

*History, Civics
&
Geography (HCG)*

- *History and Civics*
- *Geography*



History and Civics

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

Class VII

The Medieval World

Medieval Europe – Rise and Spread of Christianity

Rise and Spread of Islam

The Delhi Sultanate

The Mughal Empire

Civics

The Constitution of India

Directive Principles of State Policy

The Medieval World

Theme 1: Medieval Europe – Rise and Spread of Christianity

'Medieval Europe - Rise and Spread of Christianity' aims at exposing and providing children information to be able to understand the transition of Europe from the Ancient Roman Empire to the Medieval Byzantium Empire. The rise and spread of Christianity will broaden their perspective on beliefs over the globe. In these days of globalized lifestyle, this is critical for developing an in depth understanding about the rise of religion.

Learning outcomes:

Children will be able to:

- ✔ trace the origin and spread of Christianity;
- ✔ reflect on the basic principles and teachings of Christianity;
- ✔ identify similarities of the good teachings of the various forms of Religion;
- ✔ discuss and analyse the relevance of Christ's teachings in the present day context;
- ✔ analyse the relationship between the decline of the Roman empire and the spread of Christianity;
- ✔ study the impact of crusades in Europe;
- ✔ analyse the influence of the church on the life of people in Europe.

Medieval Europe – Rise and Spread of Christianity

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Meaning of the term 'Medieval', tracing the beginning of Medieval period in the world and India on the basis of evidences. ➤ Socio / political circumstances. ➤ Birth of Christianity. ➤ Roman conquest of Palestine. ➤ Main Teachings of Jesus. ➤ Role of Emperor Constantine in spreading Christianity. ➤ Emergence of Constantinople as a new Christian Capital. <p>Medieval Europe.</p> <ul style="list-style-type: none"> ➤ Decline of the Ancient Roman Empire. ➤ Byzantium: birth of a new empire. 	<ul style="list-style-type: none"> ➤ Mind mapping on the society in medieval Europe and the circumstances that led to the rise of Christianity. ➤ Organising discussions with children on: <ul style="list-style-type: none"> ☛ sharing their previous knowledge (if any) about Christianity. ☛ appreciating the good teachings that various religions offer. ☛ constructing a time line on the rise and spread of the Roman Empire. ☛ analysing the reasons and impact of the Barbarian and Byzantium invasions. ☛ explaining the meaning and the impact of crusades. ➤ Showing Audio Visual aids on: <ul style="list-style-type: none"> ☛ practices in Christianity – Crusades and Sacred journeys. ☛ suggested film – Greatest Story ever told as a movie experience. ➤ Enactment of scenes by children from Jesus's life through role plays / skits. ➤ Conducting activities related to: <ul style="list-style-type: none"> ☛ celebrating of Christmas in School. 	<ul style="list-style-type: none"> ➤ Related films, videos and documentaries. ➤ Role play ➤ Mind mapping ➤ Flowcharts ➤ Quizzes ➤ Children's illustrated Bible and Encyclopaedia. ➤ PPTs. ➤ Outline map of the world ➤ Newspapers Clippings and articles.

Medieval Europe – Rise and Spread of Christianity

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ Emergence of the Turks and the Crusades.</p>	<ul style="list-style-type: none"> ☛ organising 'a day of Selfless Service' in school. ☛ designing web charts and flow charts (individually and in groups) on the rise and spread of Christianity. ☛ class presentations on the common features of religions. ☛ Flow chart of chronology of events <p>➤ Creating an imaginary role of a monk or nun living in a monastery during the medieval period – writing an account of your daily routine.</p> <p>➤ Showing the routes on an outline map of the world taken by crusaders and mark countries where Christianity is the official religion.</p>	

Theme 2: Rise and Spread of Islam

The theme 'Rise and Spread of Islam' aims at enabling children to understand a major turning point in the history of mankind with the emergence of a new faith that spread across many continents and affected the politics, life and culture of many places. The suggested pedagogies will help children appreciate the 'welfare of mankind' as the basis of all religions.

Learning outcomes:

Children will be able to:

- trace the emergence and spread of Islam in Saudi Arabia;
- discuss the basic principles and teachings of Islam;
- report on observations related to some other beliefs and practices;
- appreciate a humanitarian approach as the basis of all religions.

