

**P M English Medium School, Dhinoj**  
**Yearly Plan 2024-25**  
**Social Science**

Grade 7

Month	Number of Teaching Days	Assessment	Name & Number of the Chapter	Learning Outcome	Field Trip	Number of sessions Available	Number of sessions Required	Skills to be assessed
April	21		His. Ch-1, Tracing changes through a Thousand Years Civ. Ch-1 On Equality	<p><b>His. Ch-1, Tracing changes through a Thousand Years:</b></p> <ul style="list-style-type: none"> <li>- Recognize significant historical events and transitions over a millennium.</li> <li>- Analyse the continuity and change in social, political, and cultural aspects over a thousand years.</li> </ul> <p><b>Civ. Ch-1 On Equality:</b></p> <ul style="list-style-type: none"> <li>- Understand the concept of equality and its importance in society.</li> <li>- Analyse historical and contemporary struggles for equality and social justice.</li> </ul>		25	24	Environmental Awareness Political and Social Awareness Life Skill and adaptability
June	16		His. Ch-2 New Kings & Kingdoms Geo. Ch-2 Inside our Earth	<p><b>His. Ch-2 Kings &amp; Kingdoms: -</b></p> <ul style="list-style-type: none"> <li>- Identify the emergence and characteristics of new political entities and ruling structures during the medieval period.</li> <li>- Analyse the socio-economic and cultural impact of the rise of new kings and kingdoms on different regions and communities.</li> </ul> <p><b>Geo. Ch-2 Inside our Earth:-</b></p> <ul style="list-style-type: none"> <li>- Understand the composition and layers of the Earth's interior, including the crust,</li> </ul>	Sarkhej Roza/Adal aj ki Vav	19	18	Political and Social Awareness Environmental Awareness Map Skill

				<p>mantle, and core.</p> <ul style="list-style-type: none"> <li>- Explain the processes such as plate tectonics, volcanic activity, and earthquakes, which occur inside the Earth and their effects on the Earth's surface.</li> </ul>			
July	24	<p>PT1, Geo,ch-1,2 His,ch-1,2 Civ,ch-1,3</p> <p><b>(Note:Civ, ch-4 will be assessed as project Civics Ch-4 (Only for PT-1))</b></p>	<p>Civ.Ch-3 How the State Govt. Works His.Ch-3 Delhi Sultans Civ,Ch-4,Growing up as Boys and Girls (Project)</p>	<p><b>Civ.Ch-3 How the State Govt. Works:-</b></p> <ul style="list-style-type: none"> <li>- Understand the structure and functions of state government institutions, including the executive, and legislative,</li> <li>- Analyse the roles and responsibilities of state governments in areas such as law making, public administration, and provision of services, and their interactions with local governments.</li> </ul> <p><b>His. Ch. 3 Delhi : 12<sup>th</sup> to 15<sup>th</sup> Century-</b></p> <ul style="list-style-type: none"> <li>- Understand the establishment and expansion of the Delhi Sultanate in medieval India, including the political, administrative, and socio-cultural developments under different sultans.</li> <li>- Analyse the impact of the Delhi Sultanate on Indian society, economy, and culture, including the introduction of new political institutions, architectural styles, trade networks, and religious interactions.</li> </ul> <p><b>Civ, Ch-4 Growing up as Boys and Girls:-</b></p> <ul style="list-style-type: none"> <li>- Understand the social construction of gender roles and expectations and their influence on individual development.</li> <li>- Analyse the challenges and inequalities faced by boys and girls as they navigate</li> </ul>	28	26	<p>Political and Social Awareness Map Skill Life Skill and adaptability</p>

