

**HANSRAJ MODEL SCHOOL
PUNJABI BAGH, NEW DELHI**

**CURRICULUM
SESSION 2024-25**

**SUBJECT: SOCIAL SCIENCE
CLASS VIII**

MONT H	TOPIC/SUB- TOPICS	LEARNING INTENTIONS (learning outcomes + competencies)	ACTIVITIES	ASSIGNMENTS
April	<p>Map Work</p> <ul style="list-style-type: none"> ● States of India and their Capitals ● Union Territories of India. 	<p>The learners</p> <ul style="list-style-type: none"> ➤ locate the geographical locations of various States and Union Territories of India. ➤ enhance knowledge of different states. ➤ develop spatial reasoning skills. ➤ gain acquaintance with their country. 	<p>Activity: Political Divisions of India (CR)</p> <p>a) The States of India</p> <p>Map 1: Himachal Pradesh, Uttrakhand, Bihar, Uttar Pradesh, Punjab, Haryana, Madhya Pradesh, Jharkhand, Rajasthan, Chhattisgarh.</p> <p>Map 2: Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Andhra Pradesh, Telangana, Orissa West Bengal.</p> <p>Map 3: Assam, Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, Meghalaya, Sikkim.</p> <p>b) The Union Territories of India:</p>	

			<p>Map 4: National Capital Territory of Delhi, Jammu and Kashmir, Ladakh, Andaman and Nicobar Island, Lakshadweep, Pondicherry, Chandigarh, Dadra and Nagar Haveli, and Daman and Diu.</p>	
	<p>UNIT - II L -8 The Modern Period</p> <ul style="list-style-type: none"> ● Periodisation of Indian history ● Modern Period and its main events ● Sources of information: British papers, old buildings, etc 	<p>The learners</p> <ul style="list-style-type: none"> ➤ classify Indian history into the ancient, medieval, and modern periods. ➤ explain the important changes that took place in the modern period. ➤ appreciate the various sources of information. ➤ enhances analytical skills gained by the study of events. ➤ develop a sense of pride for the nation. 	<p>Activity</p> <ul style="list-style-type: none"> ● Infographics-India from the Eyes of Freedom Fighters (DC)- Collection of any five books along with the names of authors, language in which they were written, and picture of the cover page. 	<p>Assignment</p> <ul style="list-style-type: none"> ● Competency-based Questions ● Crab worksheet
April	<p>UNIT - I L 1: Resources: Utilization and Development</p>	<p>The learners</p> <ul style="list-style-type: none"> ➤ describe the factors affecting the utilization of resources. 	<p>Activity:</p>	<p>Assignment:</p> <ul style="list-style-type: none"> ● D4,E4 ● EQ: Mention any three ways to ensure the sustainability of resources.

	<ul style="list-style-type: none"> ● Utilization of resources ● Classification of resources on the basis of: <ul style="list-style-type: none"> □ Renewability □ Origin □ Occurrence □ Development ● Sustainable Development and Conservation. 	<ul style="list-style-type: none"> ➤ comprehend the classification of resources on different bases. ➤ analyse the need for the advancement of technology for the development of resources. ➤ understand the need for sustainable development. ➤ develop a spirit of conservation and draw out various measures to ensure the sustainability of resources. 	<ul style="list-style-type: none"> ● Flow Chart on Classification of Resources (CR) ● Pictograph exhibiting three to five Potential and Actual resources (AI) 	<ul style="list-style-type: none"> ● EQ: Distinguish between <ul style="list-style-type: none"> a) Actual and Potential resources b) Renewable and Non-renewable resources. ● EQ: ‘The quantity and quality of people in a country determine its human resource’. Justify this statement by giving suitable arguments. ● Crab worksheet
	UNIT - II	The learners	PROJECT WORK ONLY	

