

Annual & Weekly Syllabus Split-Up - 2026-27

Grade 7

Subject: SOCIAL SCIENCE

S.No	Month	No. of Working Days	No. of Days	Topic	Sub Topic	Teaching Aids/Resources	Classroom teaching Video Link	Activities	Art Integrated project	Pedagogy Process/Teaching Strategy	Chapterwise Notes link	Assessment
			Week 1 4	Geo – Ch 1 (P1): Geographical Diversity of India	The Himalayas, The cold desert of India, The Gangetic Plains, Thar Desert, The Aravalli Hills, The Peninsular Plateau, India's Amaving, Coastlines, Indian Islands, The delta in WB, The hills of the NE	Textbook	https://www.youtube.com/watch?v=A0YdrXsOSC8	Food preservation techniques differ from place to place across India. They are adapted to local conditions. Do a class project. Gather different methods of preserving food. Hint: Drying vegetables when they are in season for use during the off-season.		Inquiry-Based Learning: Use physical maps to identify landforms. Compare climate/lifestyle differences between the Thar Desert and the Himalayas.	https://drive.google.com/drive/folders/1FDG3fzHCSsQGSgPPhEVAJsVvsNns-_I_?usp=drive_link	Map Quiz: Identifying 10 major physical features. Exit Ticket: Name one way landforms affect local food.
			Week 2 6	His – Ch 4 (P1): New Beginnings – Cities & States	Second Urbanisation in India, Rise of janapadas, Formation of mahajanapadas, Important mahajanapadas (Magadha, Kosala, Vatsa, Avanti)	Map of 16 Mahajanapadas, Timeline chart, Archaeological images (Rajgir, Kaushambi)	https://www.youtube.com/watch?v=ntNAVOIAiaY	1. Historical Map Activity Students locate 16 mahajanapadas and capitals. 2. Assembly Simulation Class conducts a sabha meeting to make a decision like ancient assemblies. 3. Timeline Creation Students create timeline from Vedic period to Mahajanapadas.		Comparative Study: Compare the layout of an ancient city (Pataliputra) with a modern smart city.	https://drive.google.com/drive/folders/1FDG3fzHCSsQGSgPPhEVAJsVvsNns-_I_?usp=drive_link	Comparative Chart: Difference between a Monarchy (Kingdom) and a Gana-Sangha (Oligarchy). Short Quiz on the 16 Mahajanapadas.
			Week 3 5	Civ – Ch 9 (P1): From the Rulers to the Ruled – Types of Governments	Meaning of Government; Why do we need a Government? Functions of Government; Different Types of Government; Monarchy – Rule by a King or Queen; Dictatorship – Rule by One Person; Democracy – Rule by the People; Features of a Democratic Government; Elections and Representation; Role of Citizens in a Democracy; Importance of Participation in Governance;	NCERT Grade 7 textbook Whiteboard / smartboard PowerPoint presentation showing types of governments World map showing countries with different forms of government Short educational videos explaining democracy and monarchy Chart papers and sketch pens Newspaper clippings related to elections or government decisions Flash cards with key terms (democracy, monarchy, dictator, election, citizens)	https://www.youtube.com/watch?v=tsWwCUit1-Q&iist=PLW6ZJtqCeoWv_S-eRmX4acAimC6ClfJue	Brainstorming Activity Ask students: “Who makes rules in our country?” Write their responses on the board and introduce the concept of government. Role Play: Types of Government Divide students into groups representing: Monarchy Dictatorship Democracy Each group presents how decisions are taken in that system. Mock Election Activity Conduct a class election for a class monitor to demonstrate voting and representation.			https://drive.google.com/drive/folders/1FDG3fzHCSsQGSgPPhEVAJsVvsNns-_I_?usp=drive_link	

