



# B.M.BHARTI MODEL SCHOOL

(A Senior Secondary School)  
(Recognised and Affiliated to CBSE)  
Majri, Delhi – 110081

## SYLLABUS FOR CLASS VII

SESSION-2025-26

P.T.-1

ENGLISH READER – MULTISKILL COURSE BOOK

ENGLISH GRAMMAR- GRAMMAR JUNCTION

MONTH	CONTENT	LEARNING OUTCOMES	SKILLS	TEACHING METHODOLOGY/ ACTIVITIES
APRIL	<b>READER-UNIT-1</b> <b>CHILDREN-THE DREAMERS OF DREAM</b> <b>A. DREAM, DREAM, DREAM</b> ●WORD MEANING- Q/ANS.-RTC ●TEXTUAL EXERCISES.  <b>B. THE PURPLE HAZE (ONLY FOR READING)</b>	●UNDERSTAND THE IDEAS SUCH AS SELF- MOTIVATION, DREAM BIG, HARDWORK AND POSITIVE CONTRIBUTION TO SOCIETY.	●LISTENING ●READING ●COMPREHENSION ●CREATIVE THINKING ●READING COMPREHENSION	●STORY TELLING AND DISCUSSION ●READ & DISCUSS THE THEME OF DREAMS, BIG THOUGHTS AND POSITIVE CONTRIBUTION
	<b>C. IMAGINATION (POEM)</b> ●WORD-MEANING, Q./ANS., RTC ●TEXTUAL EXERCISES	●APPRECIATE THE ROLE OF CREATIVITY IN SHAPING THOUGHTS.	●COMPREHENSION ●FLUENCY ●PATTERN RECOGNITION & RHYME	●CREATIVE WRITING- ASK STUDENTS TO WRITE ABOUT THEIR OWN DREAMS AND IMAGINATIONS.
	<b>GRAMMAR-TENSES</b> <b>SIMPLE: PRESENT, PAST AND FUTURE TENSE.</b>	●CONSTRUCT GRAMMATICALLY ACCURATE SENTENCES USING SIMPLE TENSE FORMS.	●CONCEPT BUILDING ●CRITICAL THINKING	●TENSE CHART WITH EXAMPLES- PREPARE A TENSE CHART & EXAMPLES.
	<b>THE SENTENCE KINDS AND PARTS.</b>	●IDENTIFY AND USE SUBJECT AND PREDICATE CORRECTLY.	●WRITING ●FLUENCY	●GIVE STUDENTS A STORY AND ASK THEM TO FIND OUT THE KINDS OF SENTENCES USED.
MAY	<b>READER-UNIT-3</b> <b>ANIMAL FACTS AND FANTASY</b>	●GAIN KNOWLEDGE ABOUT PENGUIN BEHAVIOUR AND HABITAT.	●EXPLORATION ●READING ●COMMUNICATION	●CREATIVE STORY- ●CREATE A VISUAL REPRESENTATION

	●PENGUIN FROLIC			OR INFOGRAPHIC ABOUT PENGUINS.
	<b>GRAMMAR NOUN-TYPES</b>	●CLASSIFY NOUNS INTO PROPER, COMMON, COLLECTIVE, ABSTRACT AND COUNTABLE/ UNCOUNTABLE	●IDENTIFICATION ●GRAMMATICAL ACCURACY	● <b>NOUN SUBSTITUTION</b> REPLACE NOUNS FROM ANOTHER NOUNS IN THE SENTENCES GIVEN.
	<b>PRONOUN- TYPES</b>	●REPLACE NOUNS WITH APPROPRIATE PRONOUNS TO AVOID REPETITION.	●IDENTIFICATION ●CLASSIFICATION ●SENTENCE FORMATION	● <b>PRONOUN STORIES</b> RECITE A STORY USING PRONOUNS IN PLACE OF NOUNS.
	<b>LETTER-FORMAL LETTER</b>	●UNDERSTAND THE FORMAT AND STRUCTURE OF FORMAL LETTERS.	●UNDERSTANDING ●RECOGNITION ●LOGICAL THINKING	● <b>CREATIVE LETTERS</b> WRITE LETTERS FROM THE PRESPECTIVE OF CHARACTER FROM THE STORY OF YOUR BOOK OR HISTORICAL FIGURE.
	<b>VOCABULARY-</b> SYNONYMS (10), ANTONYMS (10), HOMOPHONES (5), IDIOMATIC EXPRESSION (5) WORDS FOLLOWED BY APPROPRIATE PREPOSITION (5)	●IMPROVEMENT OF VOCABULARY BY LEARNING NEW WORDS.	●MEMORIZATION ●APPLICATION ●CONTEXT ANALYSIS	● <b>CROSS WORD</b> PUZZLES, WORD GAMES, ANAGRAMS ETC.
	<b>ACTIVITY BOOK-</b> ACTIVITY-1 (PAGE NO. 1 TO 8) <b>GRAMMAR</b>	●ABLE TO ANSWER FACTUAL, INFERENTIAL AND VOCAB- BASED QUESTIONS. ● <b>UNSEEN PASSAGE</b>	●FLUENCY ●CONCEPT BUILDING ●COMMUNICATION	●PRACTICE WORKSHEET GIVEN IN THE BOOK. ●INFERENCE & INTERPRETATION OF THE PASSAGE TO GET THE CONCLUSION.
<b>NOTE:- ACTIVITY-2 IS FOR SUMMER VACATION.</b>				
<b>MID-TERM</b>				
<b>JULY</b>	<b>READER- UNIT-2</b> ABOUT LOVE ●OUT OF LOVE FOR THE FRIENDLESS (ESSAY)	●LEARN ABOUT EMPATHY AND KINDNESS.	●COMPREHENSION ●COGNITION	●CREATE A PPT ON THE INDIVIDUALS OR ORGANISATIONS THAT SHOWS COMPASSION

	<ul style="list-style-type: none"> <li>●THE BALLAD OF FATHER GRILLIGN (POEM)</li> <li><b>UNIT-4 SECRETS FROM OUR GLORIOUS PAST</b></li> <li>●NALANDA- THE GIVER OF KNOWLEDGE</li> </ul>	<ul style="list-style-type: none"> <li>●IDENTIFY THEMES OF FAITH AND DIVINE INTERVENTION.</li> <li>●EXPLORE THE HISTORICAL IMPORTANCE OF NALANDA UNIVERSITY.</li> </ul>	<ul style="list-style-type: none"> <li>●EMPATHY</li> <li>●READING COMPREHENSION</li> <li>●READING</li> <li>●COMPREHENSION</li> </ul>	<ul style="list-style-type: none"> <li>●WRITE A MODERN ADAPTION OF THE BALLAD, SETTING IN A CONTEMPORARY CONTEXT.</li> <li>●HISTORY SPEAKS- WRITE A DIARY ENTRY OF A STUDENTS LIFE IN NALANDA.</li> </ul>
	<b>GRAMMAR- ADJECTIVES-</b> <ul style="list-style-type: none"> <li>●TYPES AND COMPARISON</li> </ul>	<ul style="list-style-type: none"> <li>●IDENTIFY AND USE ADJECTIVES TO DESCRIBE NOUN EFFECTIVELY.</li> </ul>	<ul style="list-style-type: none"> <li>●GRAMMAR APPLICATION</li> <li>●CLASSIFICATION</li> <li>●VOCABULARY</li> </ul>	<ul style="list-style-type: none"> <li>●<b>ADJECTIVE IDENTIFICATION</b> IDENTIFY THE ADJECTIVE IN SENTENCE AND DESCRIBE THE NOUN THEN MODIFY.</li> </ul>
	<b>VERBS- TYPES</b>	<ul style="list-style-type: none"> <li>●USE VERB CORRECTLY IN DIFFERENT TENSES.</li> </ul>	<ul style="list-style-type: none"> <li>●CONCEPT BUILDING</li> </ul>	<ul style="list-style-type: none"> <li>●<b>VERB CONJUGATION-</b> PRACTICE INCORPORATING VERBS IN DIFFERENT SENTENCES.</li> </ul>
	<b>VERBS-NON FINITE FORMS</b>	<ul style="list-style-type: none"> <li>●IDENTIFY INFINITIVES, GERUNDS AND PARTICIPLES</li> </ul>	<ul style="list-style-type: none"> <li>●ASSIMILATION</li> <li>●APPLICATION</li> </ul>	<ul style="list-style-type: none"> <li>●PREPARE A SUBJECT- VERB AGREEMENT CHART &amp; DISCUSS IN THE CLASS.</li> </ul>
	<b>TENSES- CONTINUOUS</b>	<ul style="list-style-type: none"> <li>●LEARN TO FORM AND USE PRESENT, PAST AND FUTURE CONTINUOUS TENSE.</li> </ul>	<ul style="list-style-type: none"> <li>●ASSIMILATION</li> <li>●COMMUNICATION</li> </ul>	<ul style="list-style-type: none"> <li>●SENTENCE TRANSFORMATION EXERCISES FOR STUDENTS.</li> </ul>
<b>AUGUST</b>	<b>READER- UNIT-5 TOWARDS A BETTER ME.</b> <ul style="list-style-type: none"> <li>●SELF ESTEEM</li> </ul>	<ul style="list-style-type: none"> <li>●RECOGNISE THE ROLE OF CONFIDENCE IN PERSONAL GROWTH.</li> </ul>	<ul style="list-style-type: none"> <li>●REASONING</li> <li>●SELF-REFLECT</li> </ul>	<ul style="list-style-type: none"> <li>●<b>CLASS DISCUSSION-</b> CONDUCT A CLASSROOM DISCUSSION ON STRATEGIES OF BUILDING SELF-ESTEEM.</li> </ul>
	<b>UNIT-7 FLIGHTS- YESTERDAY AND TODAY.</b> <ul style="list-style-type: none"> <li>●FLIGHT INTO SPACE: INDIA'S FLAG ON THE MOON.</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND INDIA'S ACHIEVEMENTS IN SPACE EXPLORATION.</li> </ul>	<ul style="list-style-type: none"> <li>●READING</li> <li>●COMPREHENSION</li> <li>●EXPLORATION</li> </ul>	<ul style="list-style-type: none"> <li>●WRITE A REPORT ON THE RECENT INCIDENT OF 'SUNITA WILLIMAS' STUCK IN SPACE.</li> </ul>