Rise and Spread of Islam		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Birth of Prophet Mohammad ➤ Early life teachings and five basic principles of Islam ➤ Spread of Islam 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ appreciating the similarities in the basic teachings and principles of all the religions. ☛ inculcating a sense of compassion, empathy and welfare among humans that forms the basis of all religions. ➤ Showing documentaries on -the City of Mecca and Medina, Haj, Eid celebrations. This will be followed by discussions. ➤ Narrating / reading stories from "illustrated Quran Stories", followed by discussions. 	<ul style="list-style-type: none"> ➤ Timeline ➤ Mind mapping ➤ Films and documentaries. ➤ Related videos and PPTs ➤ Books, magazines and encyclopaedias ➤ Flash cards – Pillars of Islam – Words, Symbols and actions

Theme 3: The Delhi Sultanate

'The Delhi Sultanate' will provide children an insight and enable them to understand the times of the Sultans of Delhi. Interesting pedagogy motivates children to discuss, explore, compare and analyse the information on this period and relate it to present day life. It will help children understand how the past has shaped the present.

Learning outcomes:

Children will be able to:

- discuss the emergence of Delhi as a seat of power;
- name the five dynasties that ruled Delhi;
- analyse the influence and impact of notable rulers on the Sultanate.

The Delhi Sultanate		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ The Turkish invasions</p> <p>The rule of the five dynasties of Delhi Sultanate period, the important rulers and their significance (briefly):</p> <ul style="list-style-type: none"> ☛ <i>Mamluk / Slave Dynasty -Iltutmish, Ghiyasuddin Balban;</i> ☛ <i>Khilji Dynasty - Alauddin Khilji;</i> ☛ <i>Tuglaq dynasty - Mohammand bin Tuglaq.</i> 	<p>➤ Organising discussions with children on:</p> <ul style="list-style-type: none"> ☛ interpreting the meaning of "Sultanate". ☛ analysing the reasons and the impact of invasions. <p>➤ Showing Audio visuals on:</p> <ul style="list-style-type: none"> ☛ the Impact of the Sultanate period ☛ the invasions of Mahmud of Ghazini and his plunder of temples. ☛ "Bharat ek Khoj". ☛ the Episodes on the rulers of Delhi Sultanate. <p>➤ Making a Flow chart activity on Sultans of Delhi</p> <p>➤ Role plays/skits on:</p> <ul style="list-style-type: none"> ☛ the failed experiments of Muhammad bin Tughlaq. ☛ an actual transfer of Class to comprehend Muhammad bin Tughlaq's transfer of capital. ☛ creating a simulation of markets in the Khilji dynasty and designing market policies. <p>➤ Organizing a debate on the views of historians on Muhammad bin Tughlaq (wisest fool/way ahead of his time)</p> <p>➤ Written Assignments may include:</p> <ul style="list-style-type: none"> ☛ designing a Delhi Sultanate Newspaper ☛ creating a royal officials account in Ghiyasuddin Balban's Court – 	<p>➤ Charts, Maps</p> <p>➤ Flowchart</p> <p>➤ Related Videos, films, documentaries and slide shows.</p> <p>➤ Written expression</p> <p>➤ Books, Comics, Encyclopedias and plays (Tughluq).</p> <p>➤ Illustrations made by learners.</p> <p>➤ Bulletin Board.</p> <p>➤ Puppets.</p> <p>➤ Coins, Costumes – images or actual.</p>

The Delhi Sultanate

The Delhi Sultanate		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<p>Giving an account of their observations of the usual day to day proceedings in the Royal court.</p> <ul style="list-style-type: none"> ☛ timeline exercise on the Sultans of Delhi. ➤ Conducting Activities relating to: <ul style="list-style-type: none"> ☛ narrating events based on the Delhi Sultanate. ☛ reading excerpts from the play “Tughlaq” by Girish Karnad ☛ designing a class bulletin board on the Monuments of the Delhi Sultanate. ☛ writing a historian’s account of any one of the policies introduced in the Delhi Sultanate and the impact it caused. ➤ Preparing a case study on expansion of empire, administration, significance of court, nobility and land control of any of the rulers mentioned above. 	

Theme 4: The Mughal Empire

The theme will expose children to the Mughal Empire and enable them to understand why and how it became the most important Empire of the later period of Medieval Indian History. The Empire stretched over a vast territory of the Indian subcontinent and had a rich diversity of people and cultures. Children will also appreciate the Mughal Art and Architecture which forms a rich heritage of India.