2	JUNE	20	Week 4	6	Geo – Ch 2 (P1): Understanding the Weathering [SUBJECT INTEGRATED ACTIVITY]	Meaning of weather, Elements of weather (temperature, humidity, rainfall, wind, air pressure), Measuring weather (thermometer, rain gauge, barometer, wind vane, anemometer), Weather forecasting, Importance of weather predictions Extreme weather events (storms, heat waves, drought)	Weather observation worksheet; thermometer (if available) or local weather reports; newspapers / weather apps; graph paper; pencil, ruler, colour pencils; Optional digital resources: weather websites; meteorological department data; mobile weather apps	https://www.youtube.com/watch?v=EHNsvqIQVuk	Students will observe and record weather conditions in their locality for 7 days. They will collect data on: temperature, rainfall, wind conditions, cloud cover, humidity. Students will then analyse this information and create graphs and charts to understand weather patterns.	Observation Lab: Keep a "Weather Diary" for 10 days, recording temperature and sky conditions.	https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-I_1?usp=drive_link	Instrument Identification: A matching quiz on tools like Anemometer, Rain Gauge, and Barometer.	
			Week 5	2	His – Ch 5 (P1): The Rise of Empires	Meaning of empire, Transition from kingdoms to empires; Rise of Magadha	Map showing expansion of Magadha, Mauryan empire map, Pictures of Barabar caves, Pataliputra	https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/v/chandragupta-ashoka-and-the-maurya-empire	1. Map Work-Mark Magadha and Mauryan Empire territories. 2. Empire Building Game-Groups simulate forming alliances to build empires. 3. Source Analysis-Students analyse quotes from Arthashastra.	Ethical Inquiry: Discuss Ashoka's 'Dhamma'—was it a religion or a code of conduct?	https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-I_1?usp=drive_link	Source Analysis: "Be a Historian"—analyze an image of an Ashokan Edict and list 3 values it promotes.	
3	JULY	27	Week 1	4	Ch 5 (P1): The Rise of Empires (contd.)	Important rulers and expansion, Administration and governance, Social and economic life during 6th–2nd century BCE	Timeline chart of empires, Documentary clips on Mauryan rule	https://www.youtube.com/watch?v=FCZy0nfbHU	Debate-Large empires are stronger than small kingdoms."5. Historical Character Role Play-Students act as Chandragupta, Chanakya, ministers.		https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-I_1?usp=drive_link		
			Week 2	6	Civ – Ch 10 (P1): The Constitution of India – An Introduction	Meaning of a Constitution; Need for a Constitution; Framing of the Constitution of India; The Constituent Assembly; Dr. B. R. Ambedkar and his role in drafting the Constitution; Key Features of the Indian Constitution; Justice – Social, Economic and Political; Liberty and Equality; Secularism in the Indian Constitution; Fundamental Rights and Duties of Citizens; Importance of the Constitution in a Democratic Country;	NCERT Grade 7 textbook, Whiteboard / smartboard, PowerPoint presentation on the Constitution, Copy of the Preamble of the Constitution of India, Short video explaining the Constitution and its making, Pictures of Dr. B. R. Ambedkar and the Constituent Assembly, Chart papers, sketch pens, sticky notes, Flash cards with keywords (justice, liberty, equality, secularism)	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfjue	Preamble Reading Activity Students read the Preamble of the Constitution aloud and discuss the meaning of important words such as justice, liberty, and equality. 2. Constitution in Our Daily Life Students discuss examples where constitutional rights are visible in daily life (freedom of speech, equality in school, etc.). 3. Group Activity: Fundamental Rights Students work in groups and prepare charts explaining different Fundamental Rights with examples.	Keyword Analysis: Break down the Preamble (Justice, Liberty, Equality) using real-life school examples.	https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-I_1?usp=drive_link	Mock Preamble: Students write a "Classroom Constitution" with their own rights and duties.	
			Week 3	6	REVISION							https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-I_1?usp=drive_link	
			Week 4	6	PRE MID TERM							https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-I_1?usp=drive_link	

