

ICSE Class -VII

History And Civic Syllabus

The Medieval World

Theme 1: Medieval Europe – Rise and Spread of Christianity

'Medieval Europe – Rise and Spread of Christianity' aims at exposing and providing children information to be able to understand the transition of Europe from the Ancient Roman Empire to the Medieval Byzantium Empire. The rise and spread of Christianity will broaden their perspectives on beliefs across the globe.

Learning outcomes:

Children will be able to:

- ✓ trace the origin and spread of Christianity;
- ✓ reflect on the basic principles and teachings of Christianity;
- ✓ identify similarities in the good teachings of the various forms of Religion;
- ✓ discuss and analyse the relevance of Christ's teachings in the present-day context;
- ✓ analyse the relationship between the decline of the Roman empire and the spread of Christianity;
- ✓ study the impact of crusades in Europe;
- ✓ analyse the influence of the church on the life of the people in Europe.

Medieval Europe – Rise and Spread of Christianity		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Meaning of the term 'Medieval', tracing the beginning of the Medieval period in the world and India on the basis of evidences. ➤ Socio / political circumstances. ➤ Birth of Christianity. ➤ Roman conquest of Palestine. ➤ Birth of Jesus in Bethlehem. ➤ Main Teachings of Jesus. ➤ Jesus's opposition with Jewish leaders. ➤ Crucifixion of Jesus. ➤ Role of Emperor Constantine in spreading Christianity. ➤ Emergence of Constantinople as a new Christian Capital.	➤ Mind mapping of the European society during the medieval period and the circumstances that led to the rise of Christianity. ➤ Organising discussions with children on: ☛ sharing their previous knowledge (if any) about Christianity. ☛ appreciating the good teachings that various religions offer. ☛ constructing a time line on the rise and spread of the Roman Empire. ☛ analysing the reasons and impact of the Barbarian and Byzantium invasions. ☛ explaining the meaning and the impact of the crusades. ➤ Showing Audio Visuals on: ☛ practices in Christianity – Crusades and Sacred journeys. ☛ suggested film – Greatest Story ever told as a movie experience. ☛ related videos on the medieval society- the three orders, Barbarian	➤ Related films, videos and documentaries. ➤ Role play ➤ Mind mapping ➤ Flowcharts ➤ Quizzes ➤ Children's illustrated Bible and Encyclopaedia. ➤ PPTs. ➤ Heritage walks – to a Church ➤ Outline map of the world ➤ Newspapers clippings and articles.

Medieval Europe – Rise and Spread of Christianity

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
Medieval Europe. ➤ Decline of the Ancient Roman Empire. ➤ Barbarian Invasions by Goths, Vandals and Franks; its impact on Europe. ➤ Byzantium: birth of a new empire. ➤ Emergence of the Turks and the Crusades. ➤ Monasteries and their impact.	invasions and crusades followed by discussions. ➤ Enactment of scenes by children from the life of Jesus Christ through role plays / skits. ➤ Organising a visit to a church and discussing what was seen. ➤ Conducting activities related to: ☛ celebrating Christmas in School. ☛ organising ‘a day of Selfless Service’ in school. ☛ designing web charts and flow charts (individually and in groups) on the rise and spread of Christianity. ☛ class presentations on the common features of different religions. ☛ Flow chart of chronology of events ➤ Creating an imaginary role of a monk or a nun living in a monastery during the medieval period – writing an account of his/her daily routine. ➤ Showing on an outline map of the world, the routes taken by the crusaders and marking the countries in which Christianity is the official religion.	

Theme 2: Rise and Spread of Islam

The theme 'Rise and Spread of Islam' aims at enabling the children to understand a major turning point in the history of mankind with the emergence of a new faith that spread across many continents and affected the politics, life and culture of many places. The theme will generate an awareness and provide the children with an insight into the conditions and processes that led to the rise and spread of Islam. The Pedagogies will help the children to appreciate the 'welfare of mankind' as the basis of all religions.

Learning outcomes:

Children will be able to:

- ✓ trace the emergence and spread of Islam in Saudi Arabia;
- ✓ discuss the basic principles and teachings of Islam;
- ✓ report on observations related to some other beliefs and practices;
- ✓ appreciate a humanitarian approach as the basis of all religions.

