

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS -VII

SUBJECT –SOCIAL SCIENCE

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
Geog 1	Geographical Diversity of India	*Introduction of chapter *The Himalayas	*How the Himalayas were formed an interesting story	July Day 1	July	*Pass the Map Students pass a ball; whoever gets it. names one physical feature.	I board and Video interactive, experiential, and inquiry-driven,	CG-6: Understands the spatial distribution of resources, their conservation, the interdependence between natural phenomena and human life, and their environmental implications.	*C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed C-6.2 Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	Students will - *Explain what physical features are. . *Understand the diversity of India’s geography. *Describe the location and extent of the Himalayas. *Explain their importance (climate, rivers, protection).	
Geog 1	Geographical Diversity of India	*The Cold Desert of India *The Gangetic Plains		Day 2		*Guess the Place Teacher gives clues (e.g very cold, snowy”) students guess (Himalayas).	I board & Observation of map	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.2 Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	*Students will – *Locate Ladakh on the map. * Explain climatic conditions of cold deserts. *Describe life and adaptations of people. * Explains formation of plains. *Describes importance of agriculture and settlements.	

Geog 1	Geographical Diversity of India	*The Great Indian desert Or Thar Desert	*Aravalli Hills * The Peninsular Plateau	Day 3		*Rapid Fire Regions Teacher says “North / South / East / West” students quickly name a state.	I board and Video interactive, experiential, and inquiry-driven,	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.2 Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	Students will – *understand the desert region and Aravali Hills. *Locate the Thar Desert. *Explains climate and vegetation. *Describe lifestyle adaptation *Identify oldest mountain range (Aravalli). *Describe features of Peninsular Plateau.	
Geog 1	Geographical Diversity of India	*Indias amazing coastlines	*The West coast of India * The East coast of India	Day 4		Guess the Place Teacher gives clues (e.g very cold, snowy”)	Discussion-based learning	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will - *Compare western and eastern coasts. *Identify important ports and economic activities. * Explains role in trade and fisheries.	

Geog 1	Geographical Diversity of India	*Indian Islands	*Lakshadweep Island *Andaman and Nicobar Island	Day 5		*One Word Chain Start with Island → each student adds a related word	I board and Video Map Reading Discussion- based learning	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will - *Locate islands on the map. *Differentiate between coral and volcanic islands. *Describe biodiversity and strategic importance.	
Geog 1	Geographical Diversity of India I	*The Delta in the west Bengal and the Sundarbans	*The Hills of North east	Day 6		*True or False Corners Teacher will say statement students have to raise their hands for true	*I board and Video interactive, experiential, and inquiry- driven *Map Reading Discussion- based learning	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies	Students will - * Explain formation of delta. *Describe mangrove forests and wildlife. * understand importance of conservation. *Locate major hills (Patkai, Garo, Khasi, Jaintia). *Describe climate and biodiversity. *Understand cultural diversity.	

Geog 1	Geographical Diversity of India	*Map Work	Map activity	Day 7		Clap if you are a mighty king	*I board and Video interactive, experiential, and inquiry- driven	CG -4 Develops an understanding of the inter- relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	*Students will - *Develop map- reading and labelling skills.	
Geog 1	Geographical Diversity of India	Notebook work	Notes	Day 8			*I board and Video interactive, experiential, and inquiry- driven *Discussion			Students will- *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Geog 1	Geographical Diversity of India	Notebook work	Notes	Day 9			*I board and Video interactive, experiential, and inquiry- driven *Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

HIS-4	New Beginnings Cities and States	*Introduction of chapter *.Janapadas and Mahajanapadas		July Day 1	July	“Capital Catch” – Toss ball, say a state student says capital	I board and Video	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country	Students will - *Define Janapadas and Mahajanapadas. *Identify major kingdoms on map. *Explain political development.	
HIS-4	New Beginnings Cities and States	*Early Democratic Tradition	*More innovation * Use of Coins	Day 2		City Clues” – Guess city from 2 clues. (Teacher will give them the clues)	*Observation techniques, and data collection	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India’s civilisational heritage	*Students will - *Explore the process of continuity and change in human civilisations through specific examples from their context and a few historical episode *Explain concept of republics (gana-sanghas). Compare monarchy and early democracy	

<p>HIS-4</p>	<p>New Beginnings Cities and States</p>	<p>*The Varna - jati System</p>	<p>*Rise of civilization</p>	<p>Day 3</p>		<p>Build a City” – Students say 3 things needed in a city.</p>	<p>*Story Telling Method</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements</p>	<p>Students will - * Define Janapadas and Mahajanapadas. * Identify major kingdoms on map. * Explain political development.</p>	
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HIS-4	New Beginnings Cities and States	*Development Else where in India	*Time line	Day 4		“State Chain” – Last letter game (Maharashtra → Assam).	*Discussion and Inquiry based	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga	Students will – *Identify regional developments. * Compare cultural diversity.	
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HIS-4	New Beginnings Cities and States	Map Work	Map Activity	Day 5		Clap if true Clap if statement is correct	Discussion	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.3 Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements	*Students will - *Develop map-reading and labeling skills.	
HIS-4	New Beginnings Cities and States	Notebook work	Notes	Day 6						Students will be able to:- *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	