Learning outcomes:

Children will be able to:

- ✔ trace the emergence of the Mughal dynasty in India;
- ✔ identify the factors that led to the conquest of India by Babur;
- ✔ analyse the achievements and failures of Mughal emperors;
- ✔ discuss and appreciate the administration, foreign policy, relation with regional kings and Din-e-Illahi of Akbar;
- ✔ evaluate the influence of the legacy this period left behind;
- ✔ understand the rise of regional powers posing a threat to the Mughal empire.

The Mughal Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ An Overview of the Mughal Empire. ➤ The first battle of Panipat and establishment of Mughal Empire. ➤ Babur ➤ Akbar: a case study of Akbar and his times. (relation with other rulers, administrator, revenue system, religious policy). ➤ Aurangzeb and his Deccan policy. ➤ Decline of Mughal Empire 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the origin of the Mughals. ☛ difference in the origin of the Mughals and the rulers of the Delhi Sultanate. ☛ analysing the reasons Of defeat of Ibrahim Lodi in the first battle of Panipat and the establishment of Mughal Empire. ☛ Akbar's policy towards Indian rulers with special reference of the Rajputs and Din-E-Illahi ☛ political developments and military conquests during the times of Akbar and Aurangzeb. ☛ the varieties of monumental architecture, range of materials, skill and styles used and resources required for building works. ➤ Conducting Audio Visual shows on the Mughal rulers and their achievements ➤ Narrating stories of this period through printed / published material that is age appropriate. ➤ Enactment of Role Plays by children on: <ul style="list-style-type: none"> ☛ a simulation of Diwan-i-aam, where the class resolves their issues. ☛ Akbar Birbal stories. ☛ any one ruler of the Mughal dynasty 	<ul style="list-style-type: none"> ➤ Interactions ➤ Pictures of Mughal era. ➤ Videos and films. ➤ Illustrations made by the learner. ➤ Games designed by children. ➤ Books and encyclopaedia's ➤ Creating a Mughal newspaper ➤ Pictorial depictions ➤ Diary recording ➤ Quizzes. ➤ Web chart, flow charts

The Mughal Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> ☛ Ad- acting on the rich legacy of the Mughal era – art, culture, language, jewellery, dresses, etc. ➤ Written assignments may include: <ul style="list-style-type: none"> ☛ launching a Newspaper based on events of the Mughal era. ☛ devising Web charts and flow charts ☛ assembling a ‘Recipe book of Mughal Cuisine. ➤ Creating a Newspaper Ad- Games inviting membership to Designing Board Games Din – I - Ilahi. <ul style="list-style-type: none"> ☛ achievement of rulers. ☛ a diary recording of Shahjahan when imprisoned in the Agra Fort. 	

Integration: Arts Education

Theme 1: The Constitution of India

The theme 'The Constitution of India' aims at providing information and an insight to children into the supreme law of India containing fundamental rules governing its politics and society as a whole. Children will also be able to discuss and understand the need for a Constitution. This understanding is necessary for them to grow into responsible citizens in a secular democracy.

Learning outcomes:

Children will be able to:

- ✓ infer and illustrate the idea of a Constitution and its purpose;
- ✓ discuss the role of the Constituent Assembly;
- ✓ understand the preamble, its aims and objectives;
- ✓ appreciate the contribution of great Indian thinkers in framing the Constitution of India.

The Constitution of India		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ The Constitution – its meaning and purpose. ➤ The role of the Constituent Assembly. ➤ The Preamble, its aims and objectives. 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the meaning of Constitution. ☛ purpose of a Constitution ☛ the important elements of the Preamble ☛ the ideas of the Indian Constitution ☛ the role of prominent members of the Constituent assembly ➤ Conducting Audio Visual shows on: <ul style="list-style-type: none"> ☛ the Documentary - Tryst with Destiny ☛ the making of India's Constitution Part 1 -2. ☛ making of the Constitution – ☛ Indian Pride: Making of the Indian Constitution. 	<ul style="list-style-type: none"> ➤ A copy of the Indian Constitution. ➤ Videos and Films. ➤ Experts/ Judge/Advocate

Theme 2: Directive Principles of State Policy

'Directive Principles of State Policy' will enable children to understand the principles that directs the state to create opportunities for the welfare of all citizens. The understanding in turn will help them grow as sensitive, deliberative, responsible and transformative citizens.

Learning outcomes:

Children will be able to:

- ☑ discuss the meaning of the Directive Principles of State Policy;
- ☑ examine the features of a welfare state;
- ☑ assess the importance of the directive principles;
- ☑ analyse the welfare activities by various kings in Indian history;
- ☑ compare the welfare activities in the past with today's welfare activities.

