

BUDHA DAL PUBLIC SCHOOL, PATIALA

Lesson Plan – Social Science (2025-26)

(Class VII, Term I)

April

Chapter 1: Medieval Period

Previous Knowledge: Students are familiar with ancient civilizations studied in Class VI.

Testing: Oral questioning about ancient rulers and kingdoms.

Learning Outcomes:

- Understand the meaning of “Medieval Period.”
- Identify major events that shaped medieval history.
- Compare medieval and ancient times.

Pedagogical Strategies: Timeline activity, story-telling of kings/queens, use of flowcharts.

Interdisciplinary Linkage: History + Geography (mapping medieval trade routes).

Life Skills: Critical thinking, appreciating cultural diversity.

Resources/ICT: PowerPoint on medieval monuments, short documentary clip.

Assessment Questions (FA):

- Define Medieval Period.
- Name two major medieval rulers.
- Compare ancient and medieval periods in one point.

Feedback/Remedial: Use visuals for weaker students. Peer learning in small groups.

Inclusive Practices: Allow oral responses for hesitant learners, group role plays.

Chapter 2: Rise of Kingdoms

Previous Knowledge: Students recall kingdoms like Mauryas and Guptas.

Testing: Quiz on early kingdoms.

Learning Outcomes:

- Identify factors leading to the rise of new kingdoms.
- Explain role of regional rulers.
- Recognize important kingdoms of medieval India.

Pedagogical Strategies: Map-marking kingdoms, comparative chart-making.

Interdisciplinary Linkage: Political Science (governance structures).

Life Skills: Leadership, cooperation.

Resources/ICT: Animated map showing expansion of kingdoms.

Assessment Questions (FA):

- Mention any two kingdoms of medieval India.
- State one factor for their rise.

Feedback/Remedial: Use storytelling for weaker learners.

Inclusive Practices: Pair work (strong + weak student).

May

Chapter 3: Mughal Period

Previous Knowledge: Learners know about Delhi Sultanate from Class VI.

Testing: Questions on rulers before Mughals.

Learning Outcomes:

- Trace origin of the Mughal dynasty.
- Understand policies of Akbar.
- Appreciate Mughal contributions in art & architecture.

Pedagogical Strategies: Picture study of monuments, role play on Akbar's court.

Interdisciplinary Linkage: Art (Mughal paintings), Literature (Persian influence).

Life Skills: Tolerance, respecting cultural diversity.

Resources/ICT: Video on Taj Mahal construction.

Assessment Questions (FA):

- Who was the founder of Mughal Empire?
- Explain Akbar's policy of religious tolerance.

Feedback/Remedial: Re-teach with pictorial examples for weak learners.

Inclusive Practices: Group work for monument projects.

Chapter 4: Our Environment

Previous Knowledge: Students know about natural surroundings.

Testing: Oral questions on air, water, land.

Learning Outcomes:

- Define environment.
- Differentiate between natural and human-made environment.
- Explain importance of balanced environment.

Pedagogical Strategies: Nature walk, discussion, eco-chart making.

Interdisciplinary Linkage: Science (ecosystem, pollution).

Life Skills: Environmental awareness, responsibility.

Resources/ICT: Interactive PPT, YouTube videos on environment.

Assessment Questions (FA):

- Define environment.
- List any two human-made components.

Feedback/Remedial: Extra worksheets for weak students.

Inclusive Practices: Encourage real-life examples from every student.

July

Chapter 5: Inside Our Earth

Previous Knowledge: Learners know about rocks and soil from Science.

Testing: Questions on types of rocks.

Learning Outcomes:

- Understand layers of the earth.

- Differentiate between types of rocks.
- Explain uses of rocks and minerals.

Pedagogical Strategies: Diagram drawing, 3D clay model of Earth's layers.

Interdisciplinary Linkage: Science (volcanoes, earthquakes).

Life Skills: Curiosity, problem-solving.

Resources/ICT: 3D animated video on Earth's structure.

Assessment Questions (FA):

- Name three layers of Earth.
- What is magma?

Feedback/Remedial: Simplify with diagrams.

Inclusive Practices: Group activity with hands-on clay modeling.

Chapter 6: Major Landforms

Previous Knowledge: Students have studied mountains, plateaus, plains earlier.

Testing: Picture identification.

Learning Outcomes:

- Classify landforms.
- Explain processes shaping landforms.
- Relate landforms with human settlements.

Pedagogical Strategies: Map marking, chart-making, storytelling (life in mountains).

Interdisciplinary Linkage: Science (erosion, weathering).

Life Skills: Adaptability, awareness.

Resources/ICT: PPT with landform images.

Assessment Questions (FA):

- Name three major landforms.
- Which landform is suitable for agriculture?