HIS-4	New Beginnings Cities and States	Notebook work	Notes	Day 7						Students will be able to- *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
HIS-5	The Rise of Empires	*Introduction *What is an Empire	* Features of Empire *Trade ,trade routes and guilds .	July Day 1	July	*“One Word Empire” – Describe empire in one word.	Video and I board Discussion-based learning	CG-5 Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one’s own family, locality, region, and national and global levels	*Students will Comprehend and interprets sources related to different aspects of human life and makes meaningful interpretations	

<p>HIS-5</p>	<p>The Rise of Empires</p>	<p>The Rise of Magadha</p>	<p>*Establishment of Magadha *5th century Nanda dynasty</p>	<p>Day 2</p>		<p>Who Am I?” – Guess ruler from clues.</p>	<p>Discussion and Inquiry based</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country</p>	<p>Students will - * Understand and analyse social, cultural, and political life in India</p>	
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<p>HIS-5</p>	<p>The Rise of Empires</p>	<p>*The Arrivals of the Greeks</p>	<p>*Satraps and Time line *Alexander dialogue with Gymnosophists.</p>	<p>Day 3.</p>		<p>“One Word Empire” – Describe empire in one word.</p>	<p>Story Telling Method</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga</p>	<p>*Students will be able to –</p> <p>*Explain impact of Alexander’s invasion.</p> <p>*Analyze cultural exchanges.</p>	
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<p>HIS-5</p>	<p>The Rise of Empires</p>	<p>*The Mighty Mauryas</p>	<p>*The Story of Kautilya *The rise of Chandragupta Maurya *Kautilya's concept of a kingdom</p>	<p>Day 4</p>		<p>*True or False Dash” – Move left/right for answers</p>	<p>Video and I board Discussion-based learning</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country</p>	<p>Students will - *Describe administration and expansion. *Identify key rulers (Chandragupta, Ashoka).</p>	
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<p>HIS-5</p>	<p>The Rise of Empires</p>	<p>.*The King who Chose Peace</p>	<p>**Some contributions of the Mauryas</p>	<p>Day 5</p>		<p>Who Am I?” – Guess ruler from clues</p>	<p>Video and I board Discussion-based learning</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements</p>	<p>*Students will – *Explain Dhamma policy. *Analyze importance of non-violence</p>	
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HIS-5	The Rise of Empires	*Life in the Mauryan Period	*Some contributions of the Mauryas	Day 6		Royal Commands” – Teacher gives commands like a king.	observation techniques	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country	*Students will - Describe society, economy, trade. * Explain role of cities and administration.	
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<p>HIS-5</p>	<p>The Rise of Empires</p>	<p>* The Fragile Nature of Empires</p>	<p>*Timeline</p>	<p>Day 7</p>		<p>Clap if you are a mighty king</p>	<p>Discussion-based learning</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.3 Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements</p>	<p>Students will = *Analyze reasons for decline. * Understand challenges in governance.</p>	
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HIS-5	The Rise of Empires	Map Work	Map Activity	Day 8			Discussion-based learning	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country	*Students will - *Develop map-reading and labelling skills.	
HIS-5	The Rise of Empires	Notebook work	Notebook work	Day 9			Discussion-based learning			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	

HIS-5	The Rise of Empires	Notebook work	Notebook work	Day 10			Discussion-based learning			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
CIV-10	The Constitution of India – An Introduction	*Introduction *What is a Constitution ?	Why do we need a Constitution?	July Day 1	July	Right or Wrong? Teacher reads statements—students clap if it’s a Fundamental Right.	*I board and Video interactive, experiential, and inquiry-driven,	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	*Students will - *Define constitution. *Explain its importance.	
CIV-10	The Constitution of India – An Introduction	Writing the Constitution of India	* How was our Constitution Developed?	Day 2		*Mini Preamble Chant Students repeat key words like “Justice, Liberty, Equality.”	* Observation techniques	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	*Student will - *Describe drafting process. *Identify role of leaders.	
CIV-10	The Constitution of India – An Introduction	What Shaped and influenced the Indian Constitution ?	*Influence of the Indian Freedom Movement	Day 3		*Quick Constitution Quiz Toss Toss a ball —answer a simple question when caught.	*Interactive, experiential, and inquiry-driven	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India’s civilisational heritage	Student will - *Identify global influences. * Understand role of freedom movement.	

CIV-10	The Constitution of India – An Introduction	*.Key Features of the Constitution of India	*Learning from across the world	Day 4		*Right or Wrong? Teacher reads statements—students clap if it’s a Fundamental Right.	Discussion-based learning	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level	Students will - *Explain democracy, secularism, equality. *Analyze importance of rights.	
CIV-10	The Constitution of India – An Introduction	Notebook work	Notes	Day 5			Discussion-based learning			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
CIV-10	The Constitution of India – An Introduction	Notebook work	Notes	Day 6			Discussion-based learning			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

GEO-2	Understanding the Weather	Introduction Weather and its Elements	*What is weather? * Observing nature's clues	August Day 1	August	Dress for the Season Students say what to wear in different climates.	I board and Video interactive, experiential, and inquiry-driven,	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will - * Define weather. * Identify elements (temperature, humidity, wind).	ASSESSMENT AS LEARNING
GEO-2	Understanding the Weather	Weather Instruments	*Temperature *Precipitation *Atmospheric Pressure	Day 2		*Climate vs Weather Teacher says examples → students say “weather” or “climate”.	*Interactive, experiential, and inquiry-driven, Data analysis activity	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	Students will - Identify instruments (thermometer, barometer). Explain their use.	