	<b>UNIT-3 ANIMAL FACTS AND FANTACY</b> ●THE WALRUS AND THE CARPENTER.	●INTERPRET SYMBOLISM AND SATIRE IN POETRY.	●COMPREHENSION ●COMPARISON ●COGNITION ●CRITICAL THINKING	● <b>DRAW AND LABEL-</b> CREATE A COLOURFUL PICTURE OF THE WALRUS & THE CARPENTER AND LABEL THEIR CHARACTER TRAITS.
	<b>GRAMMAR-ADVERB-TYPES</b>	●USING ADVERBS APPROPRIATELY TO MODIFY VERBS, ADJECTIVES AND OTHER ADVERBS.	●CONCEPT BUILDING ●VOCABULARY	
	<b>WRITING-INFORMAL LETTER</b>	●ABLE TO WRITE PERSONAL LETTERS FOR VARIOUS SITUATIONS.	●APPLICATION ●COGNITION ●COMPREHENSION	● <b>ROLE-PLAYING-</b> STUDENTS WRITE LETTER IN VARIOUS ROLES. (E.G. FRIEND, FAMILY MEMBER ETC.
	<b>STORY WRITING</b>	●ABLE TO STRUCTURE A STORY WITH A PROPER BEGINNING, MIDDLE AND END.	●CONCEPT BUILDING ●COMPREHENSION ●WRITING	●USE SENSORY DETAILS TO CREATE VIVID DESCRIPTIONS IN STORIES.
<b>SEPTEMBER</b>	<b>GRAMMAR- ●UNSEEN PASSAGE ●UNSEEN POEM</b>	●UNDERSTANDING OF COMPREHENSION	●COMPREHENSION ●READING ●WRITING	● <b>PASSAGE INSPIRATION-</b> WRITE A POEM, STORY OR DRAW A PICTURE INSPIRED BY THE PASSAGE GIVEN BY TEACHER.
	<b>ACTIVITY BOOK- ACTIVITY-3 (18-26) ACTIVITY-4 (27-33)</b>	●UNDERSTANDING OF GRAMMATICAL CONCEPTS AND ENHANCEMENT OF COMPREHENSION ABILITY.	●FLUENCY ●CONCEPT BUILDING ●GRAMMATICAL PROFICIENCY.	●PRACTICE THE GIVEN WORKSHEET.
	<b>GRAMMAR-VOCABULARY-SYNONYMS (10), ANTONYMS (10), HOMOPHONES (5), IDIOMATIC EXPRESSION (5), WORDS FOLLOWED BY APPROPRIATE: PREPOSITION (5)</b>	●ABILITY TO INFER THE MEANING OF UNFAMILIAR WORDS AND EXPANSION OF VOCABULARY THROUGH EXTENSIVE READING AND APPLICATION.	●VOCABULARY ●COMMUNICATION ●WRITING ●CONCEPT BUILDING ●GRAMMATICAL ACCURACY.	●CROSSWORD PUZZLES, WORD TREASURE HUNT, SCRABBLE.
<b>P.T.-2</b>				
<b>OCTOBER</b>	<b>READER-UNIT-2 ABOUT LOVE</b> ●WHERE LOVE IS GOD IS.	●REFLECT ON HOW LOVE AND COMPASSION REVEAL DIVINITY.	●EMPATHY ●REASONING ●FLUENCY	●ON A3 SIZE SHEET DRAW AND WRITE CREATIVELY A CHARACTER SKETCH OF THE

				PROTAGONIST, FOCUSING ON THEIR MOTIVATION & GROWTH.
	<b>UNIT-3 ANIMAL FACTS AND FANTASY</b> ●DR. DOLITTLE	●UNDERSTANDING SIGNIFICANCE OF COMMUNICATION BETWEEN HUMANS AND ANIMALS.	●READING ●MORAL	● <b>CHARACTER PROFILE</b> - CREATE A TABLE CONSISTING THE CHARACTER PROFILE OF THE PROTAGONIST.
	<b>GRAMMAR- PREPOSITION</b>	●ABLE TO USE PREPOSITIONS CORRECTLY IN SENTENCES.	●CONCEPT BUILDING	●USE PICTURES AND HAVE STUDENTS DESCRIBE THE PREPOSITION USED.
	<b>CONJUNCTION</b>	●USING CONJUNCTION TO CONNECT WORDS, SENTENCES CORRECTLY.	●ACCURACY ●WRITING ●CRITICAL THINKING	● <b>COMMUNICATION DRILL</b> - GIVE STUDENTS A SENTENCE AND ASK THEM TO COMPLETE IT WITH USING CONJUNCTIONS.
	<b>SENTENCES- SIMPLE COMPOUND AND COMPLEX</b>	●ABLE TO DIFFERENTIATE BETWEEN SIMPLE, COMPOUND AND COMPLEX SENTENCES.	●CRITICAL THINKING ●SENTENCE CONSTRUCTION	● <b>SENTENCE STRUCTURE</b> - ANALYZE SENTENCES AND IDENTIFY SUBJECT, VERBS AND OBJECTS.
	<b>READER- UNIT-5 TOWARDS A BETTER ME.</b> ●IF (POEM)	●LEARN VALUES OF RESILLIENCE PATIENCE AND PRESERVERANCE.	●COMPREHENSION ●COGNITIVE SKILL	● <b>ANALYSIS &amp; INTERPRET</b> - ANALYZE THE POEM'S USE OF CONDITIONAL STATEMENTS AND THEIR IMPACT.
	<b>UNIT-4 SECRETS FROM OUR GLORIOUS PAST.</b> ●THE DISCOVERY OF LOTHAL: A COMMERCIAL CENTRE. <b>(ACTIVITY ONLY)</b>  ●UPAGUPTA (POEM) ONLY FOR READING.	●LEARN ABOUT ANCIENT INDIAN CIVILIZATION AND ITS ADVANCEMENTS.	●EXPLORATION ●READING ●COMPREHENSION	● <b>MODEL OF PAST</b> - (CREATE A MODEL OF THE ANCIENT CITY OF LOTHAL, HIGHLIGHTING ITS KEY FEATURES.
<b>NOVEMBER</b>	<b>GRAMMAR- PUNCTUATION AND CAPITAL LETTERS.</b>	●UNDERSTANDING OF CORRECT USE OF PUNCTUATION MARKS AND CAPITALIZATION.	●SENTENCE CONSTRUCTION ●CONCEPT BUILDING	● <b>EDITING</b> -EDIT PASSAGES FOR PUNCTUATION ERRORS.