	<p>L-9 Establishment of Company Rule in India</p> <ul style="list-style-type: none"> ● Arrival of Europeans in India ● Trading companies ● The East India Company ● Carnatic wars (1746-1763) ● Conquest of Bengal, Battle of Plassey (1757) and Battle of Buxar (1764) ● Anglo Mysore wars (1767-1799) ● Anglo Maratha war (1775-1818) ● Anglo Sikh war 	<ul style="list-style-type: none"> ➤ understand the sequence in which Europeans came to India. ➤ comprehend the factors that facilitated the establishment of European trading centres. ➤ explain the role of East India Company in establishing its dominance over India. ➤ comprehend the factors that led to the defeat of the French in the hands of the British. ➤ develop an understanding of the change in the governance of Bengal from Nawab Siraj-ud-Daulah to the establishment of dual government and finally its abolition under Warren Hastings. ➤ describe the series of events that led to the defeat of Hyder Ali and Tipu Sultan bringing an end to the mighty Mysore power. 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Tabulation</i> of different wars (CR) ● <i>Chronological representation</i> of occurrence of events (AI) 	
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	(1845-1849)	<ul style="list-style-type: none"> ➤ analyse the policies of the British against the Marathas. ➤ comprehend the changes in the governance of Punjab. ➤ develop reasoning and critical thinking skills related to the establishment of company rule. 		
MAY	UNIT II L-10: Colonialism: Rural and Tribal Societies: <ul style="list-style-type: none"> ● Colonial Agrarian Policies and their impact ● Zamindari System, Ryotwari System, and ● Mahalwari System. Condition of farmers and revolts raised by them 	The learners <ul style="list-style-type: none"> □ understand the different land revenue systems and their impact on the farmers. □ comprehend the commercialization of Indian agriculture under Britishers and its impact on farmers. □ analyze the colonial policies of reservation of forest and displacement of tribals. 	Activity: <ul style="list-style-type: none"> ● <i>Map Skill (CR)</i> ● <i>Flip Book</i> on any tribal group of India (HC) 	Assignment: <ul style="list-style-type: none"> ● Tabular chart on Zamindari/Mahalwari / Ryotwari system ● Crab worksheet

	<ul style="list-style-type: none"> ● Growth of commercial crops. ● Impact of Colonialism on tribals and tribal revolts ● Decline of craft and industries. ● Growth of Modern Industries in India 	<ul style="list-style-type: none"> □ discuss the decline of Indian crafts and industries. □ explain the impact of nationalism and international developments in facilitating the process of industrialization in India. 		
	<p>UNIT III L -16 Role of the Constitution</p> <ul style="list-style-type: none"> ● Rule of law ● Meaning need and purpose of the constitution. ● Visions and values of the Indian Constitution 	<p>The learners</p> <ul style="list-style-type: none"> ➤ describe rule of law as the basic foundation of a democratic system. ➤ comprehend the significance of the Constitution in a vast and diverse country like India. ➤ develop an understanding of the making of our constitution and 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>“Preamble- The Soul of our Constitution”</i>-Wordle on keywords of Preamble (DC) 	<p>Assignment:</p> <ul style="list-style-type: none"> ● D1, E2 ● Crab worksheet

	<ul style="list-style-type: none"> ● Key features of Indian constitution. ● India as Sovereign, Socialist, Secular, Democratic, Republic ● Fundamental Rights and Duties ● Directive Principles of State Policy and Integrated Judicial Mechanism. 	<p>underlying values and principles which form the very foundation of democratic India.</p> <ul style="list-style-type: none"> ➤ explain the key features of the Indian Constitution. ➤ understanding the need for democracy and respect for diversity. 		
	<p>UNIT III L-17: Fundamental Rights, Fundamental Duties and Directive Principles of State Policy</p>	<p>The learners</p> <ul style="list-style-type: none"> ➤ develop the spirit of active citizenship. ➤ have awareness of their Fundamental Rights and Duties as a Citizen of India. 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Group Discussion</i> on ‘Religious tolerance and harmony is the pride of our country’ (HC) 	<p>Assignment:</p> <ul style="list-style-type: none"> ● D3, E1 ● Crab worksheet

