History, Civics
&
Geography (HCG)

- History and Civics
- Geography

History and Civics

Core concepts of History and Civics for Class VIII are as under:

Class VIII

The Modern World

A Period of Transition

The Growth of Nationalism

India in the 18th Century

Traders to Rulers

The Great Uprising of 1857

Civics

The Three main organs of the Indian Government: Legislature, Executive, Judiciary

United Nations

The Modern World

Theme 1: A Period of Transition

The theme 'A Period of Transition' will enable children to understand the process of change in the world due to the industrial revolution and imperialism. Industrial revolution and imperialism marked a lasting impact on the countries over the globe. In a globalized society the different times of transition is critical for developing the understanding of children about the modern world.

Learning outcomes:

Children will be able to:

- create a general idea of events and changes that occurred all over the world during the period of study;
- identify the basic differences between primary and secondary sources;
- analyse the radical changes brought about by the industrial revolution;
- evaluate the impact of imperialism on the world.

A Period of Transition		
Key Concepts / Concerns	**Suggested Transactional Processes**	**Suggested Learning Resources**
➤ The period of transition – basic understanding. ➤ Sources – Primary and Secondary. ➤ The Industrial Revolution – meaning and reasons why it began in England, major inventions, Impacts of Industrial Revolution. ➤ Imperialism- Its meaning, caused and impacts with special reference to South Asian Countries.	➤ **Organising** discussions on: ☛ studying history through various sources and evidences. ☛ the preservation/conservation of historical records. ☛ life and times before the industrial revolution. ☛ analysing the impacts of imperialism and colonialism with special reference to India. ➤ **Conducting** a Debate on the positive and negative impacts of the Industrial Revolution on societies all over the world. ➤ **Enactment** of role plays by children to dramatize a skit on the Industrial revolution, voyages and discoveries. ➤ **Assigning** project work on undertaking a comparative analysis on handmade and manufactured goods.	➤ Charlie and the Chocolate Factory- Industrial Revolution through Charlie Chaplin. ➤ Audio-visual aids ☛ *News Papers and ICT.* ☛ *Local villages.* ☛ *Archives.*

Life Skills: Social skills- respect, empathy, sensitivity, compassion
Communication skills: Listening and verbalizing

Theme 2: The Growth of Nationalism

The theme 'The Growth of Nationalism' is crucial for enabling children understand the changes in the thought process of people and demand for equality and liberty. These movements finally resulted in social, political, religious and economic justice to the people and ended monarchy. This theme will help children understand how the world they live in evolved in past three centuries.

Learning outcomes:

Children will be able to:

- identify the earliest Nationalist movements in history;
- examine major changes that occurred in the world due to the French revolution;
- analyse various factors leading to the French revolution.

The Growth of Nationalism		
Key Concepts / Concerns	**Suggested Transactional Processes**	**Suggested Learning Resources**
➤ The French Revolution – Causes, the outbreak, impact, the post – revolution period, Napoleon Bonaparte (brief study of the revolution).	➤ **Organising** discussions on: ☛ the Pros & Cons of War ☛ the French revolution and the ideas of freedom, equality and fraternity. ➤ **Conducting** Audio Visual shows on the French revolution'. ➤ **Enactment** of role plays by children based on the meeting of the Constituent Assembly in the French Revolution. ➤ **Conducting** activities on: ☛ preparing a mind map of the related topics in a sequential order. ☛ interactive timeline.	➤ Audio-visual aids- documentaries, clippings on the French Revolution. ➤ Books. ➤ Short questions. ➤ Quizzes.

The theme 'India in the 18th Century' focuses on developing an understanding in children on how the medieval period in Indian history gradually drew to a close following the death of Aurangzeb which marked the decline of the Mughal Empire. Children will also understand and appreciate the transition of India from medieval Mughal era to the modern British Period.

Learning outcomes:

Children will be able to:

- identify the Mughal rulers who ruled after Aurangzeb (late Mughals);
- discuss factors responsible for the decline of the Mughal empire.

India in the 18th Century		
Key Concepts / Concerns	**Suggested Transactional Processes**	**Suggested Learning Resources**
Decline of the Mughal Empire – (Major factors/causes).	**Building on** children's previous learning. **Organising** discussions on various reasons leading to the decline of the Mughal Empire. **Conducting** Audio Visual shows on the times of later Mughal Emperors, followed by discussion. **Conducting** quizzes on various aspects of the theme.	Essays and articles writings. Animated clips, videos and photographs. Quizzes. Map of India. Costumes and articles required for role plays.

