

**O.P.JINDAL SCHOOL, SAVITRI NAGAR, TAMNAR**  
**Annual Syllabus Break-up for the session 2025-2026**

**Subject: Social Science Class: VIII**

Sl.	Month	No. of Instructional days	Chapters to be taught	Subject enrichment activities	Values to be imparted	Extra Content to be taught
1.	<b>April</b>	23	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.	<b>June</b>	9	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	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 pictures of 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 describe the life of the tribal’s in India in the nineteenth century. They should also be able to explain how the life of the tribal’s changed during the colonial rule.	

4.	<b>August</b>	23	<p>C-3 Why did we need parliament</p> <p>H-4 Tribals, Dalits and the vision of Golden Age (Imp topics)</p> <p>G-3 Agriculture</p>	<p>Find the number of constituencies in your state and the names of the MPs from each constituency.</p> <p>Make a timeline of the main events of the 1857 revolt.</p> <p>Field Trip: Students would be taken to the field to show the various kind of crops during a particular season.</p> <p>Make the agriculture map of your state. The map should include the information about the major crops grown in your state</p>	<p>students should be able to explain the formation of the Parliament as well as its functions</p> <p>After completing the lesson, learners should know about the causes and effects of the revolt of 1857.</p> <p>Students will understand the issues of local and global food security.</p>	
5.	<b>September</b>	09	Revision & Periodic Test-2 Half Yearly Exam			

#### SYLLABUS FOR EXAMINATION

S.NO	EXAMINATION	SUBJECT	SYLLABUS FOR EXAMINATION
1	Periodic Test -1	Social Science	G-1. Resources
2	Test_2	Social Science	C-1
3	Periodic Test-2 Half Yearly Exam	Social Science	H-1, 2, 3, 4 G- 1, 2, 3 C- 1, 2, 3

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6	October	17	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 courts present in your area. Interview a lawyer to learn about the functioning of a court.	After studying this lesson, students should be able to explain the three tiered structure of the Indian courts and the differences between the civil	
7.	November	21	H-6. Civilising the “Native”. Educating the nation C-5.Understanding Marginalization. C6.Confronting Marginalization (PR)	List the different types of small-scale And large-scale industries in your city. Mark the major industries Situated in your state on a map. Read up about a few schemes introduced by the government for the benefit of the people. Meet a volunteer working for a nongovernmental organization active In the field of development of the Marginalized groups.	Learners should Be able to Describe some of The Fundamental Rights invoked by Marginalized groups and individuals  They should be Able to state the Measures taken to Reduce disasters In industries	
8.	December	13	H-7. Women , Caste & Reform(PR) H-8.The Making of the National Movement: 1870s--1947 G-6.Human Resources	Debate on ‘Is the Non-Violent Resistance Solution to All Problems?’ Research about the use of population density maps for marketing various consumer products.	Learners should be able to describe the population change in the world and the factors that affect this change.	

9.	<b>January</b>	25	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 organizations and their contributions.	Learners should be aware of public facilities and their significance.	
10.	<b>February &amp; March</b>	07	Revision& Periodic Test-4 Annual Exam			

### SYLLABUS FOREXAMINATION

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