	<b>●TENSES:</b> <b>PERFECT+</b> <b>PERFECT</b> <b>CONTINUOUS</b>	<b>●ABLE TO FORM AND USE</b> <b>PRESENT, PAST AND FUTURE</b> <b>PERFECT TENSE.</b>	<b>●GRAMMAR</b> <b>ANALYSIS</b>	<b>●STORY</b> <b>COMPLETION-</b> PROVIDE A BEGINNING OF A STORY AND HAVE STUDENTS COMPLETE IT DIFFERENT TENSES.
	<b>VOICE: FUTURE+</b> <b>MODALS</b>	<b>●UNDERSTAND WHEN TO USE</b> <b>ACTIVE/ PASSIVE VOICE</b> <b>APPROXIMATELY.</b>	<b>●SENTENCE</b> <b>FORMATION</b>	<b>●VOICE</b> <b>TRANSFORMATION-</b> PRACTICE VOICE TRANSFORMATION SENTENCES VERBALLY IN CLASS.
	<b>WRITING: EMAIL</b>	<b>●ABLE TO WRITE CLEAR AND</b> <b>CONCISE EMAILS</b>	<b>●WRITING</b> <b>●COMPREHENSION</b>	<b>●EMAIL ETIQUETTE:</b> DISCUSS PROPER EMAIL ETIQUETTE
	<b>NOTICE</b>	<b>●UNDERSTAND THE FORMAT</b> <b>AND ESSENTIAL ELEMENT OF A</b> <b>NOTICE.</b>	<b>●REASONING &amp;</b> <b>CRITICAL THINKING</b>	<b>●EDITING:</b> EDIT IMORPER NOTICES FOR CONCEPT CLARITY AND ACCURACY.
	<b>UNSEEN PASSAGE</b>	<b>●ABLE TO ANSWER FACTUAL,</b> <b>VOCAB BASED QUESTIONS.</b>	<b>●COMPREHENSION</b> <b>●READING</b>	<b>●ANSWER</b> QUESTIONS ABOUT THE CENTRAL THEME, AUTHOR’S PURPOSE ETC OF THE PASSAGE/POEM.
	<b>VOCABULARY-</b> <b>SYNONYMS (10),</b> <b>ANTONYMS (10),</b> <b>HOMOPHONES</b> <b>(5)</b>	<b>●ABLE TO COMMUNICATE</b> <b>EFFECTIVELY WITH RICH</b> <b>VOCABULARY.</b> <b>●UNDERSTAND AND USE IDIOMS</b> <b>IN CONTEXT.</b> <b>●IDIOMATIC EXPRESSION (5)</b> <b>WORDS FOLLOWED BY</b> <b>APPROPRIATE PREPOSITION (5)</b>	<b>●FLUENCY</b> <b>●COMMUNICATION</b> <b>●APPLICABILITY</b> <b>●ENHANCED</b> <b>VOCABULARY</b> <b>●CONTEXTUAL</b> <b>UNDERSTANDING</b>	<b>●CONTEXT CLUES-</b> PROVIDE STUDENTS WITH MISSING WORDS AND HAVE STUDENTS DEDUCE THE MEANING FROM THE CONTEXT.
	<b>ACTIVITY BOOK-</b> <b>ACTIVITY-6 (42-</b> <b>51)</b> <b>ACTIVITY-7 (52-</b> <b>61)</b>		IDENTIFY AND PROPER USE OF GRAMMATICAL CONCEPTS WITH ACCURACY.	<b>●PRACTICE PROVIDE</b> <b>WORKSHEET.</b>
<b>FINAL TERM</b>				
<b>JANUARY</b>	<b>READER-</b> <b>UNIT-5 TOWARDS</b> <b>A BETTER ME.</b> <b>●THE STAR</b>	<b>●REFLECT ON THE CONTRAST</b> <b>BETWEEN MATERIAL SUCCESS</b> <b>AND EMOTIONAL FULFILLMENT.</b>	<b>●EMOTIONAL</b> <b>●COGNITIVE</b> <b>●READING</b>	<b>●DISCUSS THE</b> <b>SYMBOLISM OF THE</b> <b>‘STAR’ AND ITS</b> <b>CONNECTION TO</b> <b>PERSONAL</b> <b>ASPIRATION.</b>

	<b>UNIT-6 TRAVEL</b> <b>●TRAVEL ALONE</b>	<b>●UNDERSTAND PERSONAL GROWTH THROUGH TRAVEL EXPERIENCES.</b>	<b>●COMPREHENSION</b> <b>●CONTEXTUAL</b>	<b>●DREAM DESTINATION MAP-</b> CHOOSE AND LABEL ON MAP WHERE YOU DREAM VISITING AND STATE IN BRIEF WAY.
	<b>UNIT-7 FLIGHTS-YESTERDAY AND TODAY.</b> <b>●THE FIRE FLIGHTS</b>	<b>●LEARN ABOUT THE EVOLUTION OF AVIATION.</b>	<b>●OBSERVATION</b> <b>●MEMORIZATION</b>	<b>●FLIGHT TIMELINE-</b> CREATE A TIMELINE OF SIGNIFICANT EVENTS IN THE HISTORY OF FLIGHT.
	<b>●WHY (POEM)</b>	<b>●ENCOURAGE CURIOSITY AND QUESTIONING IN LEARNING</b>	<b>●POETIC INTELLECT</b> <b>●CRITICAL &amp; PERSONAL THINKING</b>	<b>●BE A POET-WRITE</b> YOUR OWN POEM OR ESSAYS REFLECTING ON QUESTION WHY?
	<b>GRAMMAR-</b> <b>●MODALS</b>	<b>●ABLE TO EXPRESS ABILITY, POSSIBILITY, NECESSITY AND PERMISSION USING MODALS.</b>	<b>●EXPRESSION</b> <b>●CONCEPT BUILDING</b>	<b>●ROLE-PLAY-</b> CREATE SKITS USING MODALS.
	<b>●NARRATION-(UNIVERSAL + AFFIRMATIVE)</b>	<b>●ABLE TO IDENTIFY AND APPLY CORRECT CHANGES AND PRONOUN SHIFTS IN THE SENTENCES.</b>	<b>●GRAMMAR</b> <b>●SENTENCE TRANSFORMATION.</b>	<b>●BE A REPORTER-</b> REPORT EVENTS OF TODAY'S ASSEMBLY IN THE CLASSROOM IN REPORTED SPEECH.
	<b>●PHRASES</b>	<b>●RECOGNISE &amp; USE DIFFERENT TYPES OF PHRASES EFFECTIVELY IN WRITING.</b>	<b>●IDENTIFICATION</b> <b>●COMPREHENSION</b>	<b>●CREATE SENTENCES USING DIFFERENT PHRASES.</b>
	<b>●CLAUSES</b>	<b>●ABLE TO DIFFERENTIATE BETWEEN INDEPENDENT &amp; DEPENDENT CLAUSES.</b>	<b>●GRAMMATICAL PROFICIENCY</b>	<b>●COMBINE CLAUSES TO FORM COMPLEX SENTENCES.</b>
<b>FEBRUARY</b>	<b>●PARAGRAPH WRITING</b>	<b>●ABLE TO ORGANISE IDEAS LOGICALLY IN A PARAGRAPH AND MAINTAIN COHERENCE AND COHESION WHILE WRITING.</b>	<b>●COMPREHENSION</b> <b>●CONCEPT BUILDING</b>	<b>●EDIT PARAGRAPHS FOR CLARITY COHERENCE AND UNITY.</b>
	<b>●POSTER MAKING</b>	<b>●ABILITY TO DESIGN POSTERS WITH CLEAR MESSAGING AND VISUALS.</b>	<b>●APPLICATION</b> <b>●INTERPRETATION</b>	<b>●PRESENT POSTERS IN CLASS AND DISCUSS ITS ELEMENTS AND EFFECTIVENESS.</b>
	<b>●LETTER: FORMAL &amp; INFORMAL</b>	<b>●UNDERSTANDING THE FORMAT &amp; CONCEPT OF FORMAL AND INFORMAL LETTERS.</b>	<b>●COMPREHENSION</b> <b>●REASONING &amp; CRITICAL THINKING</b>	<b>●REAL LIFE CASES-</b> STUDENTS WRITE LETTERS ON THE SITUATION RELATED TO THEIR DAY TO DAY LIFE SUCH AS APPLICATION, ENQUIRY,

				COMPLAINT, LETTER TO INVITATION ETC.
	<b>●VOCABULARY-SYNONYMS (10), ANTONYMS (10), HOMOPHONES (10), IDIOMATIC EXPRESSION (5) WORDS FOLLOWED BY APPROPRIATE PREPOSITION (5)</b>	<b>●RECOGNISE AND APPLY ENRICHED VOCABULARY TO EXPRESS IDEAS EFFECTIVELY.</b> <b>●EXPANSION OF VOCABULARY BY UNDERSTANDING WORD DEVIATION.</b>	<b>●MEMORIZATION</b> <b>●COMMUNICATION</b> <b>●WRITING</b> <b>●COMMUNICATION</b>	<b>●TEACH COMMON PREFIXES, SUFFIXES AND ROOTS AND HAVE STUDENTS BUILD NEW WORDS.</b>
	<b>READING-UNSEEN PASSAGE/ POEM</b>	<b>●ABLE TO COMPREHEND AND ANALYSE FACTS AND ANSWER VOCAB-BASED QUESTIONS.</b>	<b>●READING</b> <b>●COMPREHENSION</b> <b>●CRITICAL THINKING</b>	<b>●VOCABULARY IN CONTEXT- IDENTIFY AND DEFINE THE UNFAMILIAR WORDS IN THE PASSAGE.</b>
	<b>ACTIVITY BOOK- ACTIVITY-9 (70-81) ACTIVITY 10 (82-90)</b>	<b>●RECOGNISE AND ANALYZE GRAMMATICAL CONCEPTS EFFECTIVELY.</b>	<b>●GRAMMATICAL ACCURACY</b> <b>●COMMUNICATION</b>	<b>●PRACTICE THE GIVEN WORKSHEET.</b>
<b>MARCH</b>	<b>FINAL TERM EXAMINATION</b>			