Theme 4: Traders to Rulers

'Traders to Rulers' will help children understand how the British gradually gained political control over India and established their supremacy over different parts of the country. They will discover and gain insight into how the Battles of Plassey and Buxar led to the establishment of the British as a major power in India. They will also develop the ability to analyse the conditions of 18th century India and impact of colonial rule on the country.

Learning outcomes:

Children will be able to:

- understand and discuss the system of trade and commerce in India in the 17th and 18th Century;
- discuss the impact of the Battle of Plassey and Buxar in strengthening the British position in India.

Traders to Rulers		
Key Concepts / Concerns	**Suggested Transactional Processes**	**Suggested Learning Resources**

➤ Advent of English East India Company- a brief mention
➤ Conquest of Bengal- Battle of Plassey, Buxar- causes and results.
	➤ **Building** on children's previous learning and experiences.
	➤ **Drawing** a timeline and understanding date on it
	➤ **Organising** discussions on:
	  ☞ Political, Trade and Commerce conditions of 18th century India.
	  ☞ Conspiracies and rivalries for succession in the kingdoms.
	  ☞ Strategies and new type of arms of the East India Company.
	➤ **Written** assignments on the reasons for victory of the British over native rulers.
	➤ **Narrating** events based on the rivalry among the trading communities and the monopoly of the East India Company.
	➤ **Screening** of a documentary/films/audio-videos on the advent of East India Company in India.
	➤ **Organising** a role play by children on the East India Company coming to India and the British taking over the country.
		➤ Audio-visual aids
		➤ Documentary, videos and films
		➤ Books
		➤ E-Content

Theme 5: The Great Uprising of 1857

'The Great Uprising of 1857' deals with the first War of Independence of India against the oppressive colonial rule. The theme aims at enabling children to understand the reasons and results of the uprising and also the beginning of the National Movement in India.

Learning outcomes:

Children will be able to:

- analyse the reasons for the great uprising;
- discuss the policy of lapse;
- examine the consequences of the great uprising of 1857.

The Great Uprising of 1857		
Key Concepts / Concerns	**Suggested Transactional Processes**	**Suggested Learning Resources**

- Reasons – political, socio religious, economic, military.
- Immediate causes.
- Leaders
- Consequences.
- Nature of the Uprising.
	- **Organising** discussions on:
	   ☛ The social, political and economic conditions 19th century India.
	   ☛ Analysing reasons for discontent of sepoys in the British army.
	   ☛ Lord Dalhousie's policy of Lapse.
	- **Conducting** Audio-Visuals showing:
	   ☛ Events that led to the great uprising of 1857.
	   ☛ Leaders and Centres of the Uprising and their contribution in the uprising.
	- **Enactment of** Role plays by children:
	   ☛ to prepare a script for a role play on Rani Laxmi Bai and helping its enactment in the class.
	   ☛ scripting a dialogue between Mangal Pandey and a British officer insisting on using the Enfield rifles.
	- **Written** assignment based on:
	As the last Mughal Emperor Bahadur Shah Jaffar and receiving threats of annexation of Empire by the British Rulers ask children to write a report on the oppressive policies of British rulers and read it in class.
		- Related videos and PPTs.
		- ICT.
		- Related books and comic series.

Theme 1: Three main Organs of the Indian Government: Legislature, Executive, Judiciary

The Legislature, Executive and the Judiciary form the main organs of governance in India. The Union Legislature is entrusted with the task of making laws. Similarly, the Union Executives are entrusted with the task of enforcing laws throughout the country. The Legislature includes Lok Sabha and Rajya Sabha, whereas the Executive includes the President, the Vide-President and the Prime Minister and the other Ministers. The Judiciary is the third branch or the pillar of the Indian democratic setup. This theme will enable children to understand the nature and functions of the government of their country.

Learning outcomes:

Children will be able to:

- ☑ discuss the composition of the Indian parliament - the Lok Sabha and Rajya Sabha;
- ☑ state the qualifications, elections of the President, Prime Minister and Council of Ministers.
- ☑ discuss the composition of the Supreme court and High court and state the qualifications and appointment of judges to the Supreme court and High court.

Three main Organs of the Indian Government: Legislature, Executive, Judiciary

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Legislature – Lok Sabha and Rajya Sabha, composition, term, election, qualifications, Presidency officer. ➤ Executive – The President, The Vice – President, Prime Minister and Council of Ministers- qualifications, election (method not procedure). ➤ The Judiciary – The Supreme Court and high Court – Composition, qualifications of judges, appointment.	➤ **Organising Discussions with children on:** ☛ The composition and working of the Union Parliament. ☛ The Composition of the Supreme Court and High Court on the qualifications of the President, the Prime minister and the Council of ministers. ➤ **Conducting** a Mock Court session to know about the working of the Judiciary.	➤ Audio-visual aids. ➤ Clipping of newspapers and magazines. ➤ Rashtrapati Bhawan. ➤ Parliament in session. ➤ Local Courts.