Feedback/Remedial: Use flashcards for revision.

Inclusive Practices: Encourage drawing/sketching for learners with writing difficulty.

August

Chapter 7: Significance of a Democratic Government

Previous Knowledge: Students recall democracy basics from Class VI.

Testing: Quick quiz on types of government.

Learning Outcomes:

- Define democracy.
- Explain need for equality and participation.
- Recognize importance of democratic values.

Pedagogical Strategies: Group discussion, mock voting activity.

Interdisciplinary Linkage: Civics + Moral Science.

Life Skills: Teamwork, decision making.

Resources/ICT: Documentary on democracy in India.

Assessment Questions (FA):

- What is democracy?
- Write one feature of democratic government.

Feedback/Remedial: Simplify through real-life examples (school elections).

Inclusive Practices: Group role play to ensure participation.

Chapter 8: Working of a Government

Previous Knowledge: Students recall state and central government basics.

Testing: Oral questions on roles of leaders.

Learning Outcomes:

- Understand functions of government.
- Identify role of elected representatives.
- Differentiate between legislature, executive, judiciary.

Pedagogical Strategies: Role play of parliament session, flow chart of government structure.

Interdisciplinary Linkage: Political Science + Current Affairs.

Life Skills: Responsibility, active citizenship.

Resources/ICT: PPT on 3 organs of government.

Assessment Questions (FA):

- Name three organs of government.
- Who makes laws?

Feedback/Remedial: Use simple examples like school rules.

Inclusive Practices: Allow all students to take part in mock session.

Chapter 9: State Government

Previous Knowledge: Learners know about central government.

Testing: Questions on states and leaders.

Learning Outcomes:

- Explain structure of state government.
- Identify role of governor and chief minister.
- Understand law-making at state level.

Pedagogical Strategies: Diagram of state government, newspaper clipping discussion.

Interdisciplinary Linkage: Current affairs + Civics.

Life Skills: Leadership, social responsibility.

Resources/ICT: Short video on state assemblies.

Assessment Questions (FA):

- Who is head of state government?
- Name one function of state legislature.

Feedback/Remedial: Revision with flashcards.

Inclusive Practices: Students share local examples.

OCTOBER

History – Chapter 6: Towns, Traders & Craftsmen

- Previous Knowledge: Students know about ancient trade routes and towns from Class VI.
- Testing: Oral questions on early traders (Silk Route, Indus Valley crafts).
- Learning Outcomes:
- Identify major towns of medieval period.
- Explain role of craftsmen and traders in economy.
- Understand importance of trade routes.
- Pedagogical Strategies: Map marking, storytelling on traders, role play of market.
- Interdisciplinary Linkage: Economics (trade & market), Geography (routes).
- Life Skills: Entrepreneurship, cooperation.
- Resources/ICT: PPT on ancient Indian towns, images of crafts.
- Assessment Questions (FA):
- Name two important medieval towns.
- Why were trade routes important?
- Feedback/Remedial: Provide simplified notes for weak learners.
- Inclusive Practices: Encourage all students to make a craft or poster on trade.

Geography – Chapter 15: Weather & Climate

- Previous Knowledge: Students know about seasons and rainfall.
- Testing: Questions on summer, monsoon, winter.
- Learning Outcomes:
- Differentiate between weather and climate.
- Understand factors affecting climate.
- Relate climate to human life.
- Pedagogical Strategies: Weather chart activity, diagram drawing, class discussion.
- Interdisciplinary Linkage: Science (temperature, humidity).
- Life Skills: Observation, adaptability.
- Resources/ICT: Weather report video, animated PPT.
- Assessment Questions (FA):
- Define weather.
- List two factors affecting climate.
- Feedback/Remedial: Use visuals for weaker learners.
- Inclusive Practices: Students share local weather experiences.

NOVEMBER

History – Chapter 7: Growth of Tribal Communities

- Previous Knowledge: Students have studied ancient tribal life.
- Testing: Quiz on early tribes.
- Learning Outcomes:
- Explain lifestyle of tribes.
- Identify major tribes of medieval India.
- Understand their role in society.
- Pedagogical Strategies: Map marking of tribal regions, chart making.
- Interdisciplinary Linkage: Sociology (community life).
- Life Skills: Respect for diversity, teamwork.

- Resources/ICT: Tribal culture videos, PPT.
- Assessment Questions (FA):
- Name two tribal groups.
- How were tribal people different from city dwellers?
- Feedback/Remedial: Provide simplified map practice.
- Inclusive Practices: Group discussion on traditions in families.