	<ul style="list-style-type: none"> ● Fundamental Rights and Duties ● Directive Principles of State Policy ● Meaning and aspects of Indian Secularism ● Provisions of Right to Freedom of Religion ● Working of Indian Secularism. 	<ul style="list-style-type: none"> ➤ explain the significance of directive principles. ➤ discuss the three-tier appellate judicial mechanism of India. ➤ explain the meaning and aspects of secularism. ➤ analyse the provisions highlighted in the articles of the Constitution. ➤ comprehend how secularism is practiced in India. ➤ imbibe values of equality, regard and love for all religions. 	<ul style="list-style-type: none"> ● Banner on any Fundamental Right which we relate to our day-to-day life (AI) 	
	<p>UNIT-I Chapter-4 Mineral and Energy Resources</p> <ul style="list-style-type: none"> ● Minerals and their classification 	<p>The learners</p> <ul style="list-style-type: none"> □ describe the meaning of rocks, ores and minerals. □ discuss the significance of minerals for the 	<ul style="list-style-type: none"> ● Project Work only. <p>Activity:</p> <p>BOX IT (SI)- Preparing cards of different mineral and energy resources and piling</p>	

	<ul style="list-style-type: none"> ● Distribution of minerals in India and the world ● Conservation of minerals ● Energy Resources: <ul style="list-style-type: none"> □ Conventional □ Non-conventional ● Conservation of Energy Resources 	<p>economic development of the nation.</p> <ul style="list-style-type: none"> □ compare and contrast different types of minerals. □ identify the distribution of minerals in different parts of the world and India. □ justify the need and ways to conserve minerals in order to ensure sustainability on earth. □ comprehend the meaning and significance of energy resources. □ differentiate conventional and non-conventional sources of energy. □ understand the need to conserve energy resources and suggest measures to conserve them. 	<p>them in the right boxes to complete the puzzle.</p>	
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	<p>UNIT-II Chapter-12 Impact of British Rule on India</p> <ul style="list-style-type: none"> • Education under British • Socio-religious reforms <p>Impact of the reform movements</p>	<p>The learners</p> <ul style="list-style-type: none"> □ explain the education system under the Britishers. □ critically analyze its positive and negative implications. □ appreciate the efforts made by Indian social reformers to eradicate the social evils present in the Indian society. □ realize the importance of education in one's life. □ enhance problem solving abilities to eradicate social evils. 	<ul style="list-style-type: none"> • Activity collage on various reformers who contributed towards the change in society 	<p>assignment</p> <ul style="list-style-type: none"> • E2,E3 • Crab worksheet
	<p>UNIT-II Chapter-5 Agriculture</p> <ul style="list-style-type: none"> • Meaning and Importance 	<p>The learners</p> <ul style="list-style-type: none"> □ know the meaning and importance of agriculture. 	<p>activity Tabular chart on variety of crops</p>	<p>Assignment</p> <ul style="list-style-type: none"> • D4,E1 • Crab worksheet

	<ul style="list-style-type: none"> ● Factors affecting agriculture ● Types of agriculture ● Major Crops <p>Agricultural Development</p>	<ul style="list-style-type: none"> □ classify the different types of agricultural practices. □ identify the different crops grown in the world viz food, fibre and beverage and □ comprehend the geographical conditions required for their growth. □ compare and contrast the agricultural practices of India and USA. □ demonstrate abilities to analyze data and communication skill □ appreciate the abilities to work collaboratively. 		
	<p>UNIT-III Chapter-21 Social Justice and the Marginalized</p> <ul style="list-style-type: none"> ● SCs and STs ● Reservation 	<p>The learners</p> <ul style="list-style-type: none"> □ understand the concept of marginalization and analyse the problems faced by the marginalized groups. 	<p>Project work only. Activity:</p> <ul style="list-style-type: none"> ● Techsearch (CR)- Collect information about the ‘Unsung Heroes ‘of the marginalised groups and present digitally. 	