# B.M.BHARTI MODEL SCHOOL

(A Senior Secondary School)  
(Recognised and Affiliated to CBSE)  
Majri, Delhi – 110081

## SYLLABUS FOR CLASS VII

SESSION-2025-26

P.T.-1

### SOCIAL SCIENCE-

MONTH	CONTENT	SUB- TOPICS	LEARNING OUTCOMES	TEACHING METHODOLOGY/ ACTIVITIES
APRIL	HISTORY- CH-1 TRACING CHANGES THROUGH A THOUSAND YEARS	<ul style="list-style-type: none"> <li>HISTORIANS AND THEIR SOURCES</li> <li>CHANGES IN MAPS</li> <li>NEW AND OLD TERMINOLOGIES</li> <li>IMPACT OF THE GEOGRAPHICAL FEATURES ON INDIAN HISTORY.</li> </ul>	<ul style="list-style-type: none"> <li>COMPAIRING OLD AND NEW MAPS.</li> <li>DEVELOPING CRITICAL THINKING</li> <li>SOCIAL AND CULTURAL INTERACTIONS</li> </ul>	<ul style="list-style-type: none"> <li>ROLE PLAY ACTIVITY</li> <li>CREATE A 'THEN AND NOW' COMPARISON CHART</li> <li>CLASS DISCUSSION AND REFLECTION.</li> </ul>
	HISTORY- CH-2 KINGS AND KINGDOMS	<ul style="list-style-type: none"> <li>THE EMERGENCE OF KINGDOMS</li> <li>MEDIEVAL INDIAN KINGDOMS</li> <li>KINGS AND THEIR ROLES</li> <li>TIMELINE</li> </ul>	<ul style="list-style-type: none"> <li>ANALYZING ANCIENT INDIAN KINGDOMS</li> <li>DEVELOPING PROBLEM SOLVING SKILLS.</li> <li>CULTIVATING VALUES AND ATTITUDES</li> </ul>	<ul style="list-style-type: none"> <li>KINGDOM MODEL MAKING.</li> <li>CULTURAL HERITAGE RESEARCH PROJECT</li> <li>ROLE PLAY ACTIVITY.</li> </ul>
MAY	GEOGRAPHY- CH-1 ENVIRONMENT	<ul style="list-style-type: none"> <li>LANDFORMS AND LANDSCAPES</li> <li>WATER BODIES</li> <li>CLIMATE AND WEATHER</li> <li>CONSERVATION</li> </ul>	<ul style="list-style-type: none"> <li>UNDERSTANDING THE NATURAL ENVIRONMENT</li> <li>UNDERSTANDING CONSERVATION AND MANAGEMENT</li> <li>CULTIVATING VALUE AND ATTITUDES.</li> </ul>	<ul style="list-style-type: none"> <li>LANDFORM MAPPING</li> <li>DEFORESTATION DEBATE.</li> <li>BIODIVERSITY CONSERVATION POSTER.</li> </ul>
	CIVICS- CH-1 EQUALITY	<ul style="list-style-type: none"> <li>DEFINITION AND CONCEPT</li> <li>EQUALITY AND JUSTICE</li> <li>SCHEMES AND PROGRAMS</li> <li>CHALLENGE OF DEMOCRACY.</li> </ul>	<ul style="list-style-type: none"> <li>ANALYZE THE RELATIONSHIP BETWEEN EQUALITY AND JUSTICE.</li> <li>PROMOTING EQUALITY</li> <li>DEVELOPING CRITICAL THINKING</li> <li>PROBLEM SOLVING SKILLS.</li> </ul>	<ul style="list-style-type: none"> <li>EQUALITY DEBATE</li> <li>EQUALITY AND JUSTICE CASE STUDY.</li> <li>ALTERNATIVE SCENARIOS BRAIN STORMING.</li> </ul>
TERM-1				
JULY	HISTORY- CH-3 DELHI:12 <sup>TH</sup> TO 15 <sup>TH</sup> CENTURY	<ul style="list-style-type: none"> <li>UNDERSTANDING DELHI UNDER THE RULERS OF SULTANS.</li> </ul>	<ul style="list-style-type: none"> <li>HISTORICAL SKILLS</li> <li>VALUES AND ATTITUDES</li> <li>CRITICAL THINKING AND ANALYSIS.</li> </ul>	<ul style="list-style-type: none"> <li>MODEL MAKING</li> <li>TIMELINE CREATION</li> </ul>

		<ul style="list-style-type: none"> <li>●THE RULERS OF DELHI</li> <li>●ADMINISTRATIONS AND CONSOLIDATION</li> <li>●SOCIETY AND CULTURE</li> </ul>		<ul style="list-style-type: none"> <li>●ILLUSTRATED POSTER</li> <li>●DEBATE</li> </ul>
	<b>CH-4 THE MUGHALS (16<sup>TH</sup> TO 17<sup>TH</sup> CENTURY)</b>	<ul style="list-style-type: none"> <li>●THE MUGHAL EMPIRE</li> <li>●MUGHAL RULERS</li> <li>●MUGHAL CULTURE AND SOCIETY.</li> </ul>	<ul style="list-style-type: none"> <li>●CRITICAL THINKING</li> <li>●VALUES AND ATTITUDES</li> <li>●KNOWLEDGE AND UNDERSTANDING</li> </ul>	<ul style="list-style-type: none"> <li>●DEBATE</li> <li>●MODEL THINKING</li> <li>●HERITAGE WALK</li> <li>●RESEARCH PROJECT.</li> </ul>
	<b>HISTORY-CH-3 DELHI: 12<sup>TH</sup> TO 15<sup>TH</sup> CENTURY</b>	<ul style="list-style-type: none"> <li>●THE RISE OF DELHI AS A CAPITAL</li> <li>●ESTABLISHMENT OF THE DELHI SULTANATE</li> <li>●ARCHITECTURE AND CULTURAL CONTRIBUTIONS</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND THE DELHI SULTANATE AND THEIR CONTRIBUTION IN INDIAN HISTORY.</li> </ul>	<ul style="list-style-type: none"> <li>●ROLE PLAY (COURT OF A SULTAN)</li> </ul>
	<b>HISTORY-CH-4 THE MUGHALS (16<sup>TH</sup> TO 17<sup>TH</sup> CENTURY)</b>	<ul style="list-style-type: none"> <li>●WHO WERE MUGHALS</li> <li>●MUGHAL MILITARY CAMPAIGNS</li> <li>●MUGHAL RELATIONS WITH OTHER RULERS.</li> <li>●MANSABDARS AND JAGIRDARS.</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND MUGHAL ADMINISTRATION, POLICIES AND ARCHITECTURE.</li> </ul>	<ul style="list-style-type: none"> <li>●COLLAGE OF MUGHAL MONUMENTS.</li> </ul>
<b>AUGUST</b>	<b>GEOGRAPHY-CH-2 INSIDE OUR EARTH</b>	<ul style="list-style-type: none"> <li>●INTERIOR OF THE EARTH</li> <li>●ROCKS AND MINERALS</li> <li>●ROCK CYCLE</li> <li>●USES OF ROCK CYCLE</li> </ul>	<ul style="list-style-type: none"> <li>●IDENTIFY LAYERS OF THE EARTH AND TYPES OF ROCKS AND MINERALS.</li> </ul>	<ul style="list-style-type: none"> <li>●ROCK COLLECTION DISPLAY.</li> </ul>
	<b>GEOGRAPHY-CH-3 OUR CHANGING EARTH</b>	<ul style="list-style-type: none"> <li>●FORCES THAT CHANGE THE EARTH</li> <li>●MAJOR LANDFORMS</li> <li>●WORK OF A RIVER</li> <li>●VOLCANO AND EARTHQUAKE</li> </ul>	<ul style="list-style-type: none"> <li>●EXPLAIN INTERNAL EARTH MOVEMENTS.</li> </ul>	<ul style="list-style-type: none"> <li>●MODEL MAKING OF A VOLCANO OR EARTHQUAKE.</li> </ul>
	<b>CIVICS-CH-2 ROLE OF THE GOVERNMENT IN HEALTH</b>	<ul style="list-style-type: none"> <li>●WHAT IS HEALTH?</li> <li>●HEALTHCARE IN INDIA</li> <li>●HEALTHCARE AND EQUALITY.</li> </ul>	<ul style="list-style-type: none"> <li>●KNOW ABOUT PUBLIC HEALTH SERVICES AND GOVERNMENT RESPONSIBILITIES.</li> </ul>	<ul style="list-style-type: none"> <li>●DEBATE PUBLIC VS PRIVATE HEALTH CARE</li> </ul>

