



**VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE), BARAMATI**

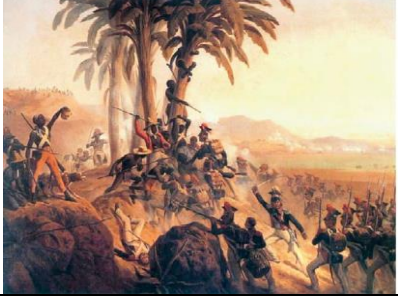
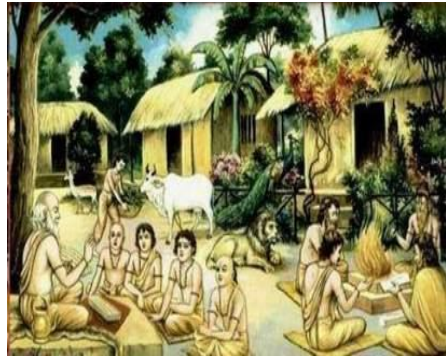
**Annual Curriculum Planning, 2024-25  
SOCIAL SCIENCE - History**

**Class VIII**

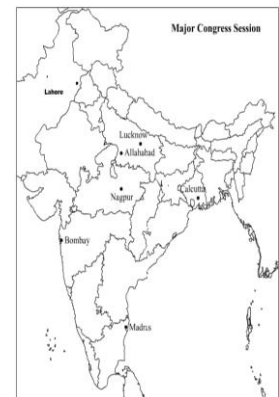
**Marks: 100**

Sr. No.	Content/Topic	Month & Working Days	No. of Periods	Learning Objectives	Expected Learning Outcomes	Teaching Method/ Aids	Activities	Assessment
1	Ch. 1 Introduction: How, When And Where	April 19	6	<ul style="list-style-type: none"> <li>❖ Introduce the changing nomenclature of the subcontinent and regions.</li> <li>❖ Delineate major developments within the time frame.</li> <li>❖ Suggest how the sources of study for this period are different to those of earlier periods.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to understand major developments within the time frame.</li> <li>❖ To suggest how the sources of study for this period are different to those of earlier periods.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Story board, Group Activity – Historical Timeline, Make Personal Timeline, ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation, Quiz</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask students to read the newspaper and select any story of national interest. Have them note regular updates on the story and create a timeline that presents the progress of the story from a contextual perspective.</li> <li>❖ Ask students to research the history of their town or city and create a visual timeline that presents the various changes or developments that have taken place over a period of time in any one of the following areas:                             <ul style="list-style-type: none"> <li>❖ Culture, Architecture, Entertainment, Education</li> <li>❖ Trade and commerce, Mode of transport</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Oral questions</li> <li>❖ MCQs</li> </ul>
2	Ch. 2 From Trade To Territory 	June 15	6	<ul style="list-style-type: none"> <li>❖ Unravel the story of a trading company becoming a political power.</li> <li>❖ Show how the consolidation of British power was linked to the formation of colonial armies and administrative structures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to know about the story of a trading company becoming a political power.</li> <li>❖ To think about various aspects of colonialism and analyse it.</li> <li>❖ To understand formation of colonial armies and administrative structure.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Timeline,</li> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Create a crossword puzzle for your class on the new terms related to the colonial rule that you learnt in this lesson.                             <ul style="list-style-type: none"> <li>▪ Your puzzle should have the clues for each term that will help your class identify the associated term.</li> <li>▪ Compare your puzzle with that of the class.</li> </ul> </li> <li>❖ Think about the various aspects of colonialism that you were introduced to in this lesson. Analyse any two aspects and draw a political cartoon on these two aspects of British colonialism in India.                             <ul style="list-style-type: none"> <li>▪ Your cartoon should have visuals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Through interactive method and</li> <li>❖ Discussion.</li> </ul>

