

**KIDS WORLD SCHOOL**  
**SESSION - 2024 -2025**  
**ANNUAL CURRICULUM PLANNER**  
**SUBJECT - SOCIAL SCIENCE**  
**CLASS - VIII**

| MONTH                          | NAME OF LESSON   | METHODOLOGY  | LEARNING OBJECTIVES                                |  | LEARNING OUTCOMES  | MODE OF ASSESSMENT + ACTIVITY  |
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|                                |  |  | KNOWLEDGE / CONTENT BASED                          | APPLICATION BASED  |  |  |
| JULY<br>01/07/24 -<br>06/07/24 | <b>HISTORY</b><br>Ls.1<br>How, When &<br>Where   | i) Discussion , Explanation<br>Method .<br>ii)The study assignment<br>method | How important are<br>Dates? and how do<br>we know? | Identify the features of<br>modern period .  | (a) Analyses the challenges of<br>periodizing the<br>history of the Indian<br>subcontinent<br>(b) identifies the changes in<br>nature of the sources as we<br>move from the medieval to the<br>modern period .   | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet  |
| JULY<br>08/07/24 -<br>13/07/24 | <b>GEOGRAPHY</b><br>Ls. 1<br>Resources   | i) Discussion , Explanation<br>Method<br>ii) The study assignment<br>method  | Types of Resources<br>& Conserving<br>methods      | Sustainable development<br>to minimize the depletion<br>of resources .   | (a) Analyse the uneven<br>distribution of natural and<br>human-made resources on the<br>earth.<br>(b) Describes the different<br>categories of resources- natural,<br>human and human-made.  | <b>ASSESSMENT<br/>OF LEARNING</b><br>Worksheet - MCQs,<br>Objectives questions<br>YT Videos      |
| JULY<br>15/-7/24 -<br>22/07/24 | <b>HISTORY</b><br>Ls. 2<br>From Trade to<br>Territory-The<br>Establishment of<br>Company Power | i) Discussion , Explanation<br>Method  | East India<br>Company<br>Colonialism<br>in India   | The English East<br>India<br>Company came to<br>India as a<br>traders &<br>established its rule<br>a century later . | (a) Explain how the English<br>East India company came to<br>India as traders and established<br>its rule a century later.<br>(b) Analyses the activities of<br>the British in Bengal and its<br>subsequent annexation after the<br>battle of Plassey in 1757. | <b>ASSESSMENT<br/>FOR LEARNING</b><br><b>IDP -</b><br><b>ENGLISH + SST</b><br><b>ROLE PLAY -</b> |