				societal norms and stereotypes during their upbringing.			
August	19		Geo.Ch-3 Our Changing Earth Geo. Ch-5 Water	<p><b>Geo. Ch-3 Our Changing Earth:-</b></p> <ul style="list-style-type: none"> <li>- Understand the processes of landforms creation and transformation, including weathering, erosion, and deposition.</li> <li>- Analyse the impact of natural phenomena such as earthquakes, volcanoes, and landslides on shaping the Earth's surface and human activities.</li> </ul> <p><b>Geo. Ch-4 Air</b></p> <ul style="list-style-type: none"> <li>- Understand the composition and properties of the Earth's atmosphere, including the various gases present and their roles.</li> <li>- Analyse the processes of air movement, such as wind patterns, air pressure systems, and atmospheric circulation, and their impacts on weather and climate.</li> </ul>	22	20	Life Skill and adaptability Environmental Awareness
September	10	Term1- Geo,ch-2,3 His,ch-1,2,3 Civ,ch-1,3	Revision Geo. Ch-4 Air	<p><b>Geo. Ch-5 Water:</b></p> <p>Understand the importance of water as a vital natural resource for human civilization and ecosystem sustainability.</p> <ul style="list-style-type: none"> <li>- Explain the processes of the water cycle, including evaporation, condensation, precipitation, and runoff, and their significance in shaping the Earth's surface and supporting life.</li> </ul>	12	10	Life Skill and adaptability Environmental Awareness

Term I	90							
October	18		<p>His.Ch-4 Mughal Empire Civ. Ch-5 Women change the World</p>	<p><b>His.Ch-4 The Mughals(16<sup>th</sup> to 17<sup>th</sup> Century):</b></p> <ul style="list-style-type: none"> <li>- Understand the rise, expansion, and consolidation of the Mughal Empire under various rulers, including Babur, Akbar, Jahangir, Shah Jahan, and Aurangzeb.</li> <li>- Analyse the political, social, economic, and cultural aspects of Mughal rule, including administrative policies, religious tolerance, artistic achievements, and the impact of Mughal architecture on Indian society and heritage.</li> </ul> <p><b>Civ. Ch-5 Women change the World:</b></p> <ul style="list-style-type: none"> <li>- Understand the historical and contemporary contributions of women to social, political, economic, and cultural advancements globally.</li> <li>- Analyse the challenges and achievements of women in various fields and their impact on reshaping societal norms, policies, and attitudes towards gender equality.</li> </ul>		21	20	<p>Political and Social Awareness Map Skill Life Skill and adaptability</p>
November	17		<p>Civ. Ch-6, Understandi ng Media Geo. Ch-6 Human Environmen t - Interaction Tropical &amp; Subtropical Region</p>	<p><b>Civ. Ch-6 Understanding Media:</b></p> <ul style="list-style-type: none"> <li>-Analyse the role and influence of various forms of media, including traditional (e.g., newspapers, television) and digital (e.g., social media, online news), in shaping public opinion, attitudes, and behaviours.</li> <li>-Develop critical media literacy skills to evaluate media messages, sources, and representations, and to distinguish between reliable information and misinformation or</li> </ul>	Doordarsh an Kendra/Pr ess	20	19	<p>Political and Social Awareness Map Skill Environmental Awareness</p>

				<p>propaganda.</p> <p><b>Geo. Ch-6 Human Environment Interactions. The Tropical &amp; the Subtropical Region:</b></p> <ul style="list-style-type: none"> <li>- Understand the complex interactions between human societies and the tropical and subtropical environments, including the adaptation of communities to climatic conditions, natural resources utilization, and land use practices.</li> <li>- Analyse the environmental impacts of human activities in tropical and subtropical regions, such as deforestation, agriculture, urbanization, and industrialization, and exploring sustainable development strategies to mitigate these impacts and promote environmental conservation.</li> </ul>					
December	10	<p>PT2 Geo,ch-5,6 His,ch-4 Civ,ch-5,6</p> <p><b>(Note:Civ,c h-7 will be assessed as project, Civ,ch-5 will be assessed in PT2 only)</b></p>	<p>His. Ch-7, Making of Regional Culture Civics Ch-7, Market around us (Project)</p>	<p><b>His. Ch-7 The Making of Regional Cultures:</b></p> <ul style="list-style-type: none"> <li>- Understand the factors contributing to the development of distinct regional cultures, including geography, history, language, religion, and traditions.</li> <li>- Analyse the interactions between different cultural groups within a region and how they shape the unique identity and heritage of that area over time.</li> </ul> <p><b>Civics Ch-7 Market around us:</b></p> <ul style="list-style-type: none"> <li>- Understand the concept of markets and their significance in economic systems.</li> <li>- Analyse the different types of markets, such as local markets, supermarkets, online markets, and their roles in facilitating</li> </ul>			12	12	<p>Political and Social Awareness Life Skill and adaptability</p>