GEO-2	Understanding the Weather		*Wind * Humidity	Day 3		*Climate vs Weather Teacher says examples → students say “weather” or “climate”.	*Interactive, experiential, and inquiry-driven, Data analysis activity	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	Students will - Identify instruments (thermometer, barometer). Explain their use.	
GEO-2	Understanding the Weather	Weather Station	*An automated weather station *Predicting the Weather	Day 4		* Clap if True Clap if statement is correct .	Discussion-based learning	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will – Explain difference between weather & climate. *Describe monsoon system.	
GEO-2	Understanding the Weather	Map work	Map Activity	Day 5		Clap if true Clap if statement is correct	Discussion	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	Students will - *Develop map-reading and labelling skills.	

GEO-2	Understanding the Weather	Note book work	Notes	Day 6		Clap if true Clap if statement is correct	Discussion			Students will to:- *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
GEO-2	Understanding the Weather	Notebook work	Notes	Day 7		Clap if statement is correct	Discussion			Students will be able to- *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
HIS-7	The Gupta Era, An Age of Tireless creativity	*Introduction A New Power Emerges	*The warrior King	August Day 1	August	*Golden Age Guess” – Why is it called golden age?	I board and Video interactive, experiential, and inquiry-driven,	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society	Students will- *Explains and analyses major changes in the past and their impact on society * Describe achievements in science, art, literature.	

HIS-7	The Gupta Era, An Age of Tireless creativity	A Traveller's Accounts of Indian Society in the Gupta Age	Traveller Faxian	Day2		Clap if True Clap if statement is correct	Story Telling Method	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society	Students will explain the growth of new indigenous ideas across India in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system,)	
HIS-7	The Gupta Era, An Age of Tireless creativity	Glimpses of the Gupta Empire	Governance and administration *Thriving trade	Day 3		** Clap if True Clap if statement is correct	*Story Telling Method	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga	Students will- Identify key figures (Aryabhata, Kalidasa).	

HIS-7	The Gupta Era, An Age of Tireless creativity	New Ideas and wonders :The classical Age	Aryabhata *Varahamihira *Kalidasa	Day 4		“Quick Quiz Toss” – Toss ball, answer question.	Discussion-based learning	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga	Students will- Explain reasons for decline.	
HIS-7	The Gupta Era, An Age of Tireless creativity	The Quest for Beauty *The Decline of the Guptas	*Various aspects of Gupta art *Time line	Day 5		Rapid Fire” – Teacher asks 5 quick questions	Story Telling Method	CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India’s democratic traditions through its history	Students will- Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	

HIS-7	The Gupta Era, An Age of Tireless creativity	Map work	Map Activity	Day 6		Clap if true Clap if statement is correct	Discussion-based learning	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	Students will - *Develop map-reading and labelling skills.	
HIS-7	The Gupta Era, An Age of Tireless creativity	Note book work	Notes	Day7		Clap if true Clap if statement is correct	Discussion-based learning			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
HIS-7	The Gupta Era, An Age of Tireless creativity	Note book work	Notes	Day 8		Clap if true Clap if statement is correct	Discussion-based learning			Students will *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

HIS-8	How the lands Becomes Sacred	Introduction What is “Sacredness”?	Pilgrimages	August Day1	August	Think Quick” Name a sacred place in India	I board and Video interactive, experiential, and inquiry- driven	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga	Students will - Define sacredness.	
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HIS-8	How the lands Becomes Sacred	*More Sacred Sites	Becoming Aware of Sacred Geography	Day 2		Sacred or Not?” – Students decide and justify.	Discussion-based learning	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements	Students will - Explain the concept of sacred geography and give examples of sacred rivers, mountains, and forests.	
HIS-8	How the lands Becomes Sacred	*Sacred Ecology	*Rivers and Sangams *Kumbh Mela	Day 3		*“Symbol Guess” – Identify religious symbols	Discussion-based learning	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts	Students will- Identify pilgrimage sites.-	

HIS-8	How the lands Becomes Sacred	Mountains and Forests	Mountains and Forests	Day 4		One Word Feeling” – Describe sacred place in one word	Experiential Learning Learning through real-life experiences	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements	Students will - Explain link between nature and religion.	
HIS-8	How the lands Becomes Sacred	*Sacred Geography beyond India	*Restoring and conserving the sacred	Day 5		Clap if statement is correct	Discussion-based learning	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts	Students will - Analyse conservation importance.	