Theme 2: United Nations

The beginning of the 20th century witnessed World War I, the horror and tragedy of which devastated the World. There was an overwhelming desire for an end to the war and an establishment of peace and security in the world. The United Nations was formed for this purpose in 1945. Some other objectives of UN organs and agencies that work together is to improve the lives of poor people, to eradicate hunger, disease and illiteracy and to encourage mutual respect for each other's right and freedoms. This theme will help children appreciate the role and services of United Nations.

Learning outcomes:

Children will be able to:

- understand and describe the aims and principles of the United Nations(U.N.);
- outline the organs of the U.N.;
- discuss the functions of the General Assembly, Security Council and the International Court of Justice;
- highlight the functions of the U.N. Agencies (UNESCO, UNICEF, WHO);
- appreciate the role and services provided by U.N. Agencies.

United Nations		
Key Concepts / Concerns	**Suggested Transactional Processes**	**Suggested Learning Resources**

➤ Aims and Principles, Organs (all SLR mention in brief)- General Assembly, Security Council, International Court of Justice (detail) – functions.
➤ Agencies of UN – UNESCO, UNICEF, WHO – functions only.
	➤ **Carrying** out survey on the functioning of UN
	➤ **Preparing** Bulletin Boards-agency of UN
	➤ **Organising** discussions on:
	  ☛ The aims and principles of the United Nations.
	  ☛ Functions of Different Organs of the UN.
	➤ **Writing** a report on the working of WHO on eradication of life-threatening diseases in the world.
	➤ **Model making** on: Any one heritage under protection from the UNESCO.
	➤ **Analysing** the work done by the UNICEF to provide clean and safe drinking water to children of developing countries.
	➤ **Conducting** a role Play based on a Model United Nation "MUN" for a first-hand experience.
	➤ **Showing** short documentaries on the UNICEF, WHO, ILO, UNESCO.
		➤ Audio-visual aids.
		➤ Project work-research work/making report on eradication of Zika & Ebola viruses

Geography

Core concepts of Geography for Class VIII are as under:

Class VIII

Population Dynamics

Migration

Urbanisation

Asia: The Largest Continent

India: Geographical Features

Theme 1: Population Dynamics

The theme aims at enabling children to understand the causes of population growth in different parts of the world. They will also be able to comprehend terms such as birth rate, death rate, population density, migration, etc. A Case study approach will help in developing children understanding about the impact of high growth rate of population on socio-economic development of the region.

Learning outcomes:

Children will be able to:

- describe the factors affecting the population of a place;
- identify over and under populated countries in the world;
- analyse the impact of over and under population on society;
- interpret a population pyramid showing composition of the population on the basis of age and sex.

Population Dynamics		
Key Concepts	**Suggested transactional processes**	**Suggested Learning resources**
- Distribution of population in the world. - Overpopulation and under population: meaning with examples of countries from the world. - Impact of overpopulation and under population on the society. - Factors affecting the population of a place, birth and death rate, immigration and emigration. - Composition of population – Age and sex, rural and urban; population pyramid.	- Organising a debate and encouraging children to participate to give their views on the impact of the population growth on economic development of the country. - Conducting an online survey by children to collect data of children in their school on the basis of their age and gender and construct a population pyramid diagram. - Project work on Environmental effects of population growth - Case Study on: A country which is over populated/ underpopulated	- Population data from internet, journals, newspapers, etc. - Clay or paper mesh method to make population pyramids. - Report of the Census(www.census.gov). - Collection of Movies/documentaries/story, flash cards, visuals, maps, atlas. - Project Work - Case Study

Life Skills: Co-operation
Integration: Mathematics, History, Languages

Theme 2: Migration

Human movement from one place to another for different purposes is the focus of this theme. Children will be made aware of the types of migration and its impact on the socio-economic development of the area.

Movement of highly skilled and qualified persons to different parts of the world for better opportunities has been a cause of concern for India. This theme will enable children to understand and investigate the issues related to brain-drain in India and its impact on society.

Learning outcomes:

Children will be able to:

☑ differentiate the terms - immigration and emigration;
☑ explain reasons for migration from and to any area;
☑ analyse impact of migration on any area;
☑ identify regions of the world where huge migration took place during historical period.
☑ explain the meaning of brain-drain;
☑ identify causes of brain drain in India;
☑ analyse the positive and negative impact of brain- drain in India.