				economic activities and meeting consumer needs.			
January	22		<p>Civ. Ch-8, Shirt in the market</p> <p>His. Ch-8, Eighteenth Century Political Formation</p> <p>Geo Ch.- 7, Life in Desert</p>	<p><b>His. Ch-8 Eighteenth Century Political Formations:</b></p> <ul style="list-style-type: none"> <li>- Understand the political developments and transformations during the eighteenth century, including the decline of the Mughal Empire, the rise of regional powers, and the emergence of European colonialism in India.</li> <li>- Analyse the factors contributing to the political fragmentation and power struggles among various states and polities in the Indian subcontinent during this period, including internal conflicts, external invasions, and socio-economic changes.</li> </ul> <p><b>Geo Ch.- 7 Life in the Deserts:</b></p> <ul style="list-style-type: none"> <li>- Understand the unique characteristics of desert ecosystems, including extreme aridity, limited vegetation, and adaptations of flora and fauna to survive in harsh conditions.</li> <li>- Analyse the challenges and opportunities associated with human habitation and livelihoods in desert regions, including traditional practices and modern developments such as desert tourism and resource extraction.</li> </ul>	26	26	<p>Political and Social Awareness</p> <p>Map Skill</p> <p>Environmental Awareness</p> <p>Life Skill and adaptability</p>
February	18		Revision		21		
<b>Term II</b>	<b>85</b>	<b>Term 2</b>					

		<b>Geo, ch- 5,6,7</b> <b>His, ch- 4,7,8</b> <b>Civ, ch-6,8</b>						
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**Shankus**  
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**DCS/DCIS Yearly Planner**

## Social Science

### Grade 6

Month	Number of Teaching Days	Assessment	Name & Number of the Chapter	Learning Outcome	Field Trip	Number of sessions Available	Number of sessions Required	Skills to be assessed
April	21		(Geo) Ch-2 Globe: Latitudes and Longitudes (His) Ch-1 What, Where, How and When (Civ) Ch-1 Understanding Diversity (Project)	<p><b>Geo. Ch-2 Globe: Latitudes and Longitudes</b></p> <ul style="list-style-type: none"> <li>Students will be able to define and identify latitudes and longitudes on the World Map.</li> <li>Students will learn about the difference between time and longitude.</li> <li>Students will be able to understand the importance of Standard Time.</li> </ul> <p><b>His. Ch-1 What, Where, How &amp; When</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify different types of sources to study the past.</li> <li>Students will be able to describe their use in reconstruction of history.</li> <li>Students will understand how the dates are assigned.</li> </ul> <p><b>Civ. Ch-1 Understanding Diversity</b></p> <ul style="list-style-type: none"> <li>Students will be able to understand the meaning of diversity.</li> <li>Students will be able to analyse the effect of diversity in our society.</li> <li>Students will learn to describe various forms of human diversity around her/him.</li> </ul> <p>Students will develop a healthy attitude</p>		25	23	Environmental Awareness Political and Social Awareness Map Skill Life Skill and adaptability