HIS-8	How the lands Becomes Sacred	Map Work	Map activity	Day 6		Clap if true statement is correct	Discussion-based learning	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	Students will- *Develop map-reading and labelling skills.	
HIS-8	How the lands Becomes Sacred	Note book work	Notes	Day 7		Clap if true statement is correct	Discussion-based learning			*Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
HIS-8	How the lands Becomes Sacred	Notebook work	Notes	Day 8		Clap if true statement is correct	Discussion-based learning			Students will *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
Eco 11	From Barter to Money	Introduction why do we Need Money	*Story of Farmer *Book Exchange	August Day 1	August	Value Guess Compare items—what is more valuable?	I board and Video interactive, experiential, and inquiry-driven	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will be able to – Explain need for money.	

Eco 11	From Barter to Money	*Basic Functions of Money		Day 2		Value Guess Compare items—what is more valuable?	*Interactive, experiential, and inquiry-driven	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will- *Explain the function of the Money.	
Eco 11	From Barter to Money	The Journey of Money	*coinage *Paper Money *New forms of Money	Day 3		* What Will You Trade? Students suggest what they'd give for a chocolate	Experiential Learning Learning through real-life experiences	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will - *trace the historical evolution of money from barter to modern digital payments	
Eco 11	From Barter to Money	Note book work	Notes	Day 4		* Clap if True Clap if statement is correct .	Discussion			Students will Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Eco 11	From Barter to Money	Note book work	Notes	Day 5			Discussion	G-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life	Students will be able to- *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	ASSESSMENT FOR LEARNING

Geog 3.	Climates of India	*Introduction Weather ,Seasons and Climate	*Types of climates in India	September Day 1	September	Quick Debate “Which season is best?”	I board and Video interactive, experiential, and inquiry- driven	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Geog 3.	Climates of India	Factors Determining the Climate	*Latitude *Altitude *Proximity to the sea *Winds *Topography	Day 2		Climate vs Weather Teacher says examples → students say “weather” or “climate	observation techniques and Discussion	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

Geog 3.	Climates of India	The Monsoon Climate and Our lives		Day 3		*Climate vs Weather Teacher says examples → students say “weather” or “climate”.	observation techniques	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	Students will Explain the meaning of monsoon. *Describe how monsoon winds bring rainfall to India. *Analyses the importance of monsoon for agriculture and water supply. *Identify positive and negative impacts of monsoon.	
Geog 3.	Climates of India	Climate and Disasters	*Cyclones *Floods	Day 4		Clap if True Clap if statement is correct	Experiential Learning Learning through real-life experiences	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will - *Identify different types of climate-related disasters. *Explain causes and effects of natural disasters. *Suggest safety measures and preparedness strategies.	

Geog 3.	Climates of India	Climate and Disasters	*Landslides *Forest Fires	Day 5		Clap if True Clap if statement is correct	Experiential Learning Learning through real-life experiences	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will - *Identify different types of climate-related disasters. *Explain causes and effects of natural disasters. *Suggest safety measures and preparedness strategies.	
Geog 3.	Climates of India	Notebook work	Notes	Day 6		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Geog 3.	Climates of India	Notebook work	Notes	Day 7		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

Hist 6	The Age of Reorganisation	Introduction .Surge of Shungas	*Some Shunga contribution to Art	September Day 1	September	Change Maker” – Suggest one reform for society	I board and Video interactive, experiential, and inquiry-driven	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will describe the political situation after the Mauryan Empire.	
Hist 6	The Age of Reorganisation	The Satavahanas	Life under the Satavahanas *Coming of the Chedis	Day 2		Clap if True Clap if statement is correct.	Experiential Learning Learning through real-life experiences	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will Explain the emergence of regional kingdoms.	
Hist 6	The Age of Reorganisation	Kingdoms and life in the South	The Cholas *The Cheras * The Pandyas	Day 3		“Quick Quiz Toss” – Toss ball, answer question.	*Discussion	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will - *Identify the Chedi dynasty and its contributions. *Explain regional developments in central India	

Hist 6	The Age of Reorganisation	Invasions of the Indo Greeks	The Heliodorus Pillar	Day 4		Clap if True Clap if statement is correct.	Experiential Learning Learning through real-life experiences	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will - *Describe the importance of the Heliodorus Pillar. * Explain how it reflects Indo-Greek influence and religious tolerance.	
Hist 6	The Age of Reorganisation	*The Emergence of the Kushanas	*School of Arts	Day 5		Quick Quiz Toss ” – Toss ball, answer question	Discussion	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will - Differentiate between: <ul style="list-style-type: none"> • Gandhara Art • Mathura Art *Analyze the influence of foreign and Indian styles in art.	
Hist 6	The Age of Reorganisation	Map work	Map Activity	Day 6		Clap if True Clap if statement is correct	Discussion	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will - *Develop map-reading and labelling skills	

Hist 6	The Age of Reorganisation	Note book work	Notes	Day 7		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Hist 6	The Age of Reorganisation	Note book work	Notes	Day 8		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
Civ 9	From the Rulers to Ruled ; Types of Governments	*Introduction *What is Government ?	*What are its Functions?	September Day 1	September	Agree or Disagree” – Stand based on opinion	I board and Video interactive, experiential, and inquiry-driven	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will – Define government and democracy.	
Civ 9	From the Rulers to Ruled ; Types of Governments	What is Democracy?	*Functions of the Government	Day 2		Clap if True Clap if statement is correct	Experiential Learning Learning through real-life	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will- * Students will define government and list at least five functions of government	

