

**O.P.JINDALSCHOOL,SAVITRINAGAR,TAMNAR**  
**Annual Syllabus Break-up for the session 2024-2025**

**Subject: Social Science Class: VIII**

Sl.	Month	No. of Instructional days	No. of periods	Chapterstobetaught	Subjectenrichmentactivities	Valueto be imparted	Extra contentto betaught
1.	April	23	4-5 7-8 7-8	Geography: Ch.1–Resources History: Ch.1–How,When&Where Civics: Ch.1–IndianConstitution	<b>Role Play</b> : The teacher will divide the class in four groups, each group is given the name of minerals like coal, bauxite, Petroleum & iron to imagine and speak about them . Find out about the sources formation on the history of ancient India. Make a scrapbook on some of the members of the Constituent Assembly and write a small description about each member	Children will learn the judicious use of resources  learners should be able to explain the criteria for choosing important dates in history.  students should be able to explain the meaning and functions of a Constitution and the principles that go into its making.	
2.	June	9	5	G-2.Land,Soil,Natural Vegetation and Wild Resources	Find out the major landslides that have occurred in our country and the causes for the same. There can be a discussion in the class on the topic.	They should be able to describe the different types of land and changes in land use over time.	

3.	<b>July</b>	26	7 7 7	C2.UnderstandingSecularism H-2. . From Trade to Territory H-3.Ruling the countryside	‘The Diary of a Young Girl’ to learn about the Nazi atrocities on the Jews. Research on the influence of the trading companies in your state. For example, collect information and the picturesof monuments, buildings, dams and bridges built by the British in the copy.	After studying this lesson, learners should be able to explain the problems faced by the British East India Company while setting up trade with India. students should also be able to describe the different strategies used by the State to ensure secularism. learners should be able to describethe life of the tribals in India in the nineteenth century. They should also be able to explain how the life of the tribals changed during the colonial rule.
4.	<b>August</b>	23	7 8 8	C-3Whydoweneed parliament H-4.Tribals.Dikusand the vision of Golden Age(Imp topics) G-3.Agriculture	Find the number of constituencies in your state and the names of the MPs from each constituency. Make a timeline of the main events of the 1857 revolt. Field Trip: Students would be taken to the field to show the various kind of crops during a particular season.  Make the agriculture map of your state. The map should include the information about the major crops grown in your state	students should be able to explain the formation of the Parliament as well as its functions After completing the lesson, learners should know about the causes and effects of the revolt of 1857. Students will understand the issues of local and global food security.
5.	<b>September</b>	12		Revision& Periodic Test-2 HalfYearly Exam		

#### SYLLABUSFOREXAMINATION

S.NO	EXAMINATION	SUBJECT	SYLLABUSFOREXAMINATION
1	<b>Periodic Test -1</b>	<b>SocialScience</b>	G-1. Resources
2	<b>Test_2</b>	<b>SocialScience</b>	H-2. From Trade to territory
3	<b>Periodic Test-2 Half Yearly Exam</b>	<b>SocialScience</b>	H-1, 2 ,3, 4 G- 1, 2, 3 C- 1, 2, 3

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**Subject:Social Science    ClassVIII**

Sl. NO	Month	No. of Instructional days	No. of periods	Chapterstobetaught	Subjectenrichmentactivities	Valuestobe imparted	Extra contentto be taught
6	October	17	7 6 7	H-5 .When people Rebel(1857 and after)  C-4.Judiciary G-4.Industries	Ask the students to do the following activities, Read up about the views of Raja Ram Mohan and discuss the portrayal of the British schools in India before independence. Research on the number of lower courtspresentinyourarea.Interview a lawyer to learn about the functioning of a court.	After studying this lesson, students should beabletoexplain the threetiered structure of the Indiancourtsand the differences between the civil	
7.	November	19	5 4 4	H-6. Civilisingthe“Native”,Educat ing the nation C-5.Understanding Marginalisation. C6.ConfrontingMarginalisa tion(PR)	Listthedifferenttypesofsmall-scale andlarge-scaleindustriesinyour city.Markthemajorindustries situatedinyourstateona map. Read up about a few schemes introducedbythegovernmentforthe benefit of the people. Meet a volunteer working for a nongovernmentalorganisationactive inthefieldofdevelopmentofthe marginalisedgroups.	learnersshould beableto describesomeof theFundamental  Rightsinvoked by marginalisedgro ups and individuals  Theyshouldbe abletoestatethe measurestaken to reducedisasters inindustries	

8.	<b>December</b>	13	7 7 5	H-7. Women , Caste & Reform(PR) H-8.TheMakingofthe NationalMovement: 1870s--1947 G-6.HumanResou rces	Debateon 'IstheNon-Violent Resistance Solution to All Problems?' Researchabouttheuseofpopulation density maps for marketing various consumer products.	learnersshouldbe able to describe the population change in the world and the factors that affect this change.	
9.	<b>January</b>	25	8 8 6	H-8.TheMakingofthe National Movement:1870s- -1947 C.7.Public Facilities C-8.LawsandSocial Justice	Research on the revolutionary nationalism in India. Make a scrapbook on the important revolutionaries, revolutionary organisationsandtheircontributions.	learnersshouldbe aware of public facilitiesandtheir significance.	
10.	<b>February &amp; March</b>	15		Revision& Periodic Test-4 AnnualExam			

**SYLLABUS FOREXAMINATION**

S.NO	EXAMINATION	SUBJECT	SYLLABUSFOREXAMINATION
1	<b>Periodic Test-3</b>	<b>Social Science</b>	<b>G-4. Industries</b>
2	<b>Test -4</b>	<b>Social Science</b>	<b>H-6.Civilisingthe“Native”,Educating the nation</b> <b>C-4. Judiciary</b>
3	<b>Periodic Test -4 Annual Exam</b>	<b>Social Science</b>	H- 5, 6, 8 G-3, 4, 5, 6 C- 4, 5, 7, 8