Geography – Chapter 16: Air & Water

- Previous Knowledge: Students studied atmosphere in earlier classes.
- Testing: Questions on layers of atmosphere, sources of water.
- Learning Outcomes:
- Understand composition of atmosphere.
- Explain importance of water cycle.
- Recognize need for water conservation.
- Pedagogical Strategies: Diagram drawing, activity on water cycle, role play of evaporation/condensation.
- Interdisciplinary Linkage: Science (hydrological cycle).
- Life Skills: Environmental awareness.
- Resources/ICT: Animated videos on water cycle, PPT.
- Assessment Questions (FA):
- Name main gases in atmosphere.
- Explain water cycle briefly.
- Feedback/Remedial: Use hands-on experiments (boiling water condensation).
- Inclusive Practices: Encourage group model-making.

Civics – Chapter 25: Media & Advertising

- Previous Knowledge: Students have seen TV, social media ads.
- Testing: Ask examples of ads they know.
- Learning Outcomes:
- Explain role of media.
- Differentiate between informative and persuasive ads.
- Understand positive and negative impacts of media.
- Pedagogical Strategies: Show ad clips, class debate on impact of advertising.
- Interdisciplinary Linkage: Language (slogans), Economics (consumers).
- Life Skills: Critical thinking, awareness.
- Resources/ICT: Newspaper clippings, ad videos.
- Assessment Questions (FA):
- What is media?
- State one positive and one negative role of advertising.
- Feedback/Remedial: Extra examples for weaker students.
- Inclusive Practices: Students create their own ad poster.

JANUARY

History – Chapter 8: Religious Beliefs & Ideas

- Previous Knowledge: Students know about Hinduism, Buddhism, Jainism from earlier classes.

- Testing: Quick quiz on major religions.
- Learning Outcomes:
 - Identify major religious movements of medieval India.
 - Understand teachings of saints like Kabir, Guru Nanak.
 - Appreciate unity in diversity.
- Pedagogical Strategies: Storytelling, group presentation.
- Interdisciplinary Linkage: Literature (Bhakti poetry), Moral Science.
- Life Skills: Tolerance, respect for others.
- Resources/ICT: PPT on Bhakti & Sufi saints, poems.
- Assessment Questions (FA):
 - Name two saints of Bhakti Movement.
 - Write one teaching of Guru Nanak.
- Feedback/Remedial: Use simple stories for weak learners.
- Inclusive Practices: Group recitation of saint poems.

Geography – Chapter 17: Natural Vegetation & Wildlife

- Previous Knowledge: Students know forests and animals around them.
- Testing: Questions on forests in India.
- Learning Outcomes:
 - Classify vegetation types in India.
 - Identify endangered animals.
 - Understand importance of conservation.
- Pedagogical Strategies: Map activity, flashcards of animals, poster making.
- Interdisciplinary Linkage: Science (ecology).
- Life Skills: Empathy, environmental responsibility.
- Resources/ICT: PPT on Indian wildlife, videos on national parks.
- Assessment Questions (FA):
 - Name two natural vegetation zones.
 - Give one reason for deforestation.
- Feedback/Remedial: Extra map practice.
- Inclusive Practices: Group activity – “Adopt a tree/animal.”

Geography – Chapter 18: Human Settlement, Transport & Communication

- Previous Knowledge: Students recall villages and cities studied earlier.
- Testing: Ask examples of settlements, transport modes.
- Learning Outcomes:
 - Differentiate between rural & urban settlements.
 - Explain role of transport & communication.
 - Recognize importance of connectivity.
- Pedagogical Strategies: Chart making, group discussion, role play.
- Interdisciplinary Linkage: Economics (trade via transport), IT (communication).
- Life Skills: Problem-solving, cooperation.
- Resources/ICT: Videos on Indian transport, PPT on settlements.
- Assessment Questions (FA):
 - Name two types of settlements.
 - Why is communication important?

- Feedback/Remedial: Extra support with flowcharts.
- Inclusive Practices: Encourage students to share personal travel/communication experiences.

Civics – Chapter 27: Our Surrounding – Market Areas

- Previous Knowledge: Students know about shops, malls, bazaars.
- Testing: Ask examples of local markets.
- Learning Outcomes:
- Differentiate between weekly, retail, and wholesale markets.
- Understand role of buyers & sellers.
- Recognize exploitation in markets.
- Pedagogical Strategies: Role play (buyer & seller), survey of local market.
- Interdisciplinary Linkage: Economics (consumers), Math (profit-loss).
- Life Skills: Decision-making, financial literacy.
- Resources/ICT: Market visit photos, PPT.
- Assessment Questions (FA):
- Name two types of markets.
- State one difference between retail & wholesale.
- Feedback/Remedial: Simplified chart for weak learners.
- Inclusive Practices: Group discussion to ensure all participate.