							that communicate your perspective on the specific aspect of colonialism chosen by you.	
3	Ch. 3 Ruling The Countryside 	July 25 *Periodic Test 1	5	<ul style="list-style-type: none"> <li>❖ Provide a broad view of changes within rural society through a focus on two contrasting regions.</li> <li>❖ Show the continuities and changes with earlier societies.</li> <li>❖ (c) Discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to imbibe a broad view of changes within rural society through a focus on two contrasting regions.</li> <li>❖ To discuss the conditions of the under-tenants in Bengal.</li> <li>❖ To appreciate patriotic commitment for one's country.</li> <li>❖ To develop the skills of enquiry ,investigation evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software, PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct the <b>Not Anymore!</b> activity. This will help students to look at the indigo rebellion from a different perspective.</li> <li>❖ Assign project work to students to create a newspaper with articles related to events in the period of history covered in this lesson.</li> <li>❖ 3. Use the hand out Land Revenue Policies to recapitulate the three land revenue policies, the problems associated with them and the overall effect.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Questions and Answers</li> <li>❖ Worksheet</li> </ul>
4	Ch. 4 Tribals, Dikus And Vision Of A Golden Age		3	<ul style="list-style-type: none"> <li>❖ Discuss different forms of tribal societies.</li> <li>❖ (b) Show how government records can be read against the grain to reconstruct histories of tribal revolts.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to discuss different forms of tribal societies.</li> <li>❖ To evaluate the effect of colonial rules on tribes.</li> <li>❖ To compare the impact of new forest laws.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ 1. Conduct the Tribal Revolts project work activity to help students compare and contrast the salient features of the important tribal revolts of the nineteenth and early twentieth century India.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussion</li> <li>❖ Map skills</li> <li>❖ Worksheet</li> </ul>
5	Ch. 5 When People Rebel ( 1857 And After )	August 24	6	<ul style="list-style-type: none"> <li>❖ Discuss how revolts originate and spread.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to examine the consequences of the domination of East India company on Indian affairs.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Timeline,</li> <li>❖ ICR Tata Class Edge Software,</li> </ul>	<ul style="list-style-type: none"> <li>❖ 1. Use the Internet, library books, electronic and print media to find out examples of at least two rebellions that were successful and two that were failures. What were the reasons for their success or failure?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Through the interactive method and</li> <li>❖ Discussion.</li> </ul>

								
				<ul style="list-style-type: none"> <li>❖ (b) Point to the changes in colonial rule after 1857.</li> <li>❖ (c) Illustrate how vernacular and British accounts can be read to understand the rebellion.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To associate the facts related to the revolt of 1857.</li> <li>❖ To locate the main centres of the revolt of 1857.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Activity sheet</li> <li>❖ Support material</li> <li>❖ Concept map</li> </ul>	<ul style="list-style-type: none"> <li>❖ Write a short report on the rebellions selected and share it with the class.</li> <li>❖ 2. Search the Internet, print and electronic media and find out about on-going struggles that are yet to be resolved. Select any one contemporary struggle. What are its causes? Why it is not yet resolved? How do you think it can be resolved?</li> <li>❖ Discuss your views with the class.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Activity</li> <li>❖ Discussion</li> <li>❖ Map Work</li> </ul>
		September 23		The Half Yearly Examination				
6	Ch. 6 Civilising The Native, "Educating The Nation" 	November 16	7	<ul style="list-style-type: none"> <li>❖ Show how the educational system that is seen as universal and normal today has a history.</li> <li>❖ (b) Discuss how the politics of education is linked to questions of power and cultural identity.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to explain the contribution of the British on orient learning in India during the 18<sup>th</sup> century.</li> <li>❖ To know history of the schooling system.</li> <li>❖ To explain the learning environment in Santiniketan.</li> <li>❖ To demonstrate the process of education followed in different sections in Santiniketan.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software, PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ The Indian school educational system today has different boards such as the CBSE, ICSE, State board, etc. Do you think that there should be a single uniform system of national education? Give reasons for your answer.</li> <li>❖ Write a short article on your preferred system of education and what, in your opinion, are its advantages.</li> <li>❖ Create a timeline presenting the history and development of education in India. The timeline should present the main features of the educational system during the:             <ul style="list-style-type: none"> <li>❖ Ancient period</li> <li>❖ Early Vedic period</li> <li>❖ Late Vedic period</li> <li>❖ Era of Buddhism</li> <li>❖ Medieval period</li> <li>❖ 6. Colonial period</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Oral questions</li> <li>❖ Discussion</li> <li>❖ Activity</li> </ul>