			Week 5	5	Eco – Ch 12 (P1): Understanding Markets	Meaning of a Market; Types of Markets (weekly markets, neighbourhood shops, shopping complexes, malls); Buyers and Sellers in a Market; Competition in Markets; Role of Middlemen; Wholesale and Retail Markets; Markets and Prices; Chain of Production and Distribution; Importance of Markets in Everyday Life;	Discussion on Local Markets Students list different markets they visit (weekly markets, malls, online markets). 2. Market Survey Activity Students conduct a simple survey of a nearby market or shop and record: Types of goods sold Prices Sellers and buyers 3. Role Play: Buyer and Seller Students enact a market situation showing bargaining and buying.	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfjue			https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link			
4	AUGUST	24	Week 1	1	Geo – Ch 3 (P1): Climates of India	Difference between weather and climate, Factors affecting India's climate, Latitude, Altitude, Distance from sea, Relief	Physical map of India Monsoon wind direction diagram Seasonal climate charts	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfjue	I. Map Work Students mark monsoon directions and climatic regions.		Cause & Effect: Discuss how the Himalayas protect India from cold Siberian winds.	https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link	Exit Ticket: Explain in two sentences why Mumbai is humid while Delhi is dry.	
			Week 2	6	Geo – Ch 3 (P1): Climates of India (ctd.)	Monsoon winds, Seasons in India, Impact of climate on agriculture, culture and economy, Climate change and disasters		https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfjue				https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link		
			Week 3	5	His – Ch 6 (P1): The Age of Reorganisation	Period after Mauryan Empire, Political fragmentation, Rise of regional kingdoms, Foreign invasions (Indo-Greeks, Shakas, Kushanas)	Map of trade routes, Images of Kushan coins, Gandhara art, Timeline of post-Mauryan rulers	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfjue	I. Cultural Exchange Activity-Students trace how foreign cultures influenced India. 2. Art Analysis-Compare Gandhara and Mathura sculptures. 3. Trade Route Mapping-Students mark Silk Route connections.				https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link	
			Week 4	6	His – Ch 6 (P1): The Age of Reorganisation (contd.)	Cultural assimilation, Trade routes and economic changes, Development of art, culture and religion	Documentary clips on Silk Route, Archaeological photographs	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfjue	4. Group Presentation-Each group researches one dynasty. 5. Historical Newspaper-Students create a "news page" from ancient India.				https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link	
			Week 5	5+1	REVISION		NCERT Text Book, Map Mind		Ques Ans, Worksheets, Mind Map				https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link	
			Week 1	5	Term 1		NCERT Text Book, Map Mind		Ques Ans, Worksheets, Mind Map				https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link	
			Week 2	6							https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPHEVAJsVvsNns-1?usp=drive_link			

5	SEPTEMBER	23	Week 3	5	His – Ch 7 (P1): The Gupta Era – An Age of Tireless Creativity	The rise and extent of the Gupta Empire and contemporary kingdoms like Vakātakas, Pallavas, and Kāmartīpa, Achievements in metallurgy, specifically the Iron Pillar of Delhi	Political map of ancient India showing major 4th–6th century CE kingdoms. Images or models of the Iron Pillar of Delhi and Ajanta cave paintings.	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	Role Play: Recreate a scene from a Gupta ruler's court involving the king, ministers, and scholars. Map Work: Locate the capitals of the Guptas (Pāṭaliputra), Pallavas (Kanchipuram), and Vakātakas (Nandivardhana).		Gallery Walk: Set up stations around the class showing photos of Ajanta caves, iron pillars, and Sanskrit literature.	https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-1?usp=drive_link	Create a "Travel Brochure" for a visitor traveling to India during the reign of Chandragupta II.
			Week 4	5	His – Ch 7 (P1): The Gupta Era – An Age of Tireless Creativity (ctd.)	Sociocultural life, literature (Kālidāsa), and science during the "classical age"; Artistic heritage, including the Ajanta caves and Udayagiri carvings	Excerpts from Kālidāsa's Raghuvansham.	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	Field Trip: Visit a nearby historical site, museum, or heritage building and write a report.			https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-1?usp=drive_link	
			Week 5	3	Geo – Ch 1 (P2): The Story of Indian Farming	Introduction to Agriculture; India's Agricultural Landscape; History of Indian Farming (Echoes from the Past); Climate and Agriculture; Monsoon and Agriculture; Cropping Seasons in India – Kharif, Rabi and Zaid; Soil Formation and Importance of Soil; Types of Soils in India; Soil–Crop Linkages; Soil Conservation and Soil Health; Water in Agriculture; Rain-fed Agriculture; Irrigated Agriculture; Traditional Irrigation Systems; Modern Irrigation Techniques; Seeds and Seed	Textbook, charts of agricultural activities, Map of India, photos of crops from different regions, Timeline chart, pictures of archaeological sites, Climate map of India, Pictures/videos of traditional irrigation, Videos and diagrams of irrigation methods	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue				https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-1?usp=drive_link	
			Week 1	2	Geo – Ch 1 (P2): The Story of Indian Farming (ctd.)			https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue				https://drive.google.com/drive/folders/1FDG3fzHCS5qG5gPPhEVAJsVvsNns-1?usp=drive_link	