	<b>CIVICS- CH-3 HOW THE STATE GOVERNMENT WORKS.</b>	<ul style="list-style-type: none"> <li>●WHO IS MLA?</li> <li>●WORKING OF THE GOVERNMENT</li> <li>●FUNCTIONS OF STATE LEGISLATURE</li> <li>●COMPOSITION OF STATE GOVERNMENT</li> <li>●STATE EXECUTIVE</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND HOW LAWS ARE MADE AND ROLES OF MLAS.</li> </ul>	<ul style="list-style-type: none"> <li>●MOCK ASSEMBLY ACTIVITY.</li> </ul>
<b>P.T.-2</b>				
<b>OCTOBER</b>	<b>HISTORY- CH-6 DEVOTIONAL PATHS TO THE DIVINE</b>	<ul style="list-style-type: none"> <li>●THE IDEA OF A SUPREME GOD.</li> <li>●THE NAYANARS AND THE ALVARs.</li> <li>●PHILOSOPHY AND BHAKTI</li> <li>●ISLAM AND SUFISM.</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND BHAKTI AND SUFI MOVEMENTS.</li> </ul>	<ul style="list-style-type: none"> <li>●STORY NARRATION OR POEM RECITATION.</li> </ul>
	<b>HISTORY- CH-5 TRIBES NOMADS AND SETTLED COMMUNITIES. (ONLY FOR READING)</b>	<ul style="list-style-type: none"> <li>●TRIBAL SOCIETIES</li> <li>●NOMADIC PASTORALISTS.</li> <li>●SETTLED COMMUNITIES.</li> <li>●CULTURAL AND SOCIAL ASPECTS.</li> </ul>	<ul style="list-style-type: none"> <li>●LEARN ABOUT TRIBAL SOCIETY ANF THEIR WAY OF LIFE.</li> </ul>	<ul style="list-style-type: none"> <li>●PROJECT ON A TRIBAL COMMUNITY OF INDIA.</li> </ul>
<b>NOVEMBER</b>	<b>GEOGRAPHY- CH-4 AIR</b>	<ul style="list-style-type: none"> <li>●COMPOSITION OF AIR</li> <li>●IMPORTANCE OF ATMOSPHERE</li> <li>●AIR PRESSURE</li> <li>●WIND, AIR POLLUTION.</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND COMPOSITION AND STRUCTURE OF THE ATMOSPHERE.</li> </ul>	<ul style="list-style-type: none"> <li>●CREATE A CHART OF LAYERS OF THE ATMOSPHERE.</li> </ul>
	<b>GEOGRAPHY- CH-15 WATER (ONLY FOR READING)</b>	<ul style="list-style-type: none"> <li>●WATER CYCLE</li> <li>●DISTRIBUTION OF WATER BODIES</li> <li>●OCEANS.</li> </ul>	<ul style="list-style-type: none"> <li>●LEARN ABOUT WATER BODIES AND THE WATER CYCLE.</li> </ul>	<ul style="list-style-type: none"> <li>●MODEL OF WATER CYCLE.</li> </ul>
<b>DECEMBER</b>	<b>CIVICS- CH-4 GROWING UP AS BOYS AND GIRLS</b>	<ul style="list-style-type: none"> <li>●GENDER AND GENDER INEQUALITIES</li> <li>●ECONOMICS ASPECT</li> <li>●LIFE OF DOMESTIC WORKERS</li> <li>●ROLE OF CONSTITUTION</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTAND GENDER AS A SOCIAL CONSTRUCT.</li> <li>●PROMOTE GENDER EQUALITY.</li> </ul>	<ul style="list-style-type: none"> <li>●RESEARCH AND POSTER MAKING.</li> </ul>
	<b>CIVICS- CH-5 WOMEN CHANGE THE WORLD</b>	<ul style="list-style-type: none"> <li>●FEWER OPPORTUNITIES AND RIGID EXPECTATIONS</li> <li>●LEARNING FOR CHANGE.</li> </ul>	<ul style="list-style-type: none"> <li>●KNOW ABOUT WOMEN'S MOVEMENTS AND ACHIEVEMENTS.</li> </ul>	<ul style="list-style-type: none"> <li>●RESEARCH AND POSTER ON A PROMINENT WOMEN LEADER.</li> </ul>

		●WOMEN'S MOVEMENT		
<b>FINAL TERM</b>				
<b>JANUARY</b>	<b>HISTORY- CH-7 THE MAKING OF REGIONAL CULTURES</b>	<ul style="list-style-type: none"> <li>●THE CHERAS AND THE DEVELOPMENT OF MALAYALAM</li> <li>●THE RAJPUTS</li> <li>●DEVELOPMENT IN THE FIELD OF PAINTING.</li> </ul>	<ul style="list-style-type: none"> <li>●UNDERSTANDING THE FORMATION OF REGIONAL CULTURES.</li> <li>●IDENTIFY KEY REGIONAL DEVELOPMENTS</li> </ul>	●PRESENTATION ON A REGIONAL CULTURE (DANCE, MUSIC, ART ETC.)
	<b>HISTORY- CH-8 EIGHTEENTH CENTURY POLITICAL FORMATIONS.</b>	<ul style="list-style-type: none"> <li>●THE LATER MUGHALS</li> <li>●INVANSION OF NADIR SHAH</li> <li>●NEW POLITICAL FORMATION</li> <li>●CONSOLIDATION OF POWER.</li> </ul>	●UNDERSTAND THE DECLINE OF THE MUGHALS AND RISE OF NEW POWERS.	●MAP SHOWING NEW KINGDOMS.
	<b>GEOGRAPHY- CH-6 HUMAN ENVIRONMENT INTERACTIONS THE SUBTROPICAL REGION.</b>	<ul style="list-style-type: none"> <li>●THE TROPICAL REGION</li> <li>●AMAZON BASIN</li> <li>●THE SUB-TROPICAL REGION</li> <li>●AMAZON BASIN</li> <li>●THE SUB-TROPICAL REGION</li> </ul>	●STUDY LIFE AND ENVIRONMENT IN THE AMAZON AND GANGA-BRAHMPUTRA REGIONS.	●COMPARATIVE CHART BETWEEN THE TWO REGIONS.
<b>FEBRUARY</b>	<b>GEOGRAPHY- CH-7 LIFE IN THE DESERTS (ONLY FOR READING)</b>	<ul style="list-style-type: none"> <li>●SAHARA DESERT</li> <li>●LADAKH DESERT</li> </ul>	●UNDERSTAND ADAPTATIONS TO LIFE IN DESERTS.	●SCRAP-BOOK ON DESERT LIFE.
	<b>CIVICS- CH-6 UNDERSTANDING MEDIA</b>	<ul style="list-style-type: none"> <li>●MEDIA AND ITS TYPES</li> <li>●MEDIA AND TECHNOLOGY A</li> <li>●MEDIA ETHICS</li> <li>●SOCIAL ADVERTISING</li> </ul>	●UNDERSTAND MEDIA'S ROLE IN DEMOCRACY AND BIAS.	●MAKE A NEWSPAPER OR MAGAZINE.
	<b>CIVICS- CH-7 MARKET AROUND US</b>	<ul style="list-style-type: none"> <li>●MARKET</li> <li>●COMPONENTS OF MARKET</li> <li>●RETAILERS</li> <li>●WHOLESALEERS</li> </ul>	●EXPLORE DIFFERENT TYPES OF MARKETS AND THEIR FUNCTIONING	●SURVEY ON LOCAL MARKETS OR A CLASS BAZAAR SIMULATIONS.