Directive Principles of State Policy

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Welfare State – Features. ➤ Directive Principles of State Policy – Meaning and Importance 	<ul style="list-style-type: none"> ➤ Organising discussions on: <ul style="list-style-type: none"> ☛ the reasons for a welfare state. ☛ rulers in history who believed in and created welfare states. ☛ a comparison of a welfare state of previous times with today's welfare state. ➤ Conducting a Debate on the Directive Principles of State Policy – A Dream or a reality. ➤ Audio Visuals: <ul style="list-style-type: none"> ☛ short documentaries on initiatives started by Government. ☛ building toilets ☛ removal of child labour. ☛ promotion of cottage Industries. ➤ Enactment of Role plays by children on: 'An Effective Village Panchayat' who can resolve daily problems of villagers and help towards establishing a welfare state. ➤ Written Assignments may include: <ul style="list-style-type: none"> ☛ writing a letter to the DM giving suggestions for fixing the street lights in your area. ☛ The 'welfare school' plan ➤ Preparing a project report by individual or groups of children based on a survey/ research conducted on local craftsman and the help provided by the government / NGOs to them. 	<ul style="list-style-type: none"> ➤ Discussions/Debate <ul style="list-style-type: none"> ☛ News Paper articles ☛ Magazine articles and Images. ☛ Films/videos and Documentaries. ☛ Experts. ➤ Audio – visuals ➤ Project work

Geography



Core concepts of Geography for Class VII are as under:

Class VII

Representation of Geographical Features

Weather and Climate

Atmosphere

Industries

Study of Continents: Europe, Africa and Australia

Theme 1: Representation of Geographical Features

This theme aims at developing in children the ability to interpret topographical sheets. They will also be able to measure distances using a scale.

Learning outcomes:

Children will be able to:

- identify purpose of using different colours scheme on the map;
- identify features on a topographical sheet on the basis of colours;
- use scales for measurement of distance.

Representation of Geographical Features		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Use of Colours on Topographical sheets Blue – Water body Red – Settlements Yellow – Agriculture Brown – High relief Green – Forests ➤ Use of scales for measurement: types of scales (representative fraction, linear scale). ➤ Measuring distance on the map using scales (straight line). 	<ul style="list-style-type: none"> ➤ Engaging children in an activity for identifying features on topographical maps. ➤ Asking children to prepare individual maps on plain paper showing roads, settlements, water bodies, etc. with colours and conventional symbols. ➤ Engaging children in observing and using different types of scales. This is to be followed by a discussion on the scales and their uses. 	<ul style="list-style-type: none"> ➤ Power point presentation and Blackboard/whiteboard/ interactive boards. ➤ Mind mapping ➤ Hands on activity ➤ Atlas and maps. ➤ Experts.

Integration: Mathematics, Arts Education

Theme 2: Weather and Climate

This theme will enable children to understand the elements that affect the weather of a place and also differentiate between weather and climate. They will know about instruments used for measurement of rain, temperature, atmospheric pressure, etc.

Learning outcomes:

Children will be able to:

-  list the elements that affect the weather of a place;
-  distinguish between weather and climate;
-  identify different instruments used to measure elements of weather.

Weather and Climate		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Elements of Weather: <ul style="list-style-type: none"> ☛ Temperature ☛ Atmospheric pressure ☛ Humidity ☛ Precipitation (rain, dew, hail, snow) ☛ Winds ☛ Cloud (different types) ➤ Difference between Weather and Climate. ➤ Weather Instruments: <ul style="list-style-type: none"> ☛ Thermometer ☛ Rain gauge ☛ Barometer ☛ Hygrometer ☛ Anemometer and wind vane 	<ul style="list-style-type: none"> ➤ Encouraging children to: <ul style="list-style-type: none"> ☛ discuss the weather conditions of the place they live in with their peers. ☛ collect information and data about weather from various sources such as newspapers, articles and internet and then writing a report on it. 	<ul style="list-style-type: none"> ➤ Weather station, Weather report from the website of IMD. ➤ Newspapers, articles and internet. ➤ Report writing.

Integration: Languages, Physics, Chemistry

Theme 3: Atmosphere

This theme aims at enabling children to understand the importance and composition of gases found in the atmosphere.

Learning outcomes:

Children will be able to:

- describe the importance of gases that comprise the atmosphere;
- describe the percentage of different gases in the atmosphere;
- highlight importance of layers of atmosphere to sustain life on the earth;
- draw diagram to show the structure of atmosphere.