Week 2	6 HIS-Ch 3 (P2): Empires & Kingdoms: 6th–10th Centuries	Political Developments in India (6th–10th centuries);Rise of Regional Kingdoms;The Gurjara-Pratiharas;The Palas of Bengal;The Rashtrakutas of the Deccan;Tripartite Struggle for Kannauj;Administration and Governance;Military Organization and Warfare;Trade, Economy and Cultural Developments;Architecture and Temples during this period;	NCERT textbook;Political map of India;Timeline charts;Images of temples and monuments from the period;PowerPoint presentation on major dynasties;Flash cards with names of dynasties and rulers;Documentary clips on early medieval kingdoms;	https://www.youtube.com/watch?v=tsWwCUit1-Q&iist=PLW6ZJtgCeoWv_S-eRMX4acAimC6CLfjue	Timeline Creation Students create a timeline of important dynasties such as the Gurjara-Pratiharas, Palas and Rashtrakutas. 2. Map Work Students locate major kingdoms on a map of India. 3. Group Research Activity Each group researches one dynasty and presents: Region of rule Important rulers Contributions 4. Historical Debate		https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPhEVAJsVvsNns-_1?usp=drive_link	
Week 3	6 Ch 3 (P2): Empires & Kingdoms: 6th–10th Centuries (ctd.)	India as a Land of Diversity;Languages of India;Religions Practised in India;Cultural Diversity (customs, traditions, dress, food);Festivals and Celebrations;Unity in Diversity;Influence of Migration and Historical Contacts;Importance of Respecting Diversity;National Integration and Harmony;	NCERT textbook;Political map of India;Timeline charts;Images of temples and monuments from the period;PowerPoint presentation on major dynasties;Flash cards with names of dynasties and rulers;Documentary clips on early medieval kingdoms	https://www.youtube.com/watch?v=tsWwCUit1-Q&iist=PLW6ZJtgCeoWv_S-eRMX4acAimC6CLfjue	1. Timeline Creation - Students create a timeline of important dynasties such as the Gurjara-Pratiharas, Palas and Rashtrakutas. 2. Map Work - Students locate major kingdoms on a map of India. 3. Group Research Activity - Each group researches one dynasty and presents:Region of rule, Important rulers,Contributions,4. Historical Debate - Topic: “Why was Kannauj important to many rulers?” 5. Picture Study - Students analyze images of temples and architecture from this period.		https://drive.google.com/drive/folders/1FDG3fzHCSSqG5gPPhEVAJsVvsNns-_1?usp=drive_link	