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## SYLLABUS FOR CLASS VII

SESSION-2025-26

P.T.-1

### SCIENCE-

MONTH	CONTENT	SUB- TOPICS	LEARNING OUTCOMES	TEACHING METHODOLOGY/ ACTIVITIES
APRIL	CH-1 NUTRITION IN PLANTS	<ul style="list-style-type: none"> <li>●MODE OF NUTRITION</li> <li>●PHOTOSYNTHESIS</li> <li>●OTHER MODES OF NUTRITION IN PLANTS.</li> <li>●SAPROTROPHS</li> <li>●HOW NUTRIENTS ARE REPLENISHED IN THE SOIL.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN AUTOTROPHIC AND HETEROTROPHIC MODE OF NUTRITION.</li> <li>●STUDENTS WILL BE ABLE TO LIST AND EXPLAIN THE CONDITIONS NECESSARY FOR PHOTOSYNTHESIS.</li> </ul>	<ul style="list-style-type: none"> <li>●COLLECT INFORMATION AND PICTURES OF SYMBIONTS AND INSECTIVOROUS PLANTS GROWING IN DIFFERENT PARTS OF THE WORLD.</li> <li>●DRAW THE DIAGRAM OF STOMATA.</li> </ul>
MAY	CH-2 NUTRITION IN ANIMALS	<ul style="list-style-type: none"> <li>●DIGESTION IN HUMANS</li> <li>●MILK TEETH AND PERMANENT TEETH.</li> <li>●DIGESTION IN GRASS-EATING ANIMALS.</li> <li>●NUTRITION IN AMOEBA</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO LIST AND EXPLAIN STEPS OF NUTRITION.</li> <li>●STUDENTS WILL BE ABLE TO DESCRIBE NUTRITION IN HUMANS.</li> <li>●STUDENTS WILL BE ABLE TO DESCRIBE NUTRITION IN RUMINANTS.</li> <li>●STUDENTS WILL BE ABLE TO DRAW LABELLED DIAGRAM OR FLOW CHART OF DIGESTIVE SYSTEM IN HUMANS.</li> </ul>	<ul style="list-style-type: none"> <li>●TO STUDY AND OBSERVE THE EFFECT OF SALIVA ON FOOD.</li> <li>●TO MAKE A MODEL OF HUMAN DIGESTIVE SYSTEM.</li> <li>●TO FIND THE POSITION OF TASTE BUDS WITH THE HELP OF EDIBLE THINGS BROUGHT BY THE STUDENTS (SALTY, BITTER, SWEET ETC.)</li> </ul>
MID-TERM				
JULY	CH-3 HEAT	<ul style="list-style-type: none"> <li>●TEMPERATURE</li> <li>●TYPES OF THERMOMETERS</li> <li>●TRANSFER OF HEAT</li> <li>●CONDUCTION</li> <li>●CONVECTION</li> <li>●RADIATION</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO UNDERSTAND THE EFFECTS OF HEAT.</li> <li>●STUDENTS WILL BE ABLE TO RELATE THE USE OF DIFFERENT TEMPERATURE SCALES IN THEIR DAILY LIVES.</li> <li>●ABLE TO DISTINGUISH BETWEEN CONDUCTION, CONVECTION AND RADIATION.</li> </ul>	<ul style="list-style-type: none"> <li>●TO DEMONSTRATE THE CONDUCTION OF HEAT THROUGH SOLIDS USING METAL ROD, IRON NAILS, WAX AND CANDLE.</li> <li>●TO CHECK THE BODY TEMPERATURE OF FIVE HEALTHY PEOPLE/ STUDENTS IN CLASS.</li> </ul>

	<b>CH-4 ACIDS, BASES AND SALTS</b>	<ul style="list-style-type: none"> <li>●ACIDS AND BASES</li> <li>●NATURAL INDICATOR AROUND US</li> <li>●NEUTRALISATION</li> <li>●NEUTRALISATION</li> <li>●NEUTRALISATION IN EVERYDAY LIFE.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO CLASSIFY SUBSTANCES AS ACIDIC, BASIC AND NEUTRAL SUBSTANCES.</li> <li>●ABLE TO APPLY LEARNING OF SCIENTIFIC CONCEPT IN DAY TO DAY LIFE- LIKE DEALING WITH ACIDITY.</li> </ul>	<ul style="list-style-type: none"> <li>●TO TEST ACIDIC OR BASIC NATURE OF DIFFERENT SUBSTANCES USING RED AND BLUE LITMUS PAPER.</li> <li>●TO CKECK REACTION OF TURMERIC WITH ACIDS AND BASES.</li> </ul>
<b>AUGUST</b>	<b>CH-9 MOTION AND TIME</b>	<ul style="list-style-type: none"> <li>●TYPES OF MOTION</li> <li>●SPEED</li> <li>●MEASUREMENT OF TIME</li> <li>●DISTANCE-TIME GRAPH FOR UNIFORM AND NON-UNIFORM SPEED.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO OBSERVE AND ANALYSE MOTION AS SLOW/FAST.</li> <li>●ABLE TO MEASURE AND CALCULATE SPEED OF MOVING OBJECTS.</li> <li>●ABLE TO MEASURE THE PHYSICAL QUANTITIES AND EXPRESS THEIR SI UNITS.</li> </ul>	<ul style="list-style-type: none"> <li>●MEASURE THE DISTANCE COVERED BY OBJECTS MOVING (WITH IN SCHOLL) IN A GIVEN TIME AND CALCULATEING THEIR SPEEDS.</li> <li>●PLOT DISTNACE VS. TIME GRAPH FOR UNIFORM MOTION.</li> </ul>
	<b>CH-12 FORESTS: OUR LIFELINE</b>	<ul style="list-style-type: none"> <li>●FOREST</li> <li>●LAYERS OF A</li> <li>●FOREST WEALTH</li> <li>●FOOD CHAIN AND FOOD WEB</li> <li>●DEFORESTATION</li> <li>●CONSERVATION OF FORESTS.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO EXPLAIN IMPORTANCE OF FORESTS AND CONSERVATION OF FORESTS.</li> <li>●ABLE TO DIFFERENTIATE BETWEEN FOOD CHAIN AND FOOD WEB.</li> </ul>	<ul style="list-style-type: none"> <li>●VISIT A PARK AND MAKE A LIST OF PLANTS FOUND THERE. FIND OUT THEIR LOCAL NAMES AND HOW THEIR PRODUCTS CAN BE MADE TO USE IN OUR DAILY LIFE.</li> <li>●PREPARE A PRESENTATION ON THE CHIPKO MOVEMENT OR THE NARMADA BACHAO ANDOLAN.</li> </ul>
<b>SEPTEMBER</b>	<b>CH-5 ELECTRIC CURRENT AND ITS EFFECTS</b>	<ul style="list-style-type: none"> <li>●PHYSICAL CHANGES</li> <li>●CHEMICAL CHANGES</li> <li>●DIFFERENCE BETWEEN PHYSICAL AND CHEMICAL CHNAGES.</li> <li>●RUSTING OF IRON</li> <li>●CRYTALLISATION</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO CLASSIFY CHNAGES AROUND THEM AS PHYSICAL AND CHEMICAL CHNAGES.</li> <li>●ABLE TO WRITE WORD EQUATION FOR CHEMICAL REACTIONS</li> <li>●ABLE TO TAKE MEASURES TO PREVENT CORROSION.</li> </ul>	<ul style="list-style-type: none"> <li>●TO OBSERVE SOME PHYSICAL AND CHEMICAL CHANGES LIKE INFLATING AND REQUIRES WATER AND AIR.</li> </ul>
<b>P.T.-2</b>				
<b>OCTOBER</b>	<b>CH-10 ELECTRIC CURRENT AND ITS EFFECTS</b>	<ul style="list-style-type: none"> <li>●ELECTRIC CURRENT AND ELECTRIC CIRCUIT.</li> <li>●SYMBOLS OF COMPONENTS OF AN ELECTRIC CIRCUIT.</li> <li>●HEATING EFFECTS OF ELECTRIC CURRENT.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO MAKE ELECTRIC CIRCUIT AND DRAW ITS LABELLED DIAGRAM BY USING SYMBOLS OF ELECTRIC COMPONENTS.</li> <li>●ABLE TO APPLY LEARNING OF SCIENTIFIC CONCEPTS IN DAILY LIFE LIKE CONNECTING CELLS.</li> </ul>	<ul style="list-style-type: none"> <li>●TO CONSTRUCT A SIMPLE ELECTRIC CIRCUIT A BATTERY, WIRES AND A SMALL LIGHT BULB OR LED.</li> <li>●TO INVESTIGATE WHICH DO NOT AND CLASSIFY THEM AS CONDUCTORS AND INSULATORS.</li> </ul>