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| JULY<br>23/07/24 -<br>30/07/24 | <b>CIVICS</b><br>Ls. 1<br>The Indian<br>Constitution  | i) Discussion , Explanation<br>Method<br>ii)The study assignment<br>method | Importance of<br>Indian Constitution<br>& its key features  | Illustrates the<br>Fundamental Rights &<br>Fundamental Duties .   | (a) develop an understanding<br>of the rule of law and<br>our involvement with the law,<br>(b) understand the Constitution<br>as the primary source  | <b>ASSESSMENT<br/>OF LEARNING</b><br>Worksheet - MCQs,<br>Objectives questions<br>YT Videos   |
| AUG<br>31/07/24 -<br>06/08/24  | <b>GEOGRAPHY</b><br>Ls .2<br>Land, Soil,<br>Water, Natural<br>Vegetation and<br>Wildlife<br>resources | i) Discussion , Explanation<br>Method<br>ii)The study assignment<br>method | Land, Soil, Water,<br>Natural Vegetation<br>and Wildlife<br>resources,<br>formations & its<br>conservations                   | Learn ,explain the<br>importances of<br>natural resources & its<br>conservation .   | (a) identifies the features of the<br>Land – mountains , plains &<br>river valleys .<br>(b) explains the importance of<br>conserving land resources .  | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet   |
| AUG<br>07/08/24 -<br>13/08/24  | <b>HISTORY</b><br>Ls. 3<br>Ruling the<br>Countryside  | i) Discussion Method<br>ii)The study assignment<br>method                  | The Company<br>becomes The Diwan<br>.<br><br>British Agrarian<br>Policies & its<br>Aftermath .                                | Describes the agrarian<br>policies & practice<br>introduced by the British<br>in the countryside .  | (a) Identifies the three land<br>revenue systems introduced by<br>the British in India and their<br>features.<br><br>(b) Analyse the impact of<br>colonial agrarian policies in<br>different regions of the country. | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart ,<br>Map Skill<br>YT Videos<br>Solving Worksheet  |
| AUG<br>16/08/24-<br>23/08/24   | <b>CIVICS</b><br>Ls. 2<br>Understanding<br>Secularism   | i) Discussion ,<br>Explanation Method                                      | What is Secularism ?<br><br>Why is it important<br>to separate Religion<br>from State ?<br><br>What is Indian<br>Secularism ? | Describes what<br>Secularism means<br>interprets social &<br>political issues in one’s<br>region with reference to<br>the Constitution.                                 | (a) describes what secularism<br>means .<br>(b) applies the knowledge of the<br>Fundamental Rights to find out<br>about their violation , protection<br>& promotion in a given<br>situation .                        | <b>ASSESSMENT OF<br/>LEARNING</b><br><br><b>ACTIVITY<br/>ART INTEGRATED<br/>– POSTER<br/>MAKING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet |
| SEP<br>27/08/24-<br>4/09/24    | <b>HISTORY</b><br>Ls. 4<br>Tribals, Dikus<br>and the Vision of<br>a Golden Age                        | i) Discussion ,<br>Explanation Method                                      | How did tribal<br>groups live ?<br>Effects of the<br>Colonial Rule  | The rise of Birsa<br>Munda as an important<br>figure of the tribal<br>movement .<br>Locates the<br>developments of one<br>region in relation to<br>what was happening . | (a) Discuss different forms of<br>tribal societies.<br>(b) Show how government<br>records can be read against the<br>grain to reconstruct histories of<br>tribal revolts.  | <b>ASSESSMENT<br/>AS LEARNING<br/>ACTIVITY-</b><br><br><b>FOREST ACT AND<br/>CONSERVATION</b>   |

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| <p>SEP<br/>09/09/24-<br/>14/09/24</p>  | <p><b>CIVICS</b><br/>Ls. 3<br/>Parliament and<br/>the Making of<br/>Laws</p> | <p>i) Discussion , Explanation<br/>Method<br/>ii)The study assignment<br/>method</p> | <p>Why should people<br/>decide &amp; people &amp;<br/>their representatives<br/>The role of the<br/>Parliament &amp; the<br/>people in the<br/>Parliament .</p>   | <p>Lists the functions of the<br/>Parliament .<br/><br/>Differentiates between<br/>the State &amp; the Union<br/>government .</p>  | <p>(a) identifies why India a<br/>Parliamentary form of<br/>government.<br/><br/>(b) Lists the essential elements<br/>of the Parliamentary form<br/>government<br/><br/>(c) lists the functions of the<br/>Parliament</p> | <p><b>ASSESSMENT<br/>OF LEARNING</b><br/>Mind Maps/<br/>Flow Chart<br/>YT Videos<br/>Solving Worksheet</p> |
| <p>SEP<br/>18/09/24-<br/>23/09/24</p>  | <p><b>GEOGRAPHY</b><br/>Ls. 3<br/>Agriculture</p>                            | <p>i) Discussion , Explanation<br/>Method<br/>ii)The study assignment<br/>method</p> | <p>Farm system ,<br/>types of farming &amp;<br/>Agricultural<br/>development</p>   | <p>Describes farming<br/>techniques .<br/>Different types of<br/>farming<br/>Identifies the factors that<br/>contribute to agricultural<br/>development .</p>  | <p>(a) identifies the major food<br/>crops , climatic conditions<br/>required &amp; region of production<br/>.<br/>(b) identifies the factors that<br/>contribute to agricultural<br/>development .</p>                   | <p><b>ASSESSMENT<br/>OF LEARNING</b><br/>Mind Maps/<br/>Flow Chart<br/>YT Videos<br/>Solving Worksheet</p> |
| <p>SEP<br/>24/09/24 -<br/>30/09/24</p> | <p><b>CIVICS</b><br/>Ls. 4<br/>Judiciary</p>                                 | <p>i) Discussion ,<br/>Explanation Method<br/>ii)The study assignment<br/>method</p> | <p>Role of the judiciary<br/>&amp; Independent<br/>Judiciary .<br/><br/>Structures of Courts<br/>&amp; the different<br/>Branches of the<br/>legal system .<br/><br/>Does everyone have<br/>access to the courts ?</p> | <p>List the main elements of<br/>Our judicial structure .<br/><br/>Differentiates between<br/>the Supreme Court ,<br/>High Courts &amp; District<br/>Courts<br/><br/>Distinguishes between<br/>the two branches of the<br/>legal system – Civil Law<br/>&amp; Criminal law</p> | <p>(a) understand the main<br/>elements<br/>of our judicial structure,<br/><br/>(b) explains the structure of<br/>courts in India .</p>   | <p><b>ASSESSMENT<br/>OF LEARNING</b><br/>Mind Maps/<br/>Flow Chart<br/>YT Videos<br/>Solving Worksheet</p> |
| <p>OCT</p>                             | <p><b>TERM – I<br/>REVISION</b></p>  |  |  |  |   |  |