Civ 9	From the Rulers to Ruled ; Types of Governments	What makes Governments Different ?	*Key differences between governments	Day 3		Speed Brainstorm” – List as many reforms as possible.	Experiential Learning Learning through real Life	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	Students will – Compare different forms (monarchy, democracy).	
Civ 9	From the Rulers to Ruled ; Types of Governments	Democratic Governments around the World	Fundamental Principal of Democracy	Day 4		Agree or Disagree” – Stand based on opinion	Discussion	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	Students will- Explain roles of legislature, executive, judiciary.	
Civ 9	From the Rulers to Ruled ; Types of Governments	Different forms of democratic governments	*Direct Democracy *Parliamentary democracy	Day 5		Clap if True Clap if statement is correct.	Experiential Learning Learning through real-life experiences	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will be able to – Compare different forms (monarchy, democracy)	
Civ 9	From the Rulers to Ruled ; Types of Governments	Different forms of democratic governments	**Presidential Democracy	Day 6		Clap if True Clap if statement is correct.	Experiential Learning Learning through real-life experiences	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will be able to – Compare different forms (monarchy, democracy)	

Civ 9	From the Rulers to Ruled ; Types of Governments	What do these terms mean?	Legislature *Executive *Judiciary * Early republics	Day 7		Rapid Fire” – Teacher asks 5 quick questions	Discussion based Learning	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level	Students will Explain roles of legislature, executive, judiciary.	
Civ 9	From the Rulers to Ruled ; Types of Governments	Other Forms of Government	*Monarchy *Theocracy * Dictatorship *Oligarchy	Day 8		Rapid Fire” Teacher asks 5 quick questions	observation techniques	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will – Compare different forms (monarchy, democracy)	
Civ 9	From the Rulers to Ruled ; Types of Governments	Note book work	Notes	Day 9		Agree or Disagree” – Stand based on opinion	Discussion based Learning			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Civ 9	From the Rulers to Ruled ; Types of Governments	Note book work	Notes	Day 10		Agree or Disagree” – Stand based on opinion	Discussion based Learning			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

Eco 12	Understanding Markets	Introduction *What is a Market?	*Prices and Markets	September Day 1	September	Price Guess Game Guess prices of common items.	I board and Video interactive, experiential, and inquiry-driven,	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Student will – Define a <i>market</i> in simple terms. *Identify buyers and sellers as key participants in a market. * Explain how exchange of goods and services takes place	
Eco 12	Understanding Markets	Markets Around Us	Physical and online markets *Domestic and International Markets *Wholesale and Retail Markets	Day 2		Price Guess Game Guess prices of common items	Experiential Learning Learning through real Life	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Student will- Explain why government intervention is needed in markets. *Identify ways the government protects buyers and sellers. *Understand rules for quality, pricing, and fairness. *Describe the importance of consumer protection laws	
Eco 12	Understanding Markets	The Role of Markets in Peoples’s Lives	How Market benefits Society	Day 3		*Need or Want? Students decide if an item is a need or want.	Experiential Learning Learning through real Life	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps	Students will- * Explain how markets help people buy and sell goods. *Describe how markets provide employment opportunities. *Analyse how markets influence lifestyle and choices. *Understand the importance of markets in the economy.	

Eco 12	Understanding Markets	Government's Role in the Markets	*Controlling Prices for Protecting buyers and sellers *Ensuring quality and Safety standards.	Day 4		* Market Around You Students name nearby markets in 30 seconds	Experiential Learning Learning through real Life	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps	Student will- Explain why government intervention is needed in markets. *Identify ways the government protects buyers and sellers. *Understand rules for quality, pricing, and fairness. *Describe the importance of consumer protection laws.	
Eco 12	Understanding Markets	Map Work	Map Activity	Day 5		Clap if True Clap if statement is correct	Observation and Discussion			*Students will - *Develop map-reading and labelling skills	
Eco 12	Understanding Markets	Note book work	Notes	Day 6		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Eco 12	Understanding Markets	Note book work	Notes	Day 7		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	ASSESSMENT OF LEARNING

Part B 1 Geog 1.	The Story of Indian farming	Introduction Indias Agricultural Landscape	*Echoes from the past *The monsoon and agriculture	November Day 1	November	Quick Quiz Toss – Answer when catching ball.	I board and Video interactive, experiential, and inquiry-driven	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country	*Students will – describe at least three traditional and three modern irrigation methods *Students will define agriculture and explain its importance in India. *Identify major agricultural regions and crops grown. * Describe how physical features influence farming.	
Geog 1	The Story of Indian farming	Climate ,Seasons and Crops .what grows where and when ?	The rhythm of seasons and crops ,Kharif ,rabi and zaid	Day 2		*Season Game – Say crop → students say season	Observation and Discussion	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will – *Identify Kharif, Rabi, and Zaid seasons. * Explain how climate and monsoon affect agriculture. *Match crops with correct seasons and regions.	