Atmosphere		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Introduction ➤ Composition of the Atmosphere (percentage of different gases) ➤ Structure of the Atmosphere (brief description of Troposphere, Stratosphere (ozone layer), Thermosphere, Mesosphere, Exosphere). To be done in a tabular format. 	<ul style="list-style-type: none"> ➤ Encouraging children to: <ul style="list-style-type: none"> ☛ collect information and data about weather from various sources such as newspapers, articles and internet. ☛ develop models /diagrams to show structure and composition of the atmosphere. 	<ul style="list-style-type: none"> ➤ Clay models for the structure ➤ Weather station, Weather report from the website of IMD. ➤ Weather crossword puzzle. ➤ Graphs and statistical data from internet resources to study the changes in the variation of temperature and precipitation

Integration: Biology, Chemistry, Languages

Life Skills: Environmental Conservation

Theme 4: Industries

This theme aims to develop children's understanding of how geographical and other factors are responsible for the location of industries. They will also be made aware and sensitised towards pollution caused by industries and measures that need to be taken to prevent the same.

Learning outcomes:

Children will be able to:

- discuss our dependence on industries for fulfilment of our daily needs;
- identify agro based industries and their raw materials;
- discuss factors responsible for localisation of industries.
- name some important industrial centres of the world;
- discuss how industries contribute towards environmental pollution and suggest ways to prevent the same.

Industries		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Introduction ➤ Need for industries in the world. ➤ Agro based industries. ➤ Factors related to establishment of an industry. ➤ Important industries of the world: Iron and Steel, Cotton Textile, Information Technology, fishing; important centres of these industries. ➤ Pollution due to industries and its prevention. 	<ul style="list-style-type: none"> ➤ Mind mapping and familiarising children with the kind of resources required for industrial development through audio-visuels and interactive board. ➤ Organising activity where children prepare a poster or model to display industrial pollution. ➤ Tracing the journey of any item from raw material to finished product (e.g.: your shirt from a cotton field to your wardrobe). 	<ul style="list-style-type: none"> ➤ Wall maps of the World map and Atlas. ➤ Internet resources. ➤ Visuals and Articles from Newspapers, journals, magazines, etc. ➤ Posters and models.

Life Skills: Conservation of environment

Integration: Biology, Languages, Chemistry

Theme 5: Study of Continents: Europe, Africa and Australia

In the previous class, as a part of the Study of Continents, children were given an overview of North and South America. In this class the theme will take the study of different Continents further as children will be introduced to the Continents of: Europe, Africa and Australia. As in the previous class, children will also get an opportunity to undertake case studies.

Learning outcomes:

Children will be able to:

- locate Europe, Africa and Australia on the world map;
- identify the countries in Europe, Africa and Australia;
- locate the major physical features of these continents on the map.

Study of Continents: Europe, Africa, Australia and Antarctica

Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Europe, Africa, Australia: <ul style="list-style-type: none"> ☛ Introduction ☛ Location ☛ Boundaries ☛ Political divisions (countries with capitals) ☛ Major Physical features ☛ Locating the above on the map (details given in the table below). 	<ul style="list-style-type: none"> ➤ Mind mapping and encouraging children to locating Europe, Africa and Australia and on the World map. ➤ Locating the different countries Europe, Africa and Australia on the political map. ➤ Providing opportunities to children to share their experiences if they have visited any countries in the 3 Continents being focussed on in the theme and make flags of a few countries of Europe, Africa and Australia. ➤ Encouraging discussions on the life of people in these continents. ➤ Making a scrap book (individually) about the people of different continents. 	<ul style="list-style-type: none"> ➤ Map of Europe, Africa, Australia and Antarctica ➤ Mind mapping ➤ Flags ➤ Scrap book ➤ Political outline map ➤ Project Work

Integration: Biology, Languages, history, Arts Education

Life Skills: Sensitivity towards environment

Name of the Continent	Physical Features	Map Pointing
Europe	Mountains	Alps
		Ural
		Scandinavian highlands
		Elbrus
		Pyrenees
		Caucasus
Africa		Atlas
		Drakensberg
		Ethiopian Highlands
Australia		Great Dividing Range
Europe	Plateaus	Meseta
	Plains	Great European Plains
Africa	Deserts	Kalahari, Sahara, Namib
Australia		Great Australian Desert
Water Bodies		
Africa	Lakes	Victoria, Malawi, Chad
		Great Rift Valley
Europe	Rivers	Ural, Danube, Volga
Africa		Nile, Congo, Niger, Zambezi, Orange
Australia		Murray Darling