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| NOV<br>11/11/24-<br>20/11/24  | <b>HISTORY</b><br>Ls. 5<br>When people rebel-1857 and after                       | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Policies & the people<br>Growing unrest & the<br>Revolt.<br>British retaliation &<br>aftermath . | Nature of Revolts of 1857.<br>The causes of unrest<br>among various groups<br>due to British policies in<br>India  | (a) Explains the origin, nature<br>and spread of the Rovolt of<br>1857 and the lessons learned<br>from it.<br>(b) Identifies the major centres<br>of the Revolt of 1857                       | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart ,<br>Map Skill<br>YT Videos<br>Solving Worksheet |
| NOV<br>21/11/24-<br>29/11/24  | <b>HISTORY</b><br>Ls. 6<br>Civilising the<br>“native”,<br>Educating the<br>Nation | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | How the British saw<br>Education .<br>Local and National<br>Education .                          | Explain the<br>institutionalization of<br>the new education<br>system in India .<br><br>Describes the role of<br>educational thinkers in<br>the propagation of the<br>ideas of universal<br>education .  | (a) Identifies the contrast<br>between the views of Orietalists<br>and their critics.<br>(b) describes the local system of<br>education that existed in India<br>before colonial intervention | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet                |
| DEC<br>2/12/24-<br>07/12/24   | <b>CIVICS</b><br>Ls. 5<br>Understanding<br>Marginalization                        | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Socially Marginalized &<br>the Adivasis<br>Marginalization of<br>Minorities & Muslims            | Outline the plight of the<br>adivasi population .<br>outlines social &<br>Economic injustices<br>prevalent .<br>Identifies how minority<br>groups are marginalized<br>.  | (a) describes what is meant by<br>‘Marginalization’.<br>(b) identifies who are adivasis   | <b>ASSESSMENT<br/>AS LEARNING<br/>ACTIVITY- QUIZ</b>   |
| DEC<br>09/12/24 –<br>14/12/24 | <b>HISTORY</b><br>Ch- 7 Women<br>,Caste and<br>Reform                             | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Working towards<br>changes , Caste & Social<br>Reforms in India .                                | The issues related to<br>caste , women , widow<br>remarriage , child<br>marriage , social<br>reforms & the Laws &<br>policies of colonial<br>administration toward<br>these issues .<br>Various reforms leader<br>& their contributions to<br>the upliftment of people<br>in society . | (a) Identifies the various areas<br>of reform.<br>(b)Locates the developments of<br>one region in relation to what<br>was happening elsewhere .   | <b>ASSESSMENT<br/>FOR LEARNING</b><br><br><b>IDP-<br/>SST + IT<br/>PPT ON TOPIC<br/>SOCIAL<br/>REFORMERS</b>   |