	<ul style="list-style-type: none"> ● OBCs ● Minority groups <p>Just and Equitable Society</p>	<ul style="list-style-type: none"> □ comprehend the meaning of Scheduled Castes and Scheduled Tribes as highlighted in the Constitution. □ explain the reservation policy and its benefits to the weaker sections. □ describe the provisions of Mandal Commission and recognition of OBCs. □ identify the constitutional provisions for safeguarding minorities. □ analyse the pre requisites to create a just and equitable society in India. □ understand national goals like justice, liberty, equality, fraternity etc. <p>realize the need to respect social diversity.</p>	<ul style="list-style-type: none"> ● Pamphlet (HC) to sensitize the students about “Save Environment” and steps taken by the “Bishnois” in this context. 	
JULY	UNIT I	The learners		Assignment:

	<p>L-2 Natural Resources: Land, Soil and Water</p> <ul style="list-style-type: none"> ● Land as a resource and Land use pattern ● Soil as a resource and ways to conserve soil ● Water resources, water pollution and its conservation. 	<ul style="list-style-type: none"> □ understand the significance of land as a resource. □ know the various uses of land, causes of land degradation and ways to conserve it. □ comprehend the importance of soil as a useful resource, factors that have led to soil erosion and ways to conserve soil. □ explain the importance of water resource and enlighten them about methods to save this resource. 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Map Skill</i> -Areas of high and low rainfall (CR) 	<ul style="list-style-type: none"> ● D1, E1 ● Crab worksheet
	<p>UNIT II L -11 First War of Independence</p> <ul style="list-style-type: none"> ● Beginning of the Revolt 	<p>The learners</p>	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Recreational Learning</i> (DC) 	<p>Assignment:</p> <ul style="list-style-type: none"> ● E2, E4

	<ul style="list-style-type: none"> ● Causes of the Revolt: economic, political, social, religious, military and immediate causes. ● Course of the Revolt ● Suppression of the Revolt ● Causes of failure of the Revolt ● Results of the Revolt 	<ul style="list-style-type: none"> □ understand the nature of revolt and realize why the revolt of 1857 is called the first war of independence. □ identify the different causes of the revolt. □ explain the spread of the revolt in different parts of India. □ describe the reasons for the suppression and failure of the revolt. □ analyze the change in administration of India from the hands of EIC to British crown and conclude other consequences of the revolt. □ develop analytical and reasoning skills. □ have pride and respect for the nation. □ value diversity. 	<p>mins)</p> <p>Movie-The Revolt of 1857(10</p> <p>https://youtu.be/AGJfOF4Zd9g</p>	<ul style="list-style-type: none"> ● Map Skill: Important places associated with the Revolt of 1857(CR) ● Crab worksheet
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	<p>UNIT I L-3: Natural Resources: Vegetation and Wildlife</p> <ul style="list-style-type: none"> ● Natural vegetation and its classification ● Importance of Forests ● Wildlife ● Conservation of natural vegetation and wildlife. 	<p>The learners</p> <ul style="list-style-type: none"> □ compare and contrast the forests on the basis of location and climatic conditions. □ appreciate the rich natural heritage of India. □ understand the need to conserve the flora 	<p>project based learning</p>	<ul style="list-style-type: none"> ●
	<p>UNIT III L-18 The Union Government: Union Legislature</p> <ul style="list-style-type: none"> ● Meaning of Federation ● Union Government 	<p>The learners</p> <ul style="list-style-type: none"> □ understand the need of federal form of government in India. □ explain the division of power of government between its three organs. 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Venn Diagram</i> on subjects mentioned in union, state and concurrent lists (AI) ● <i>Mock Parliament (HC)</i> 	<p>Assignment:</p> <ul style="list-style-type: none"> ● Graphic Organizer on three lists i.e.: Union, State, Concurrent list and Residuary subjects. ● Crab worksheet