<b>NOVEMBER</b>	<b>CH-13 WASTEWATER STORY</b>	<ul style="list-style-type: none"> <li>●BIODEGRADABLE WASTE</li> <li>●NON-BIODEGRADABLE WASTE</li> <li>●WASTEWATER</li> <li>●SEWAGE AND SEWAGE SYSTEM</li> <li>●WATEWATER TREATEMENT PLANT.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN BIODEGRADABLE AND NON-BIODEGRADABLE WASTE.</li> <li>●ABLE TO DESCRIBE WASTEWATER AND LIST ITS SOURCES.</li> <li>●ABLE TO UNDERSTAND THE IMPORTANCE OF SANITIZATION AND HOW IT IS RELATED TO DISEASES.</li> </ul>	<ul style="list-style-type: none"> <li>●FIND OUT HOW WATER AND SEWAGE IS DPOSED OFF IN YOUR HOUSE OR YOUR LOCALITY.</li> <li>●VISIT A NEARBY SLUM AREA WITH YOUR PARENTS AND IDENTIFY THE SANITATION PROBLEMS FACED BY THE PEOPLE LIVING THERE. MAKE A REPORT ON IT. DISCUSS WAYS TO SOLVE THESE PROBLEMS IN CLASS.</li> </ul>
<b>FINAL TERM</b>				
<b>DECEMBER</b>	<b>CH-6 REPIRATION IN ORGANISMS</b>	<ul style="list-style-type: none"> <li>●RESPIRATION</li> <li>●TYPES OF RESPIRATION</li> <li>●RESPIRATION IN ANIMALS</li> <li>●HUMAN RESPIRATORY SYSTEM.</li> <li>●RESPIRATION IN PLANTS.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO RECALL THE BASIC EQUATION FOR RESPIRATION.</li> <li>●ABLE TO COMPARE THE RESPIRATORY SYSTEM OF DIFFERENT ORGANISMS.</li> <li>●ABLE TO CREATE DIAGRAM OF HUMAN RESPIRATORY SYSTEM.</li> </ul>	<ul style="list-style-type: none"> <li>●SYUDENTS CREATE A MODEL OF THE HUMAN RESPIRATORY SYSTEM USING CLAY, PAPER OR OTHER MATERIALS.</li> <li>●STUDENTS MEASURE THEIR BREATHING RATE BEFORE AND AFTER EXERCISE TO UNDERSTAND EFFECT OF PHYSICAL ACTIVITY ON RESPIRATION.</li> </ul>
<b>JANUARY</b>	<b>CH-7 TRANSPORTATIO N IN ANIMALS AND PLANTS</b>	<ul style="list-style-type: none"> <li>●CIRCULATORY SYSTEM IN HUMAN BEINGS</li> <li>●DOUBLE CIRCULATION</li> <li>●TRANSPORT OF SUBSTANCES IN PLANTS</li> <li>●EXCRETION IN ANIMALS</li> <li>●DIALYSIS</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO EVALUATE THE IMPORTANCE OF THE TRANSPORTATION SYSTEM IN MAINTAINING THE OVERALL HEALTH OF LIVING ORGANISMS.</li> <li>●ABLE TO CREATE A WELL LABELLED DIAGRAM OF THE HUMAN HEART.</li> </ul>	<ul style="list-style-type: none"> <li>●TO COMPARE THE PULSE RATE WHILE RESTING, LIGHT EXERCISE AND DRAW INFERENCE FROM THE OBSERVATIONS.</li> <li>●TO OBSERVE TRANSPIRATION PROCESS IN PLANTS.</li> <li>●STUDENTS ACT OUT THE ROLES OF DIFFERENT COMPONENTS OF THE TRASPORTATION SYSTEM (E.G.-HEART, BLOOD VESSELS, XYLEM, PHLOEM)</li> </ul>
	<b>CH-8 REPRODUCTION IN PLANTS</b>	<ul style="list-style-type: none"> <li>●REPRODUCTION</li> <li>●MODES OF REPRODUCTION</li> <li>●ASEXUAL REPRODUCTION</li> <li>●SEXUAL REPRODUCTION IN PLANTS.</li> <li>●POLLINATION, FERTILIZATION.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO IDENTIFY DIFFERENT MODES OF REPRODUCTION IN PLANTS (E.G.-SEXUAL, ASEXUAL).</li> <li>●ABLE TO DESCRIB THE ROLE OF POLLINATION IN PLANT REPRODUCTION.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS DISSECT FLOWERS TO OBSERVE AND IDENTIFY THE MALE AND FEMALE REPRODUCTIVE PARTS.</li> <li>●STUDENTS COMPARE THE REPRODUCTIVE STRUCTURE OF DIFFERENT PLANT SPECIES.</li> </ul>
<b>FEBRUARY</b>	<b>CH-11 LIGHTS</b>	<ul style="list-style-type: none"> <li>●RECTILINEAR PROPAGATION OF LIGHT</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO EXPLAIN THE CONCEPT OF REFLECTION OF LIGHT.</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS CREATE A NEWTON'S DISC USING A CARDBOARD DISC, COLORED</li> </ul>

		<ul style="list-style-type: none"> <li>● REFLECTION OF LIGHTS.</li> <li>● SPHERICAL MIRRORS</li> <li>● LENS</li> <li>● DISPERSION OF LIGHT.</li> </ul>	<ul style="list-style-type: none"> <li>● ABLE TO EXPLAIN HOW MIRRORS ARE USED IN OPTICAL INSTRUMENTS.</li> <li>● ABLE TO APPLY THE CONCEPT OF REFLECTION TO REAL LIFE SITUATIONS.</li> </ul>	PAPER AND A BICYCLE WHEEL. <ul style="list-style-type: none"> <li>● STUDENTS EXPLORE CONCAVE AND CONVX MIRRORS THROUGH TOUCH.</li> <li>● STUDENTS EXPLORE IMAGE FORMATION WITH CONCAVE AND CONVEX MIRRORS BY KEEPING THE MIRRORS AT DIFFERENT POSITIONS AND WRITE THEIR OBSERVATIONS.</li> </ul>
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## SYLLABUS FOR CLASS VII

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P.T.-1

### MATHEMATICS-

MONTH	CONTENT	SUB- TOPICS	LEARNING OUTCOMES	TEACHING METHODOLOGY/ ACTIVITIES
APRIL	CH-1 INTEGERS	<ul style="list-style-type: none"><li>●INTRODUCTION</li><li>●ADDITION AND SUBTRACTION OF INTEGERS</li><li>●PROPERTIES OF ADDITION OF INTEGERS</li><li>●PROPERTIES OF SUBTRACTION OF INTEGERS</li><li>●PROPERTIES OF MULTIPLICATION OF INTEGERS.</li><li>●PROPERTIES OF DIVISION OF INTEGERS.</li></ul> (USE WORKSHEET-1,2 & 3)	<ul style="list-style-type: none"><li>●STUDENTS WILL BE ABLE TO DEFINE ABSOLUTE VALUE USE A NUMBER LINE TO ADD INTEGERS.</li><li>●UNDERSTAND THAT INTEGERS ARE WHOLE NUMBERS (BOTH POSITIVE AND NEGATIVE) AND ZERO CAN BE REPRESENTED ON A NUMBER LINE.</li><li>●ABLE TO MULTIPLY AND DIVIDE INTEGERS, UNDERSTANDING THE RULES FOR POSITIVE AND NEGATIVE SIGNS.</li></ul>	
	CH-2 FRACTIONS	<ul style="list-style-type: none"><li>●INTRODUCTION</li><li>●ADDITION AND SUBTRACTION OF FRACTIONS.</li><li>●MULTIPLICATION AND DIVISION OF FRACTIONS.</li><li>●COMPARISON OF DECIMAL NUMBERS.</li><li>●ADDITION AND SUBTRACTION OF DECIMAL NUMBERS.</li><li>●DEVISION OF DECIMAL NUMBERS.</li></ul> (USE WORKSHEET-4,5 & 6)	<ul style="list-style-type: none"><li>●STUDNTS WILL BE ABLE TO ADD AND SUBTRACT FRACTIONS WITH THE SAME AND DIFFERENT DENOMINATORS.</li><li>●ABLE TO PERFORM MULTIPLICATION AND DIVISION OPERATIONS WITH FRACTIONS</li><li>●ABLE TO MULTIPLY DECIMALS ACCURATELY UNDERSTANDING THE PLACEMENT OF THE DECIMAL POINT IN THE PRODUCT.</li><li>●THEY WILL BE ABLE TO DIVIDE DECIMALS ACCURATELY, UNDERSTANDING HOW TO MOVE THE DECIMAL</li></ul>	<ul style="list-style-type: none"><li>●MULTIPLICATION OF TWO FRACTIONS BY SHADING METHOD.</li></ul>