				towards various kinds of diversity around them.				
June	16		(His) Ch-2 From Hunting- Gathering to growing food (Civ) Ch-2 Diversity and Discrimination	<p><b>His. Ch-2 From Hunting- Gathering to growing food</b></p> <ul style="list-style-type: none"> <li>• Students will explore the broad developments during the ancient period.</li> <li>• Students will learn the transition from hunting and gathering to agriculture.</li> <li>• Students will understand archaeological evidence of early crops, animals, houses, tools, pottery, burials etc.</li> </ul> <p><b>Civ. Ch-2 Diversity and Discrimination</b></p> <ul style="list-style-type: none"> <li>• Students will be able to learn about the status of diversity in India.</li> <li>• Students will learn about how discrimination is rooted in our culture.</li> <li>• Students will be able to understand the nature and sources of discrimination.</li> <li>• Students should recognise the various forms of discrimination in their society.</li> </ul> <p>Students should differentiate between equality and inequality in various forms to treat them in a healthy way.</p>		19	18	Political and Social Awareness Map Skill Life Skill and adaptability
July	24	PT1 Geo,ch-2,3 His,ch-1,2 Civ,ch-2,3  (Note: Civ,ch-1	(His) Ch-6 New questions and Ideas (Civ) Ch-3 What is government (Geo) Ch-3 Motions of the	<p><b>His. Ch-6 New Questions and Ideas</b></p> <ul style="list-style-type: none"> <li>• Students will understand the core teachings of Jainism and Buddhism.</li> <li>• Students will be able to describe the philosophical ideas of Upanishads.</li> <li>• Students will be familiarized with the</li> </ul>	Koba Jain Museum	28	26	Environmental Awareness Political and Social Awareness Life Skill and adaptability

		will be assessed as project, His, ch-1 will be assessed in PT1 only)	Earth	<p>significance of Viharas in ancient times.</p> <p><b>Civ. Ch-3 What is government</b></p> <ul style="list-style-type: none"> <li>• Students will gain an understanding of the need for a government.</li> <li>• Students will understand the various levels of government.</li> <li>• Students will be able to describe the different types of government.</li> <li>• Students will be able to recognise the need for universal adult franchise.</li> </ul> <p><b>Geo. Ch-3 Motions of the Earth</b></p> <ul style="list-style-type: none"> <li>• Students will explore more about the motions of the earth.</li> <li>• Students will be able to explain the causes of day and night.</li> </ul> <p>Students will be familiarized with the concepts like revolution, orbit, solstice, equinox etc.</p>				
August	19		(Geo) Ch-4 Maps (Civ) Ch-4 Panchayati Raj	<p><b>Geo. Ch-4 Maps</b></p> <ul style="list-style-type: none"> <li>• Students will get acquainted with the different types of maps.</li> <li>• Students will be able to describe the major components and subcomponents of a map.</li> <li>• Students will be able to identify the various components of a map.</li> <li>• Students will learn to draw a neighbourhood map showing scale, direction, and features with the help of conventional symbols.</li> </ul> <p><b>Civ. Ch-4 Panchayati Raj</b></p> <ul style="list-style-type: none"> <li>• Students should grasp the meaning and importance of Panchayati Raj system in rural areas of India.</li> <li>• Students will be able to identify and describe the structure of Panchayati Raj</li> </ul>		22	18	Political and Social Awareness Map Skill

				institutions. Students should recognize the significance of citizen participation in local governance and rural development.				
September	10	<b>Term1</b> <b>Geo,ch-2,3,4</b> <b>His,ch-2,6</b> <b>Civ,ch-2,3,4</b>	Revision (Geo) Ch-5 Major Domains of the Earth	<b>Geo. Ch-5 Major Domains of the Earth</b> <ul style="list-style-type: none"> <li>• Students will be able to identify the physical features of the major domains of the earth.</li> <li>• Students will explore the major features of the continents and oceans on the earth.</li> <li>• Students will be able to identify the different layers of atmosphere.</li> <li>• Students will recognise the earth as a unique celestial body due to existence of life, zones of the earth with special reference to biosphere.</li> </ul>		12	10	Environmental Awareness
<b>Term II</b>	<b>90</b>							
October	18		(Civ) Ch 5 Rural Administration (His) Ch-7 From a Kingdom to an Empire	<b>Civ. Ch 5 Rural Administration</b> <ul style="list-style-type: none"> <li>• Students will recognize the working of government in rural level.</li> <li>• Students will understand the roles of the Patwaris, and the Tehsildars.</li> <li>• Students will be able to describe the importance of Hindu Succession Amendment Act, 2005 in the present Indian society.</li> </ul> <b>His. Ch-7 From a Kingdom to an Empire</b> <ul style="list-style-type: none"> <li>• Students will explore the significant contributions of Maryan Emperors.</li> <li>• Students will be able to understand the</li> </ul>	Panchayat Office	<b>21</b>	20	Political and Social Awareness Map Skill Life Skill and adaptability

