
CBSE CLASS VII
SOCIAL SCIENCE
SYLLABUS

Where, When and How

- (a) Terms used to describe the subcontinent and its regions with a map.
- (b) An outlining of the time frame and major developments.
- (c) A brief discussion on sources.

New Kings and Kingdoms

- (a) An outline of political developments c. 700-1200
- (b) A case study of the Cholas, including agrarian expansion in the Tamil region.

The Sultans of Delhi

- (a) An overview.
- (b) The significance of the court, nobility and land control.
- (c) A case study of the Tughlaqs.

The Creation of An Empire

- (a) An outline of the growth of the Mughal Empire.
- (b) Relations with other rulers, administration, and the court.
- (c) Agrarian relations.
- (d) A case study of Akbar.

Architecture as Power: Forts and Sacred Places

- (a) Varieties of monumental architecture in different parts of the country.
- (b) A case study of Shah Jahan's patronage of architecture.

Towns, Traders and Craftsmen

- (a) Varieties of urban centers—court towns, pilgrimage centers, ports and trading towns.
- (b) Case studies: Hampi, Masulipatam, Surat

Social Change: Mobile and settled communities

- (a) A discussion on tribes, nomads and itinerant groups.
- (b) Changes in the caste structure.

(c) Case studies of state formation: Gonds, Ahoms.

Popular Beliefs and Religious Debates

(a) An overview of belief-systems, rituals, pilgrimages, and syncretic cults.

(b) Case Study: Kabir.

The Flowering of Regional Cultures

(a) An overview of the regional languages, literatures, painting, music.

(b) Case study: Bengal.

New Political Formations in the Eighteenth Century

(a) An overview of the independent and autonomous states in the subcontinent.

(b) Case study: Marathas

CLASS VII : OUR ENVIRONMENT

Environment in its totality: natural and human environment.

Natural Environment: land – interior of the earth, rocks and minerals; earth movements and major land forms. (One case study related with earthquake to be introduced)

Air – composition, structure of the atmosphere, elements of weather and climate – temperature, pressure, moisture and wind. (One case study related with cyclones to be introduced)

Water – fresh and saline, distribution of major water bodies, ocean waters and their circulation. (One case study related with tsunami to be introduced)

Natural vegetation and wild life.

Human Environment: settlement, transport and communication.

Human – Environment Interaction: Case Studies – life in desert regions – Sahara and Ladakh; life in tropical and sub-tropical regions – Amazon and Ganga-Brahmaputra; life in temperate regions – Prairies and Veldt.

Project/Activity

- Collect stories / find out about changes that took place in their areas (identify how things/surroundings change overnight and why).
- Discuss the topic “How weather forecast helps us” in your class after assigning the role of a farmer, a hawker, a pilot of an airplane, a captain of ship, a fisherman and an engineer of a

river dam to different students.

- Write observations about local area house types, settlements, transport, communication and vegetation.

Note: Any similar activities may be taken up.

CLASS VII

DEMOCRACY AND EQUALITY

Rationale Democracy and Equality are the key ideas to be engaged with this year. The effort is to introduce the learner to certain core concepts, such as equality, dignity, rule of law etc. that influence Democracy as a political system. The role of the Constitution as a document that provides the guiding framework to function in a democratic manner is emphasized. This section deals with making the link between democracy and how it manifests itself in institutional systems in a concrete and live manner through case studies and real experiences. The objective is not to represent democracy as a fixed idea or system, but one that is changing and evolving. The learner is introduced to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she can develop a broad understanding of the relationship between the State and Citizens.

Equality as a value is explored in some detail, where its relationship with democracy is highlighted and the challenges or questions it raises on inequities and hierarchies that exist at present in society is also discussed. An analysis of everyday experiences in the domain of gender enable the learner to understand how these are related to the creation of differences that are discriminatory in nature.

Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes

UNIT 1: Democracy

This unit will focus on the historical as well as the key elements that structure a democracy. The structures in place to make people's representation a reality will be discussed with reference to its actual functioning.

Section 1

Why Democracy

Two main thrusts

- **Historical**

What were some of the key junctures and transformations in the emergence of democracy in modern societies?

- **Key Features**

- The different systems of power that exist in the world today.
- Significant Elements that continue to make Democracy popular in the contemporary world:
 - Formal Equality.
 - Decision Making mechanisms.
 - Accommodation of differences.
 - Enhancing human dignity.

Section 2

Institutional Representation of Democracy

- Universal Adult Franchise.
- Elections.
- Political parties.
- Coalition Governments

Unit 2: State Government

This unit will focus on the legislative, executive and administrative aspects of state government. It will discuss processes involved in choosing MLAs, passing a bill and discuss how state governments function through taking up one issue. This unit might also contain a section on the nation-state.

Section 1: Its working

- Main functionaries-broad outline of the role of the Chief minister and the council of ministers

Section 2: Its functioning

Through one example:

land reform/irrigation/education/water/health discuss

- The nature of the role played by the government – regarding resources and services.
- Factors involved in distribution of resources/ services.
- Access of localities and communities to resources/ services.

UNIT 3: Understanding Media

In this unit the various aspects of the role of a media in a democracy will be highlighted. This unit will also include a discussion on advertising as well as on the right to information bill.

Section 1 : Media and Democracy

Media's role in providing the following:

- providing information,
- providing forum for discussion/debate creating public opinion.

Media ethics and accountability.

Relationship between Government and Information A case-study of the popular struggle that brought about the enactment of this legislation.

Section 2 : On Advertising

- Commercial Advertising and consumerism,
- Social advertising.

UNIT 4: Unpacking Gender

This unit is to understand the role gender plays in ordering our social and economic lives.

Section 1 : Social Aspects

Norms, values that determine roles expected from boys and girls in the:

- family,
- community,
- schools,
- public spaces,
- understanding Inequality: The role of gender in creating unequal and hierarchical relations in society.

Section 2 : Economic Aspects

- gender division of labour within family,

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- value placed on women's work within and outside the home,
 - the invisibilisation of women's labour.

UNIT 5: Markets Around Us

This unit is focused on discussing various types of markets, how people access these and to examine the workings of an actual market.

Secton 1

- On retail markets and our everyday needs
- On role and impact of wholesale markets how are these linked to the above
- People's access to markets depends upon many factors such as availability, convenience, credit, quality, price, income cycle etc.

Secton 2

Examine the role of an observable wholesale market such as grain, fruit, or vegetable to understand the chain of activities, the role of intermediaries and its impact on farmer - producers.