			POINT IN THE DIVISOR AND DIVIDEND. ●TO APPLY THEIR UNDERSTANDING OF DECIMALS TO REAL-WORLD SITUATIONS INVOLVING MEASUREMENT.	
<b>MAY</b>	<b>CH-5 LINES AND ANGLES</b>	<ul style="list-style-type: none"> <li>●INTRODUCTION</li> <li>●TYPES OF ANGLES</li> <li>●ANGLES MADE BY A TRANSVERSAL (USE WORKSHEET 11 &amp; 12)</li> </ul>	<ul style="list-style-type: none"> <li>●IDENTIFY AND NAME POINTS, LINES, RAYS AND LINE SEGMENTS.</li> <li>●IDENTIFY DIFFERENT TYPES OF ANGLES.</li> <li>●UNDERSTAND THE CONCEPT OF PARALLEL LINES, INCLUDING CORRESPONDING ANGLES, ALTERNATE ANGLES AND SAME SIDE INTERIOR ANGLES.</li> </ul>	<ul style="list-style-type: none"> <li>●IDENTIFY THE CONDITIONS UNDER WHICH GIVEN PAIR OF ANGLES ARE COMPLEMENTARY OR SUPPLEMENTARY.</li> </ul>
<b>MID-TERM</b>				
<b>JULY</b>	<b>CH-3 DATA HANDLING</b>	<ul style="list-style-type: none"> <li>●INTRODUCTION</li> <li>●ARITHMETIC MEAN</li> <li>●MEDIAN</li> <li>●MODE</li> <li>●DRAWING DOUBLE BAR GRAPHS</li> <li>●CHANCE AND PROBABILITY (USE WORKSHEET-7,8)</li> </ul>	<ul style="list-style-type: none"> <li>●STUDENTS WILL BE ABLE TO COLLECT, RECORD AND INTERPRET DATA.</li> <li>●UNDERSTAND THE PURPOSE OF MEASURES OF CENTRAL TENDENCY</li> <li>●UNDERSTAND THE RELATIONSHIP BETWEEN THE MEAN, MEDIAN AND MODE.</li> <li>●LEARN TO CONSTRUCT BAR GRAPH.</li> <li>●UNDERSTAND BASIC PROBABILITY DISTRIBUTIONS AND THEIR CHARACTERISTICS</li> <li>●APPLY PROBABILITY CONCEPTS TO SOLVE REAL WORLD PROBLEMS.</li> </ul>	<ul style="list-style-type: none"> <li>●TO COMPARE THE MARKS OBTAINED IN ALL THE SUBJECTS BY A STUDENT IN THE FIRST AND SECOND TERM EXAMS BY DRAWING A BAR GRAPH USING PAPER CUTTING AND PASTING.</li> </ul>
	<b>CH-6 THE TRIANGLES AND ITS PROPERTIES</b>	<ul style="list-style-type: none"> <li>●INTRODUCTION</li> <li>●CLASSIFICATION OF TRIANGLES</li> <li>●EXTERIOR AND INTERIOR ANGLES OF A TRIANGLE</li> <li>●ANGLE OF A TRIANGLE</li> <li>●ANGLE SUM PROPERTY OF A TRIANGLE</li> <li>●TRIANGLE INEQUALITY PROPERTY.</li> <li>●PYTHAGORAS THEOREM</li> </ul>		

		(USE WORKSHEET-13,14)		
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**कक्षा - षष्ठी**  
**विषय - संस्कृतम्**  
**वार्षिक पाठ्यक्रम सत्रम्-2025-26**

**आवधिक पाठ्यक्रम प्रथम**

मास	पाठ्यपुस्तकम्	व्याकरण	अधिगम उपलब्धियाँ	गतिविधियाँ
अप्रैल 2025	संस्कृत मञ्जूषा • वन्दना • वर्णमाला	स्वर-व्यंजनम्, पुरुषम्, वचनम्, ज्ञानम्	संकुक्ताक्षर संग्रह कृत्वा लिखत	पदानां व्याख्यानां उत्तरपुस्तिकायां संज्ञा सर्वनाम् प्रयोगं ज्ञानम्
	प्रथमः पाठः (एषः शिक्षकः/एषा शिक्षिकाः)	धातुरूप-पठ (पढ़ना) (लट् लकार)	लिङ्ग विषये ज्ञानम् अव्यय ज्ञानम् च	
	द्वितीयः पाठः (त्वम् किम् करोषि)	शब्दरूपम् बालकः (पुल्लिंग) पुस्तकः (नपुंसकः)	उच्चारणम् प्रश्नोत्तरों परस्परं मेलः वार्तालापं बोधम्	विषय संवर्धनात्मक क्रिया कलापः (वर्ग पहेली माध्यमे धातु क्रियापदं मेलं)
	एकादशः पाठः (राहुलस्य विद्यालयः)	फलानाम्ना, शाकानाम्ना	वर्णानाम्नां ज्ञानम्	
मई 2025	द्वादशः पाठः (एषः एव न्यायः)	अपठित अवबोधन - 1, 2	अधिकरणकारकः बोधः सर्वनामः भवान्/भवति प्रयोगः	
	पुनरावृत्ति			
	आवधिक परीक्षा प्रथम			

**सामयिक पाठ्यक्रम**

मास	पाठ्यपुस्तकम्	व्याकरण	अधिगम उपलब्धियाँ	गतिविधियाँ
जुलाई 2025	तृतीयः पाठः (तौ बालकौ/ते बालिके)	रचनात्मक- चित्रवर्णन-1, 2 संवाद लेखनम्-1,2	कतापदं (सर्वनाम) अथवा उचित क्रियापदे विकल्प चयनम्	नीतिविषयक श्रुतानाम संग्रहम् कृत्वा (सूक्ष्म पुस्तक निर्माणं)
	चतुर्थः पाठः (यूयम् किम् कुरुय)	धातुरूप-लिख, हस्, गच्छ (लङ् लकारे एवं लोट् लकारे)	चित्र माध्यमे वाक्य निर्माणं बोधम्	वचन परिवर्तन माध्यमे वाक्य-प्रयोग ज्ञानम्
	पञ्चः पाठः (एषः कः)	अपठित अवबोधन-3, 4 शब्दरूपाणि-फलम्, रामः, किम्, एतत्	सरल मौखिक प्रश्नोत्तर प्रश्ननिर्माण, अव्यय-कथम्, उच्चै-तीव्रम्, मधुरम्	
अगस्त 2025	षष्ठः पाठः (एतत् किम्)	संख्याशब्द (1-20) शरीरांगा, भोजनव्यञ्जनादिनाम्नां	वाक्य/वाक्यांश वचन परिवर्तनः अव्यय-यत्र, तत्र	विविध वस्तुनाम् अन्वेषणं कृत्वा लिङ्गानुसार लिखत
	सप्तमः पाठः (अहम् उद्यानं गच्छामि)	सर्वनाम शब्द ज्ञानम्- अस्मद्, युष्मद्, कर्ता क्रियापद समन्वय	संस्कृत भाषायाम्-अनुवादं वचन परिवर्तने-मौखिक लिखित च	
	त्रयोदशः पाठः (मम सङ्कल्पः )	पत्र लेखनम् 1. अवकाशार्थ 2. निमंत्रण पत्रम्	लृट् लकारस्य क्रियापदानि प्रयोगस्य अभ्यासं	

मास	पाठ्यपुस्तकम्	व्याकरण	अधिगम उपलब्धियाँ	गतिविधियाँ
सितम्बर 2025	चतुर्थदशः पाठः (सूक्तयः) नीतिपरक श्लोकाः	अनुच्छेद- (मम विद्यालय, मम प्रिय पशु)	श्लोकान्वयम्, श्लोकानां, सस्वरं ज्ञानं	‘आयुर्वेदः’ पञ्च वाक्यानि लिखत
	पुनरावृत्ति			
	माध्यमिक अर्द्धवार्षिक परीक्षा			
आवधिक पाठ्यक्रम द्वितीय				
मास	पाठ्यपुस्तकम्	व्याकरण	अधिगम उपलब्धियाँ	गतिविधियाँ
अक्टूबर 2025	अष्टम पाठः (छात्र कलमेन लिखति)	चित्र वर्णन-3,4 संवाद लेखनम्-3,4 अनुच्छेदं (मम प्रिय, उत्सवम्, मम परिचयम्)	कथापठानाभ्यासोजात संस्कृतभाषायाम् वार्तालापम् एवं पत्र लेखनम्, कौशलं बोधम्	पञ्च वृक्षाणां चित्रं अधिरोचयतु च तेषां नामानि लिखतु
	नवमः पाठः (परोपकारायफलन्तिवृक्षाः)	पत्र लेखनम् 3 - रूपयंक प्रेषणाय पितृं प्रति पत्र 4 - वर्धापनम् मित्रं प्रतिपत्र	सम्प्रदान कारकस्य बोधः	
नवम्बर 2025	दशमः पाठः (छात्र विद्यालयात् आगच्छति)	अपठित अवबोधन - 5, 6 मासानाम्नां	प्रश्नात्मक शब्दानि बोधम् (कुत्र कस्य आदि)	
	पुनरावृत्ति			
दिसम्बर 2025	आवधिक परीक्षा द्वितीय			
वार्षिक पाठ्यक्रम				
मास	पाठ्यपुस्तकम्	व्याकरण	अधिगम उपलब्धियाँ	गतिविधियाँ
जनवरी 2026	पञ्चदशः पाठः (चत्वारि मित्राणि) नीतिकथा	अपठित अवबोधन चित्रवर्णन संवाद लेखनं पत्र लेखनं संख्याशब्द	विशेषण, विशेष्य मेलं ज्ञानम्। घटनाक्रम संयोजनः संख्यावाची शब्द बोधम् (एकात् - दशम्)	
फरवरी 2026	षोडशः पाठः (वीराङ्गना चेन्नम्मा)	सम्बन्धवाचक नाम्नां व्यवसायनाम्ना	संस्कृत भाषायाम् अनुवादं/ धातुज्ञानम्	
	पुनरावृत्ति			
मार्च 2026	वार्षिक परीक्षा			