Migration		
Key Concepts	**Suggested transactional processes**	**Suggested Learning resources**
➤ Migration: Introduction. ➤ Types of migration- immigration, emigration, rural- urban and urban-urban. (examples from the world). ➤ Impact of migration on socio-economic structure of the society (examples from India and the world). ➤ Brain Drain: introduction, causes of brain-drain, positive and negative impacts of brain-drain.	➤ Showing an audio-visual/ movie /documentary or telling a story on migration. ➤ Initiating a discussion (based on the movie/ story) with children to analyse the impact of migration or brain drain. ➤ Organising a class discussion on the problems of refugees. ➤ Collecting information about brain -drain from various sources e.g. newspapers, journals, magazines, internet, etc. and facilitating a discussion or debate. ➤ Case Study on positive and negative impacts of migration	➤ Movies/documentaries/stories, flash cards, visuals, maps, atlas. ➤ Newspapers, magazines, journals, Web resources, etc. ➤ Case study

Integration: Mathematics, History, Languages

Theme 3: Urbanisation

The aim of the theme is to enable children to understand the concept of urbanisation, its causes and effects. They will also be able to relate the knowledge gained in the previous theme to understand how rapid increase in urbanisation in the world is one of the major causes of migration.

Learning outcomes:

Children will be able to:

- describe the term urbanisation;
- identify causes of urbanisation;
- describe impacts of urbanisation;
- differentiate a smart city from any other urban centre;
- explain strategies/ steps taken at the local level to keep the urban areas clean.
- Discuss ways to reduce negative impact of urbanisation.

Urbanisation		
Key Concepts	**Suggested transactional processes**	**Suggested Learning resources**
- Urbanisation – meaning and causes. - Positive and negative impacts of urbanisation; satellite cities. - Concept of Smart Cities (examples from the World).	- Facilitating a discussion to compare the life in a village and in a city. - Conduct a brainstorming session /class discussion on the relationship between technological development, skilled human resource and urbanisation. - Discussing strategies to reduce negative impact of urbanisation. - Project Work on smart cities to be developed in India.	- Movies/documentaries/stories, flash cards, visuals, maps and an atlas. - Discussions - Research - Project Work

Integration: Mathematics, History, Languages
Life Skills: Co-operation

Theme 4: Asia: The Largest Continent

In this class children will be introduced to the largest continent – Asia. Asia is the largest and the most populous continent in the world. The purpose of introducing this theme is to enable children to understand the physical features and the natural environment of Asia.

Learning outcomes:

Children will be able to:

- identify countries of Asia on the globe and on the world map;
- locate physical features e.g. important mountains, plateaus, deserts, rivers, lakes, islands. on the map of Asia;
- describe the impact of latitudinal extent and distinct relief features on the climate of Asia;
- analyse interrelationship between climate and natural vegetation found in the different regions of Asia.

Asia: The Largest Continent		
Key Concepts	**Suggested transactional processes**	**Suggested Learning resources**
- Location and Extent - East Asia, North Asia, Central Asia, South-East Asia, South-Central Asia, Western Asia - Physiography: Northern lowlands, Central highlands, Plateaus, River basins, Islands. - Climate: Factors affecting Climate of Asia, Types of Climate: Tundra, Temperate, Tropical, Desert, Equatorial. - Natural Vegetation: Tundra, Taiga, Tropical Deciduous, Thorny, Equatorial.	- Engaging children in locating the physical features on the map of Asia. - Using audio - visual materials to highlight geographical and cultural differences in different parts of Asia. - Promoting children's participation to draw an interrelationship between latitudes, relief, climate and vegetation found in different parts of Asia.	- Maps. - Atlas. - Clay and /or papier mache. - Flow chart and/or tables. - Web resources and scrap books. - Audio-visual materials.

Integration: Biology, Languages

Life Skills: Environmental Conservation

Theme 5: India: Geographical Features

The theme aims to build on children's previous knowledge of Class VI and focus and develop a more in-depth understanding of one country in Asia i.e. India.

Learning outcomes:

Children will be able to:

- interpret location and extent of India with reference to other countries of Asia;
- locate important mountains, plateaus, deserts, islands, rivers on the map of India.

India: Geographical Features

Key Concepts	Suggested transactional processes	Suggested Learning resources
- India- Its location and extent, its neighbouring countries. - Political divisions of India – States/ UTs and Capitals. - Physiographic Divisions of India –The Himalayas, Northern plains, Peninsular plateau, Thar desert, Coastal regions, Islands.	Organising quizzes to locate places and physical features on the map of India.	- Maps. - Atlas. - Web resources and scrap books. - Quizzes. - Discussions.