	<p>and its organs i.e.; legislature, executive and judiciary.</p> <ul style="list-style-type: none"> ● Division of power through three lists- <ul style="list-style-type: none"> □ Union List □ State List □ Concurrent List □ Residuary subjects ● Composition of the two houses of Parliament of India <ul style="list-style-type: none"> □ Lok Sabha □ Rajya Sabha 	<ul style="list-style-type: none"> □ compare and contrast the jurisdiction of government and subjects of union, state, concurrent lists and residuary subjects. □ compare and contrast the working of the two houses of Parliament □ comprehend the varied roles and functions performed by the parliament of India. □ know and value the principle of universal adult franchise 		
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	<ul style="list-style-type: none"> ● Powers and functions of the National Legislature. 			
AUGUST	<p>UNIT-I Chapter 6- Manufacturing Industries</p> <ul style="list-style-type: none"> ● Meaning and importance ● Classification of industries ● Factors influencing location of an industry ● Major industries of the world 	<p>The learners</p> <ul style="list-style-type: none"> □ comprehend the importance of manufacturing industries and familiarize them with the classification of industries on different basis. □ describe the factors that influence the location of an industry. □ analyse the important factors that determine the location of the iron and steel industry, cotton textile industry, and information technology. 	<p>Activity:</p> <ul style="list-style-type: none"> ● MAPWORK: (CR)- Important iron and steel and cotton textile manufacturing countries. <p>To be assessed in periodical test only and will not be evaluated in final.</p>	<p>Assignment:</p> <ul style="list-style-type: none"> ● D2,E1 ● Crab worksheet

		<ul style="list-style-type: none"> □ realize the need of adding value to a product and be environment friendly. □ develop communication and collaborative skills among the students. 		
	<p>UNIT-II Chapter-13 Colonialism and Urban Change</p> <ul style="list-style-type: none"> ● Urbanisation of Calcutta ● Urbanisation of Delhi ● Railways under British ● British impact on painting, literature and architecture. 	<p>The learners</p> <ul style="list-style-type: none"> □ analyze the processes of de-urbanization and urbanization under the Britishers. □ describe the introduction of railways, its benefits to Britishers and impact on Indian society. □ comprehend the changes witnessed in art, literature and architecture under the British. □ develop aesthetic skills for modernisation. 	Project based learning	

		<ul style="list-style-type: none"> □ realize the importance of collaboration and planning. 		
	<p>UNIT-III Chapter 22 Safeguarding the Marginalized</p> <ul style="list-style-type: none"> ● Constitutional provisions ● Protecting the rights of marginalized ● Measures taken by the government for rehabilitation of Manual Scavengers ● Programmes launched for upliftment of weaker sections 	<p>The learners</p> <ul style="list-style-type: none"> □ understand the meaning and problems of the backward classes. □ identify the safeguards created in the constitution for the upliftment and protection of weaker sections and minorities. □ explain the reservation policy initiated by the government. □ understand the various provisions of Prevention of Atrocities Act and steps taken for rehabilitation of manual Scavengers. □ enhance their understanding about the 	project learning	

		<p>Mid-day Meal scheme and employment generation programmes initiated by the government.</p> <ul style="list-style-type: none"> □ have empathy for all sections of society. □ develop a sense of belongingness and responsibility towards society. 		
	<p>UNIT-I Chapter-7 Human Resources</p> <ul style="list-style-type: none"> ● Distribution of Population ● Land Man Ratio ● Factors affecting Distribution of Population ● Growth of Population 	<p>The learners</p> <ul style="list-style-type: none"> □ explain the importance and distribution of human resource across the world and in India. □ analyse the factors which influence the distribution of population. □ identify the factors influencing the growth of population viz birth rate, death rate and migration. 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Demographics of My Nation (AI)</i>- Bar graph showing various attributes of population-state with least and highest population, sex ratio literacy rate and working population dependent population 	<p>Assignment:</p> <ul style="list-style-type: none"> ● D2, E5 ● Crab worksheet

	<ul style="list-style-type: none"> ● Composition of Human Resource 	<ul style="list-style-type: none"> □ understand the various attributes of composition of population such as age structure, sex ratio and literacy rate. □ develop competence in development and problem-solving. □ attain creative skill to provide innovative solutions for human resource management. 		
October	<p>UNIT-II Chapter14: The Nationalist Movement (1870-1947)</p> <ul style="list-style-type: none"> ● Formation of INC ● Partition of Bengal 	<p>The learners</p> <ul style="list-style-type: none"> □ explain the circumstances that led to the formation of Indian National Congress □ describe the reasons for division of Congress into Moderates and 	<p>Activity:</p> <ul style="list-style-type: none"> ● <i>Board Game</i> on Timeline (SI) ● <i>Fun Learning Movie</i> (DC) <p>Azaadi Jallianwala Bagh</p>	<p>Assignment:</p> <ul style="list-style-type: none"> ● D4, E2 ● Map Skill: Places related to the various movements and events associated with the freedom struggle of India. ● Crab worksheet