7	NOVEMBER	12	Week 5	5+1	Eco – Ch 7 (P2): Infrastructure – Engine of India's Development [SUBJECT ENRICHMENT ACTIVITY]	Meaning of Infrastructure; Importance of Infrastructure in Development; Types of Infrastructure; Transport Infrastructure in India; Roadways and Highways; Railways in India; Airways and Waterways; Communication Infrastructure; Energy and Power Infrastructure; Infrastructure and Economic Growth; Challenges in Infrastructure Development; Government Initiatives for Infrastructure Development.	Chart paper / A3 sheet Pencil Scale Colour pencils / sketch pens Compass (optional for drawing circle)	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	Students draw a large circle divided into four parts. Each section represents one infrastructure sector: 1) Transport 2) Energy 3) Communication 4) Social Infrastructure Inside each section students add: 3 examples 2 benefits for development Example: Transport → roads, railways, airports Benefit → trade growth, faster travel	https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
8	DECEMBER	21	Week 1	5	Geo – Ch 2 (P2): India and Her Neighbours	India's Geographical Location in South Asia; Meaning of Neighbouring Countries; Countries Sharing Land Boundaries with India; Countries	NCERT textbook; Political map of South Asia; Globe; PowerPoint presentation on neighbouring countries; Images showing cultural similarities (food, dress, festivals); Short	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	1. Map Work - Students locate and label India's neighbouring countries on a map. 2. Country Research Activity - Each group researches one neighbouring country and presents. Conclude.	https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 2	6	Geo – Ch 2 (P2): India and Her Neighbours (ctd.)	Political Developments in India during the 11th and 12th Centuries; Rise of New Kingdoms and Regional Powers; Important Dynasties and Rulers of the	NCERT textbook; Political map of India; Timeline charts; Images of temples, monuments, and architecture from the period; PowerPoint presentation on major dynasties; Flash cards with	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	1. Timeline Activity - Students create a timeline of important events and dynasties of the 11th and 12th centuries. 2. Map Activity - Students locate major kingdoms of the period on the map of India.	https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 3	6	His – Ch 4 (P2): Turning Tides – 11th & 12th Centuries	NCERT Text Book, Map Mind	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	Ques Ans, Worksheets, Mind Map		https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 4	4	His – Ch 4 (P2): Turning Tides – 11th & 12th Centuries (ctd.)					https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 5	3	REVISION					https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
9	JANUARY	22	Week 1	0						https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 2	6	POST MID TERM					https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 3	5	POST MID TERM					https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 4	6	Civ – Ch 6 (P2): The State, the Government, and You	Meaning of the State; Elements of a State (Population, Territory, Government, Sovereignty); Meaning and Role of Government; Relationship between the State and the Government; Functions of Government; Levels of Government; (Central, State, Local); Short video explaining the role of government; Flash cards	NCERT Grade 7 textbook, Whiteboard / smartboard, PowerPoint presentation explaining the concept of state and government, Chart showing levels of government (Central, State, Local), Short video explaining the role of government, Flash cards	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	1. Brainstorming Activity - Ask students: "Who makes rules in our country and who ensures they are followed?" Students share ideas to introduce the concept of state and government. 2. Concept Mapping - Students prepare a concept map showing the relationship	https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 5	5	Civ – Ch 6 (P2): The State, the Government, and You (ctd.)					https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link		
			Week 1	6	Eco – Ch 8 (P2): Banks and the Magic of Finance	Meaning of Banks; Importance of Banks in the Economy; Functions of Banks; Deposits and Savings Accounts; Loans and Credit Facilities; Interest on	NCERT textbook; Pictures of banks, ATMs, and digital payment systems; Sample bank forms (deposit slip, withdrawal slip); Short video explaining how	https://www.youtube.com/watch?v=tsWwCUit1-Q&list=PLW6ZJtqCeoWv_S-eRMX4acAimC6CLfJue	1. Discussion on Saving Money - Students discuss why people save money and where they keep their savings. 2. Bank Simulation Activity - Create a mock bank in the classroom	Experiential Learning: Role-play (Bank Manager vs. Customer). Discuss the concept of 'Interest' using simple real-world examples (lending a pencil).	https://drive.google.com/drive/folders/1FDG3fzHCSqG5gPPhEVAJsVvsNns-1?usp=drive_link	Practical Task: Fill out a mock deposit slip correctly. Class Debate: The pros and cons of Cash vs. Digital Payments.

