3: Delhi: 12th to 15th Century	Delhi, Agra, Jaunpur, Bengal, Malwa, Gujarat, Rajasthan
Chapter-4: The Mughals (16th to 17th Century)	Delhi, Punjab, Mathura, Allahabad, Panipat
Chapter-6: Devotional Paths to the Divine	Uttar Pradesh, Madhya Pradesh, Maharashtra, Andhra Pradesh, Karnataka, Tamil Nadu, Gujrat, Rajasthan, West Bengal, Assam
Chapter-7: The Making of Regional Cultures	States and Union Territories of India
Chapter-8: "Eighteenth Century Political Formations"	Delhi, Panipat, Bharatpur, Agra, Lucknow, Gwalior, Hyderabad, Poona, Baroda, Jodhpur, Bhopal
Chapter-5: Water	Continents and Oceans
Chapter-7: Life in Desert	Jammu, Srinagar, Kargil, Leh, Rohtang Pass, Bara Lachala, Zojila