Geog 1	The Story of Indian farming	Soil ,the Foundation of Cultivation	*How is soil formed? * Soils of India * Soil-Crop Linkages *Nurturing the soil	Day 3		Weather Impact – Hot/cold → effect on crops	observation techniques	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	Students will- * Explain the process of soil formation. *Identify major soil types in India. * Analyze soil–crop relationships. *Suggest methods to conserve soil.	
Geog 1	The Story of Indian farming	Water:Rain - Fed vs Irrigated Agriculture	Rainfed agriculture *Irrigated agriculture *Seeds	Day 4		“Rapid Fire” – Teacher asks 5 quick questions	observation and Discussion based	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.2 Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	Students will – *Differentiate between rain-fed and irrigated farming. * Identify irrigation sources and methods. *Explain the importance of water conservation.	

Geog 1	The Story of Indian farming	Agricultural Practices :Traditional Wisdom and Modern innovation	Traditional farming system *Contemporary agriculture	Day 5		Clap if True Clap if statement is correct	observation and Discussion based	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will- *Compare traditional and modern farming methods. *Explain use of seeds, fertilizers, and machinery. *Evaluate benefits of modern agricultural innovations	
Geog 1	The Story of Indian farming	*The Role of government *Challenges		Day 6		Clap if True Clap if statement is correct .	interactive, experiential, and inquiry- driven,	CG-5 Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues	C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice	Students will - *Explain how the government supports farmers. *Identify schemes, subsidies, and MSP. *Analyse importance of irrigation and crop insurance. *Identify major agricultural challenges (climate change, soil degradation, etc.). Develop awareness about farmer issues.	
Geog 1	The Story of Indian farming	Map work	Map Activity	Day 7		Clap if True Clap if statement is correct .	Discussion based	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	*Students will - *Develop map- reading and labelling skills	

Geog 1	The Story of Indian farming	Notebook	Notes	Day 8		Clap if True Clap if statement is correct .	Discussion based			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Geog 1	The Story of Indian farming	Notebook	Notes	Day 9		Clap if True Clap if statement is correct	Discussion based			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
Civ 5	India, Home to Many	*Introduction *The Story of Indian Jews *The Syriac Cristian	Story of Parsi Man	November Day 1	November	Quick Quiz Toss – Answer when catching ball	I board and Video interactive, experiential, and inquiry-driven	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will- * Explain why India is a diverse country. *Describe the history of Indian Jews and Syriac Christians.	
Civ 5	India, Home to Many	The Arab Merchant Community	The African Connection	Day 2		Guess the Place Teacher gives clues	*Story telling	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will- *Describe contributions of Armenians in India. *Appreciate India’s openness to migrants.	

Civ 5	India, Home to Many	The Armenians in India	The Baha'i Community in India	Day 3		Clap if True Clap if statement is correct	Discussion and Story telling	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives	Students will- * Explain India's tradition of giving refuge. * Analyze values of compassion and humanity	
Civ 5	India, Home to Many	The Good Maharaja and the Polish Children	Tibetan Refugees in India	Day 4		Clap if True Clap if statement is correct	Discussion and Story telling	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level	Students will- * Explain India's tradition of giving refuge. * Analyze values of compassion and humanity	
Civ 5	India, Home to Many	The whole world is Family		Day 5		Quick Quiz Toss – Answer when catching ball.	Discussion	CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history	Students will- * Interpret the idea of Vasudhaiva Kutumbakam. * Appreciate unity in diversity.	
Civ 5	India, Home to Many	Map work		Day 6		Clap if True Clap if statement is correct	Discussion			Students will- * Develop map-reading and labelling skills	

Civ 5	India, Home to Many	Note book work	Notes	Day 7		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Civ 5	India, Home to Many	Notebook work	Notes	Day 8		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
Hist 3.	Empires and Kingdoms :6th to 10th centuries	Introduction *The Great King of Kings	Arrival of Chinese traveller	December Day 1	December	Clap if True Clap if statement is correct	I board and Video interactive, experiential, and inquiry-driven	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will- Define empire and explain powerful kingship. *Identify features of large empires.	
Hist 3.	Empires and Kingdoms :6th to 10th centuries	A Tripartite Struggle for Kannauj	The Palas *The Gurjara Pratiharas *The Rashtrakutas	Day 2		Guess the Place Teacher gives clues	observation and Discussion based	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	Students will- Explain the Tripartite Struggle for Kannauj. Analyse reasons for conflict	

Hist 3.	Empires and Kingdoms :6th to 10th centuries	*Kashmir *Deccan and Beyond	*The Chalukyas *The Pallavas *Further South	Day 3		Rapid Fire” – Teacher asks 5 quick questions	Observation and discussion	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Students will- Identify major dynasties (Palas, Rashtrakutas, Cholas). Describe regional political developments.	
Hist 3.	Empires and Kingdoms :6th to 10th centuries	*Other Developments	Polity and Administration	Day 4		Clap if True Clap if statement is correct	interactive, experiential, and inquiry-driven	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Students will- *Explain administration and governance systems. *Identify cultural contributions of kingdoms.	
Hist 3.	Empires and Kingdoms :6th to 10th centuries	Map Work	Map Activity	Day 5		Guess the Place Teacher gives clues	observation and Discussion based			Students will- *Develop map-reading and labelling skills	
Hist 3.	Empires and Kingdoms :6th to 10th centuries	Notebook work	Notes	Day 6		Clap if True Clap if statement is correct	observation and Discussion based			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	