7	Ch. 7 Women, Caste And Reform	December 18 *Periodic Test 2	6	<ul style="list-style-type: none"> <li>❖ (a) Discuss why so many reformers focused on the women's question, and how they visualised a change in women's conditions.</li> <li>❖ (b) Outline the history of new laws that affect women's lives.</li> <li>❖ (c) Illustrate how autobiographies, biographies and other literature can be used to reconstruct the histories of women.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to discuss woman's questions and how they visualised a change in woman's conditions.</li> <li>❖ To outline the history of new laws.</li> <li>❖ To illustrate how biographies and autobiographies can be used to reconstruct the histories of women.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software, PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask students to conduct a survey in their area on the socio-economic conditions of the Muslims, the Sikhs and the Parsees. Each group will conduct a survey on one community and will present its report before the class.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Through the interactive method and</li> <li>❖ Discussion.</li> </ul>
				<ul style="list-style-type: none"> <li>❖ B. (a) Familiarise students with the biographies and writings of individuals who sought to criticise and reform the caste system.</li> <li>❖ (b) Discuss why the question of caste was central to most projects of social reform.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to know about writings of individuals who sought to criticise and reform caste system.</li> <li>❖ To discuss why the question of caste was central to most projects of social reform.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Timeline,</li> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>		<ul style="list-style-type: none"> <li>❖ Group discussion</li> </ul>
8	Ch.8 The Making Of The National Movement (1870-1947)	January 23	8	<ul style="list-style-type: none"> <li>❖ Outline the major developments within the national movement and focuses on a detailed study of one major event.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To focus on detailed study of national movement.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Tata classedge software</li> </ul>	<ul style="list-style-type: none"> <li>❖ Direct students' attention to the historical novel by</li> <li>❖ Khushwant Singh that narrates the story of the Partition of India. The novel narrates the story of an isolated</li> <li>❖ village on the Indo-Pak border and how the village that</li> </ul>	<ul style="list-style-type: none"> <li>❖ Oral questions</li> </ul>





				❖ (b) Show how contemporary writings and documents can be used to reconstruct the histories of political movements.	❖ To understand how contemporary writings and documents were used to reconstruct the histories of political movements.	❖ Timeline, ❖ ICR Tata Class Edge Software,	❖ had always enjoyed communal harmony is suddenly exposed to the devastating effects of communal hatred in the wake of the events of Partition. The novel was published in 1956 and portrays the social and cultural milieu of the period. ❖ <b>“Train to Pakistan”</b> ❖ Quiz	❖ Quiz
9	Revision	February 23	9	❖ Revise the concepts.	❖ To recall and write the answers.	❖ Greenboard ❖ Textbook	❖ Worksheet ❖ Quiz	❖ Worksheet ❖ Quiz
		March 11		The Second Terminal Examination				