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| JAN<br>06/01/25 -<br>11/01/25 | <b>GEOGRAPHY</b><br>Ch. 4<br>Industries                                     | i) Discussion,<br>Explanation Method<br>ii)The study<br>assignment method  | Industries , industrial<br>systems & region ,<br>distribution of major<br>industries – cotton &<br>Jamshedpur , Pittsburgh           | The factors affects the<br>location of industries .<br>Enumerates the factors<br>that make Jamshedpur<br>,Pittsburgh an important<br>iron & steel production<br>centre .                               | (a) Classifies industries on the<br>basis of size, ownership and<br>raw material<br><br>(b) lists the factors that affect<br>the location of industries .    | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart ,<br>Map Skill.<br>YT Videos<br>Solving Worksheet |
| JAN<br>13/01/25 -<br>18/01/25 | <b>CIVICS</b><br>Ch. 6<br>Confronting<br>Marginalization                    | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Invoking Fundamental<br>Rights & the laws for<br>the Marginalized .<br>Protecting the Rights of<br>Dalits & Adivasi &<br>the1989 ACT | Identify the laws that are<br>present for the<br>marginalized .<br><br>Identify that Dalits are<br>still not given equal<br>Rights Adivasi ACT<br>Develop sensitivity<br>toward the<br>Marginalized    | (a) defines untouchability .<br>(b) identifies the laws that are<br>present for the mariginalized .  | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet                 |
| JAN<br>20/01/25-<br>29/01/25  | <b>HISTORY</b><br>Ch.8<br>The Making<br>National<br>Movement:<br>1870s-1947 | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Emergence of<br>Nationalism<br>The growth of mass<br>Nationalism<br>Dandi & Quit<br>Movement   | Outlines the course of<br>the Indian National<br>movement from<br>the1870s till<br>independence .<br><br>Describes the differing<br>ideologies that existed<br>within the Indian<br>National Movement. | (a) identifies the phases of the<br>nationalist sentiment.<br>(b) locates the developments of<br>one region in relation to what<br>was happening elsewhere . | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart ,<br>Map Skill.<br>YT Videos<br>Solving Worksheet |
| FEB<br>03/02/25 –<br>08/02/25 | <b>CIVICS</b><br>Ch.7<br>Public facilities                                  | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Availability of Water &<br>the Government’s Role<br>Chennai’s water supply &<br>alternatives .                                       | Identify the different ways<br>in which<br>people get Water .<br>Identify that public<br>facilities are<br>basic Right .   | (a) identifies the different ways<br>in which people gets water .<br>(b) identifies the role of<br>government in providing public<br>facilities .            | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet                 |

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| FEB<br>10/02/25 –<br>15/02/25 | <b>GEOGRAPHY</b><br>Ch-5<br>Human<br>Resources      | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | Population – distribution &<br>density factors affecting<br>distribution of population ,<br>Population change &<br>composition | Explains population<br>density , sex<br>ratio , age composition ,<br>literate<br>population   | (a) identifies the factors that<br>affects the distribution of<br>population .<br>(b) explains population<br>composition .   | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet |
| FEB<br>17/02/25 –<br>22/02/25 | <b>CIVICS</b><br>Ch- 8<br>Law and Social<br>Justice | i) Discussion ,<br>Explanation Method<br>ii)The study<br>assignment method | What is a worker’s Worth?<br>Safety & Environmental<br>Laws  | The causes of Bhopal Gas<br>Tragedy<br>Explains the enforcement<br>of safety Laws<br>& laws are necessary &<br>should be enforced strictly<br>. | (a) describes the role of<br>government in regulating<br>economic activities .<br>(b) explains the Bhopal Gas<br>Tragedy<br>(c) describes the law made<br>against child labour | <b>ASSESSMENT<br/>OF LEARNING</b><br>Mind Maps/<br>Flow Chart<br>YT Videos<br>Solving Worksheet |
| MARCH                         | <b>TERM – II</b><br><br><b>REVISION</b>             |  |  |   |  |   |