Hist 3.	Empires and Kingdoms :6th to 10th centuries	Notebook work	Notes	Day 7		Clap if True Clap if statement is correct	observation and Discussion based			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
Civ 6	The State ,the Government ,and You	*Introduction *what is a State? *What is a Government?	*Story of Roshini Didi *People ,police and the government	December Day 1	December	Yes/No Rights Game Teacher will asked question	I board and Video interactive, experiential, and inquiry-driven	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	Students will- *Define the concept of a State and identify its essential elements. *Differentiate between the State and the Government with relevant examples.	
Civ 6	The State ,the Government ,and You	*Democracy and Republic *India ,a Republic that protects the Rights of All	*Why is the protection of rights important?	Day 2		Rapid Fire” – Teacher asks 5 quick questions	*Discussion and Observation	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	Students will- *Explain the meaning of democracy and republic. *Analyze how India functions as a republic that protects the rights of all citizens.	

Civ 6	The State ,the Government ,and You	*Executive :the Law implementing and policymaking Body	*The executive :political and permanent *Permanent executive	Day 3		Clap if True Clap if statement is correct .	Observation and discussion	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	Students will- *Describe the role of the executive in law implementation and policy-making. *Distinguish between political and permanent executive.	
Civ 6	The State ,the Government ,and You	*The Government and You	*Grievance and redressal *Use the media *Engage through the civil Society	Day 4		Rapid Fire” – Teacher asks 5 quick questions	interactive, experiential, and inquiry-driven,	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	Students will- *Explain how citizens interact with the government in their daily lives. *Identify ways in which people can participate in governance.	
Civ 6	The State ,the Government ,and You	Judiciary the Watchdog	What does the judiciary do? *Why is the judiciary important?	Day 5		Clap if True Clap if statement is correct .	Observation and discussion	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	Students will- *Explain the functions of the judiciary. *Analyze the importance of the judiciary as the protector of rights	

Civ 6	The State ,the Government ,and You	Tiers of Government	What is Decentralization	Day 6		Clap if True Clap if statement is correct .	Discussion and Story telling	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	Students will- Describe the three tiers of government in India. Students will explain the concept of decentralisation and its significance	
Civ 6	The State ,the Government ,and You	Notebook work	Notes	Day 7		Clap if True Clap if statement is correct	Observation and discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Civ 6	The State ,the Government ,and You	Notebook work	Notes	Day 8		Clap if True Clap if statement is correct	Observation and discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

<p>His 4</p>	<p>Turning Tides : 11th and 12th Centuries</p>	<p>*Introduction *Ghaznavid Invasion</p>	<p>*Al-Biruni *Bhaskarcharya</p>	<p>January Day 1</p>	<p>January</p>	<p>“Rapid Fire” – Teacher asks 5 quick questions</p>	<p>I board and Video interactive, experiential, and inquiry-driven</p>	<p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life</p>	<p>C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies</p>	<p>Students will- *Describe the invasions of Mahmud of Ghazni and their impact on India. *Analyze the political and economic motives behind these invasions.</p>	<p>ASSESSMENT AS LEARNING</p>
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<p>His 4</p>	<p>Turning Tides : 11th and 12th Centuries</p>	<p>*Eastern India *Further South</p>	<p>The Kaktiyas *The Hoysalas *The Cholas ,masters of the seas</p>	<p>Day 2</p>		<p>Guess the Place Teacher gives clues</p>	<p>interactive, experiential, and inquiry-driven</p>	<p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life</p>	<p>C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies</p> <p>C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies</p>	<p>Students will – *Describe developments in Eastern and Southern India. *Explain the role of regional kingdoms such as the Cholas, Kakatiyas, and Hoysalas .</p>	
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<p>His 4</p>	<p>Turning Tides : 11th and 12th Centuries</p>	<p>Back to North</p>	<p>*The Paramaras *A turning point the Ghurids in India</p>	<p>Day 3</p>		<p>Clap if True Clap if statement is correct</p>	<p>interactive, experiential, and inquiry-driven</p>	<p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life</p>	<p>C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies</p>	<p>Students will *Analyze the political changes in North India. *Explain the significance of the Ghurid invasions and the Battle of Tarain.</p>	
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His 4	Turning Tides : 11th and 12th Centuries	Governance ,Trade and cultural Life	Ramanujacharya	Day 4		Clap if True Clap if statement is correct	interactive, experiential, and inquiry-driven	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Students will – Describe administrative systems, trade networks, and cultural life during this period. * Interpret the writings of Al-Biruni as a historical source. Recognize contributions of scholars like Bhaskar Acharya and philosophers like Ramanuja chary	
His 4	Turning Tides : 11th and 12th Centuries	Map work	Map Activity	Day 5			Observation and discussion	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Students will- *Develop map-reading and labelling skills	