**Subject Teacher**

**Moderator**

**Principal**

**VIDYA PRATISHTHAN'S DR. CYRUS POONAWALLA SCHOOL (CBSE), BARAMATI**

**Annual Curriculum Planning, 2024-25  
SOCIAL SCIENCE – Political Science**

**Class VIII**

**Marks: 100**

Sr. No.	Name of the Chapter	Month & Working Days	No. of Periods	Learning Objectives	Expected Learning Outcomes	Teaching Method/ Aids	Activities	Assessment
1	Bridge Course Ch. 1 The Indian Constitution	April 19	5	To enable students to: • develop an understanding of the rule of law and our involvement with the law, • understand the Constitution as the primary source of all our laws, • understand laws as evolving and subject to change. • understand the vision and the values of the Constitution, • develop an appreciation of human rights guaranteed in the Constitution • appreciate our continuous involvement with the constitution as a living document.	❖ Students will be able to develop the understanding of the rule of law.. ❖ To understand laws evolving and subject to change. ❖ To understand the vision and the values of the constitution.	❖ ICR Tata Class Edge Software, ❖ PowerPoint Presentation	❖ Classroom Drama	❖ Oral questions ❖ MCQs
2	Ch. 2 Understanding Secularism	June 15	4	To enable the students: • Identify the leaders of secular India • Define the term Secularism. • Discuss the problems in maintaining secularism.	❖ Students will be able to: ❖ Identify the leaders of secular India ❖ Define the term Secularism. ❖ Discuss the problems in maintaining secularism.	❖ Discussion ❖ ICR Tata Class Edge Software, ❖ PowerPoint Presentation	❖ Discussion ❖ Class debate	❖ Through interactive method and ❖ Discussion. ❖ Worksheet
3	Ch. 3 Why Do We Need A Parliament	July 25	4	To enable students to: • understand why India chose a parliamentary form of govt, • gain a sense\rationale of the essential elements of the parliamentary form of government, • analyse the role of people's agency in placing demands for legislation,	❖ Students will be able to understand why India chose a ❖ Parliamentary form of government. ❖ To analyse the role of people's agency in placing demands for legislation.	❖ ICR Tata Class Edge Software, ❖ PowerPoint Presentation	❖ Classroom Drama	❖ Worksheet ❖ Activity
4	Ch. 4 Understanding Laws	August 24	3	• understand what an FIR is and how to file one. • understand the ways in which the government and other groups respond to such issues.	❖ Students will be encourage to understand FIR and how to file it.	❖ ICR Tata Class Edge Software, ❖ PowerPoint Presentation	❖ Role play	❖ MCQs ❖ Worksheet
	*Revision	September 23	3	The Half Yearly Exammination				❖ Oral questions
5	Ch. 5 Judiciary	October 15	6	To enable students to: • understand the main elements of our judicial structure,	❖ Students will be able to understand the main elements of our judicial	❖ Story, ❖ ICR Tata Class Edge	❖ One act play	❖ Worksheet

				<ul style="list-style-type: none"> <li>• appreciate the need for the processes followed,</li> </ul>	<ul style="list-style-type: none"> <li>❖ structure.</li> <li>❖ To appreciate the need for the processes followed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Software, PowerPoint Presentation</li> </ul>		
6	Ch. 6 Understanding Marginalisation	November 16	3	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>• understand what is meant by marginalised,</li> <li>• gain a critical understanding of social and economic injustice.</li> <li>• develop skills to analyse an argument from the marginalised point of view.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to gain a critical understanding of social and economic injustices.</li> <li>❖ To develop skills to analyse an argument from the marginalised point of view.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussion</li> <li>❖ Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quiz</li> <li>❖ MCQs</li> </ul>
7	Ch.7 Confronting Marginalisation	December 18 *Periodic Test II	3	<p>To enable the students to:</p> <ul style="list-style-type: none"> <li>Understand fundamental Rights and marginalisation</li> <li>Know rights of Dalits and Adivasis</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to:</li> <li>❖ Understand fundamental Rights and marginalisation</li> <li>❖ Know rights of Dalits and Adivasis</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ List two different provisions in the 1989 Act?</li> <li>❖ Look up the glossary and write in your own words what you understand by the term morally reprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Worksheet</li> </ul>
8	Ch.8 Public Facilities	January 16	4	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>• think about the role of government in the economic sphere,</li> <li>• see some links between people's aspirations \ needs and role of government.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to think about the role of government in the economic sphere.</li> <li>❖ To know about some links between people's needs and role of government.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Letter Writing</li> <li>❖ Concept map</li> </ul>	<ul style="list-style-type: none"> <li>❖ Oral questions</li> <li>❖ MCQs</li> </ul>
9	Ch.9 Law And Social Justice	February 13	3	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>• List the various occupations associated with each sector of economy.</li> <li>Compare the security measures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will be able to: List the various occupations associated with each sector of economy.</li> <li>❖ Compare the security measures.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ICR Tata Class Edge Software,</li> <li>❖ PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Group discussion</li> <li>❖ Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quiz</li> <li>❖ Worksheet</li> </ul>
		March 11		The Second Terminal Examination				

**Total Marks = 100 [80 + 20 Internal Marks ( 10- Periodic Tests + 5 Portfolio + Subject Enrichment- Project Work) ]**

**Subject Teacher**

**Moderator**

**Principal**