				<p>administrative system under rulers like Chandragupta Maurya.</p> <ul style="list-style-type: none"> <li>• Students will be able to describe the effects of Kalinga War on the Life of Ashoka.</li> <li>• Students will learn how Ashoka promoted peace, tolerance, and welfare through Dhamma Principles.</li> <li>• Students will be able to explain Ashoka as a unique ruler of Ancient India.</li> </ul>				
November	17		(Geo) Ch-6 Our Country: India (His) Ch-9 New Empires and Kingdoms	<p><b>Geo. Ch-6 Our Country: India</b></p> <ul style="list-style-type: none"> <li>• Students will explore the physical and geographical features of India.</li> </ul> <p>Students will locate physical features of India such as– mountains, plateaus, plains, rivers, desert ,etc. on the map of India.</p> <p><b>Civ. Ch 6 Rural Livelihoods</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the different types of works done by the people of rural areas.</li> <li>• Students will understand the various problems faced by the working communities of the rural areas.</li> </ul> <p>His. Ch 10 Buildings , Paintings and Books</p>		20	19	Environmental Awareness Political and Social Awareness Map Skill Life Skill and adaptability
December	10	PT2 Geo-ch-5,6 His, ch-7,9 Civ, ch-5,6  <b>(Note: Civ, ch-8 will be assessed as project Ch-7 Rural Livelihoods</b>	(Civ) Ch 6 Urban Administration (Civ) Ch 8 Urban Livelihoods (Project)	<p><b>Civ. Ch 7 Urban Administration</b></p> <ul style="list-style-type: none"> <li>• Students will understand the structure and need of a local government in urban areas,</li> <li>• Students will describe the functions of Municipal Corporations.</li> <li>• Students will understand how urban administration facilitates the delivery of essential services for the urban</li> </ul>	Municipality Office	12	11	Political and Social Awareness Life Skill and adaptability

		<b>only for PT-2)</b>		<p>residents.</p> <ul style="list-style-type: none"> <li>Students will learn about the responsibilities and duties of elected representatives and government appointed officers in urban administrations.</li> </ul> <p>Students will compare the functioning of Rural and urban administration</p> <p><b>Civ. Ch 8 Urban Livelihoods</b></p> <ul style="list-style-type: none"> <li>Students will learn about the different types of works done by the people of urban areas.</li> <li>Students will describe the s factors responsible for availability of different occupations undertaken in urban areas.</li> </ul> <p>Students will compare the nature of the occupations in rural and urban livelihoods.</p>				
January	22		(Civ) Ch 8, Rural Livelihoods (His) Ch-10, Building, Paintings and Books	<p><b>His. Ch-9 New Empires and Kingdoms</b></p> <ul style="list-style-type: none"> <li>Students will gain an understanding of key ancient Indian dynasties such as the Gupta, Pallava, Vardhana and Chalukya.</li> <li>Students will understand the significance of Prashasti's as valuable historical resource.</li> <li>Students will explore the administrative policy of Samudragupta towards other rulers of Indian Subcontinent. Students will be able to locate the major areas covered by the Gupta, Vardhana, Pallava and Chalukya rulers.</li> </ul> <p>Students will be able to describe the assemblies, army system, life style of ordinary people of Early Indian Society</p>		26	21	Political and Social Awareness Life Skill and adaptability

				<p><b>Ch-10, Building, Paintings and Books</b></p> <p>Students will be able to understand the concept of meteorology, identify the different monuments made of iron, bricks and stone, elaborate painting and its features, name the books, comprehend stories and preserve old stories, analyse the science books.</p>				
February	18		Revision			21		
<b>Term II</b>	<b>85</b>	<p><b>Term 2</b>  <b>Geo,ch-5,6</b>  <b>His,ch-7,9,10</b>  <b>Civ,ch-5,6,7</b></p>						