His 4	Turning Tides : 11th and 12th Centuries	Notebook work	Notes	Day 6				Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.
His 4	Turning Tides : 11th and 12th Centuries	Notebook work	Notes					Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically
Eco 7	Infrastructure: Engine of India's Development	Introduction *Why is the Physical infrastructure is important?	*Why is Physical Infra structure important?	January Day 1	January	Clap if True Clap if statement is correct	I board and Video interactive, experiential, and inquiry-driven,	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will - Define infrastructure and explain its importance in economic development. *classify physical infrastructure with examples.	
Eco 7	Infrastructure: Engine of India's Development	Transportation Infrastructure	*Road and Highway network *Indian railway network	Day 2		Guess the Place Teacher gives clues	Observation and discussion	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will- Describe different modes of transport such as roads, railways, airways, and metro systems.	

Eco 7	Infrastructure: Engine of India's Development	Transportation Infrastructure	Metro train System *Air Transport	Day 3		Rapid Fire” – Teacher asks 5 quick questions	Observation and discussion	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will- Analyse how transport infrastructure supports trade and connectivity.	
Eco 7	Infrastructure: Engine of India's Development	Communication infrastructure	Collective responsibility towards infrastructure	Day 4		Clap if True Clap if statement is correct	Observation and discussion	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society		
Eco 7	Infrastructure: Engine of India's Development	Map work	Map Activity	Day 5		Guess the Place Teacher gives clues	Discussion	CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history	Students will- *Develop map-reading and labelling skills	
Eco 7	Infrastructure: Engine of India's Development	Note book work	Notes	Day 6		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	

Eco 7	Infrastructure: Engine of India's Development	Notebook work	Notes	Day 7		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	ASSESSMENT AS LEARNING
Geo 2	India and her Neighbours	Introduction .Framing the neighbourhood		February Day 1	February	Rapid Fire” – Teacher asks 5 quick questions	I board and Video interactive, experiential, and inquiry-driven	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	Students will – *Describe India's geographical location and its neighbourhood context. *Students will explain the importance of neighbouring countries.	
Geo 2	India and her Neighbours	India and her land based neighbours	India and her largest neighbour * India and Pakistan *A newborn neighbour *In the lap of Himalayas * Land of Thunder dragon	Day 2		Guess the Place Teacher gives clues	Observation and discussion	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will – Identify India's land neighbours and describe their geographical features. * Analyze political and cultural connections with neighbouring countries.	

Geo 2	India and her Neighbours	India's gateway to south east Asia	*A landlocked neighbour *India's nearest Maritime neighbour	Day 3		Yes/No Rights Game Teacher will asked question	Discussion and Story telling	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will- Explain India's links with Southeast Asia through geography and trade.	
Geo 2	India and her Neighbours	India's Maritime Neighbours	*A nation of islets *The Lion City	Day 4		Clap if True Clap if statement is correct	Discussion and Story telling	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will – *Identify India's maritime neighbours and describe their importance.	

Geo 2	India and her Neighbours	The Malay Peninsula	*The Land of copper * Ancient Neighbour	Day 5		Guess the Place Teacher gives clues	Discussion and Story telling	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will - Describe the geographical and economic importance of the Malay Peninsula and nearby regions.	
Geo 2	India and her Neighbours	Map work	Map Activity	Day6		Clap if True Clap if statement is correct	Discussion	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will- *Develop map-reading and labelling skills	

Geo 2	India and her Neighbours	Notebook work	Notes	Day 7		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Geo 2	India and her Neighbours	Notebook work	Notes	Day 8		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	ASSESSMENT FOR LEARNING
Eco 8	Banks and the Magic of Finance	Introduction *What are banks and what do they do?	*Hold Deposits *The Magic of compounding	February Day 1	February	Yes/No Rights Game Teacher will asked question	I board and Video interactive, experiential, and inquiry-driven	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will - *Define banks and explain their primary functions. *Describe how banks accept deposits and provide loans.	
Eco 8	Banks and the Magic of Finance	Other Financial Institution	Reserve Bank of India	Day 2		Clap if True Clap if statement is correct	observation and Discussion based	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will – Identify different financial institutions and explain their roles. Describe the role of the Reserve Bank of India.	

Eco 8	Banks and the Magic of Finance	Payment Modes and System	*Cheque *Debit cards and point of sale machines *Internet banking *Mobile Banking	Day 3		Clap if True Clap if statement is correct	observation and Discussion based	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will – *Explain different modes of payment such as cheques, cards, and digital banking. *Analyze the advantages of digital transactions.	
Eco 8	Banks and the Magic of Finance	Stock market	*Financial Frauds and how to Prevent them	Day 4		Clap if True Clap if statement is correct	observation and Discussion based	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will – Describe the basics of the stock market. *Explain the concept of compounding. *Identify common financial frauds and suggest preventive measure	
Eco 8	Banks and the Magic of Finance	Notebook work	Notes	Day 5		Clap if True Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
Eco 8	Banks and the Magic of Finance	Note book work	Notes	Day 6		Clap if True Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	ASSESSMENT OF LEARNING