	<ul style="list-style-type: none"> ● Formation of Muslim league ● Morley Minto reforms ● Home Rule League ● Lucknow Pact ● Arrival of Gandhiji ● Government of India Act, 1919 ● Rowlatt Act ● Jallianwala Bagh Massacre ● Non Co-operation Movement ● Simon Commission ● Lahore Session ● Civil Disobedience Movement 	<p>Radicals and formation of Muslim League.</p> <ul style="list-style-type: none"> □ analyse the changes in the Indian political scene after the arrival of Mahatma Gandhi and his experiments of satyagraha. □ comprehend the atrocities committed by British like the passing of Rowlatt Act and Jallianwala Bagh Massacre which led to the launch of Non-Cooperation Movement. □ analyse how salt became a powerful symbol during Civil Disobedience Movement and the role of revolutionary movements in the independence of India. □ understand the circumstances that led to the launch of Quit India Movement, role of 		
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	<ul style="list-style-type: none"> ● Revolutionary movements ● Government of India act, 1935 ● Quit India Movement ● Subhash Chandra Bose ● Towards Independence 	<p>Subhash Chandra Bose and the formation of Independent India.</p> <ul style="list-style-type: none"> □ develop a sense of pride and respect for the freedom fighters. □ value freedom and devising ways for progress. 		
	<p>UNIT-II Chapter-15 Indian Marches Ahead</p> <ul style="list-style-type: none"> ● Indian Independence Act, 1947 ● Indian Constitution ● India-on the path of progress ● Indian democracy 	<p>The learners</p> <ul style="list-style-type: none"> □ understand the main features of the Indian Independence Act 1947. □ describe the formation of constitution by the Constituent Assembly. □ analyze the changes that have taken place in India since independence. 	<p>Activity: <i>Mobile Hanger</i> on features of India's Foreign Policy (DC) CRAB WORKSHEET</p>	

	<ul style="list-style-type: none"> ● India's foreign relations ● Indian society ● Challenges to Indian democracy ● Vision 2020 	<ul style="list-style-type: none"> □ identify the challenges faced by India. □ comprehend the meaning of Foreign policy and analyze the key features of India's foreign policy. □ appreciate the idea of Vision 2020 □ having awareness about new hopes □ develop critical thinking and decision making abilities for the good. 		
NOVEMBER	<p>UNIT-III Chapter-19 The Union Executive</p> <ul style="list-style-type: none"> ● President and his powers and functions ● Vice President of India ● Union Council of ministers 	<p>The learners</p> <ul style="list-style-type: none"> □ understand the nature and working of the parliamentary system of government. □ describe the tenure, appointment, removal, remuneration and powers and functions of the President of India. 	<p>Activity:</p> <ul style="list-style-type: none"> ● Demonstration of Election of President of India (DC) ● Graphic Organizer showing all the Presidents of India with their names and tenure in chronological order (AI) 	<p>Assignment:</p> <ul style="list-style-type: none"> ● D4, E2 ● Crab worksheet :

	and their functions	<ul style="list-style-type: none"> □ comprehend the powers and functions of the Vice president of India. □ explain the role of Prime Minister and his cabinet. □ enhance leadership abilities and trust in the working of government. 		
	<p>UNIT-III Chapter-20 Judiciary</p> <ul style="list-style-type: none"> ● Independence of Judiciary ● Supreme court of India ● High Courts ● Subordinate Courts ● Lok Adalats and PIL 	<p>The learners</p> <ul style="list-style-type: none"> □ describe the concept and importance of independent judicial system □ analyze the powers and functions of Supreme Court, High Court and Subordinate Courts. □ understand the importance of lok adalats and Public Interest Litigation. 	<p>Activity:</p> <ul style="list-style-type: none"> ● Research Work (AI)- Collect information about any public interest litigation filed during the pandemic to draw attention towards matter of any public importance. 	<p>Assignment:</p> <ul style="list-style-type: none"> ● D1, E1 ● Crab worksheet