Rise and Spread of Islam		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Pre-Islamic times - conditions in Saudi Arabia ➤ Birth of Prophet Mohammad ➤ Early life teachings and five basic principles of Islam ➤ Migration of Prophet Mohammad to Medina-Hizrat ➤ Prophet Mohammad's return to Mecca (Mecca and Medina – the two holy places for Muslims) ➤ Death of Prophet Mohammad and the beginning of the Caliphate ➤ Spread of Islam ➤ The Abbasid and Umayyad Dynasties	➤ Organising discussions on: ☛ the socio-political conditions responsible for the rise and spread of Islam. ☛ appreciating the similarities in the basic teachings and principles of all the religions. ☛ inculcating a sense of compassion, empathy and welfare among humans that forms the basis of all religions. ➤ Showing documentaries on - the cities of Mecca and Medina, Haj, Eid celebrations. This may be followed by discussions. ➤ Narrating / reading stories from 'illustrated Quran Stories', followed by discussions. ➤ Undertaking a visit / trip to a Mosque. ➤ Conducting activities: ☛ celebrating the festival of Eid in school. ☛ making a project (by children) on the holy cities of Mecca and Medina, and the celebration of Ramzan and Eid. ☛ Writing a report on the month of Ramzan explaining the significance of this special month; describing the main events of Eid-ul-Fitr.	➤ Documentary on "Sacred Journeys – Haj" ➤ Mosque ➤ Timeline ➤ Mind mapping ➤ Films and documentaries. ➤ Subject-related videos and PPTs ➤ Books, magazines and encyclopaedias ➤ Flash cards – Pillars of Islam – Words, Symbols and actions

Theme 3: The Delhi Sultanate

'The Delhi Sultanate' will provide children with an insight of the period and enable them to understand the rule of the Sultanate period in Delhi, their capital, administration, achievements and socio-cultural developments. Interesting pedagogy will motivate children to discuss, explore, compare and analyse the information on this period and relate it to present day life. It will help children to understand how the past has helped in shaping the present.

Learning outcomes:

Children will be able to:

- ☑ discuss the emergence of Delhi as a seat of power;
- ☑ name the five dynasties that ruled Delhi;
- ☑ analyse the influence and impact of notable rulers on the Sultanate;
- ☑ evaluate the key features of the different dynasties of the Delhi Sultanate;
- ☑ draw out a comparative analysis between the policies of the different dynasties;
- ☑ evaluate the reasons for the decline of the Delhi Sultanate.

The Delhi Sultanate		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ The Turkish invasions ➤ The rule of the five dynasties of Delhi Sultanate ➤ Time line exercise, (expansion of empire, administration, significance of court, nobility and land control). ➤ A case study of the Tughlaqs ➤ A comparative study between the Tughlaqs and the Khaljis. ➤ Art and architecture, socio-cultural development during this period	➤ Organising discussions with children on: ☛ interpreting the meaning of "Sultanate". ☛ analysing the reasons and the impact of invasions. ☛ familiarising with the capital, administration, achievements and court rooms of Sultans ☛ reflecting on the art, architecture and poetry of this period. ➤ Organising a time-line and a mind-mapping exercise on the spread of Islam in different parts of the World. ➤ Showing Audio visuals on: ☛ the Impact of the Sultanate period ☛ the invasions of Mahmud of Ghazni and his plunder of temples. ☛ "Bharat ek Khoj". ☛ the Episodes on the rulers of Delhi Sultanate. ➤ Organising Heritage walks and interaction with guides – or walk coordinators ➤ Encouraging children to prepare a power point presentation on the architectural development of this period.	➤ Charts, Maps ➤ Flowchart ➤ Related Videos, films, documentaries and slide shows. ➤ Written expression ➤ Books, Comics, Encyclopaedias and plays (Tughlaq). ➤ Illustrations made by learners. ➤ Bulletin Board. ➤ Puppets. ➤ Coins, Costumes – images or actual. ➤ Museums.

The Delhi Sultanate

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	➤ Making a Flow chart activity on Sultans of Delhi ➤ Enactment/ role plays/skits on: ☛ the failed experiments of Muhammad bin Tughlaq. ☛ an actual transfer of Class to comprehend Muhammad bin Tughlaq's transfer of capital. ☛ creating a simulation of markets in the Khilji dynasty and designing market policies. ➤ Organizing a debate on the views of historians on Muhammad bin Tughlaq (wisest fool/way ahead of his time) ➤ Written assignments may include: ☛ designing a Delhi Sultanate Newspaper ☛ creating a royal officials account in Ghiyasuddin Balban's Court – Giving an account of their observations of the usual day to day proceedings in the Royal court. ☛ comparative study between the Tughlaqs and the Khaljis ☛ timeline exercise on the Sultans of Delhi. ➤ Conducting Activities relating to: ☛ narrating events based on the Delhi Sultanate. ☛ preparing flannel boards (Basic scene of Delhi Court, with different rulers as characters as the background) that has the teacher narrating the sequence of events. ☛ reading excerpts from the play "Tughlaq" by Girish Karnad ☛ designing a class bulletin board on the Monuments of the Delhi Sultanate. ☛ writing a historian's account of any one of the policies introduced in the Delhi Sultanate and the impact it caused. ➤ Organising visits to Historical buildings, monuments and Museum related to the period of the Delhi Sultanate, followed by discussions.	

Theme 4: The Vijayanagar and Bahamani Kingdoms

'The Vijayanagar and Bahamani Kingdoms' theme deals with two of the most prominent kingdoms that existed in South India. Decline and disintegration of the Tughlaq Empire paved the way for the rise of these two Kingdoms. Interesting pedagogies will help children to appreciate the development of art and architecture of the Vijayanagar and the Bahamani Kingdoms. This understanding is critical for our children to feel proud of the rich cultural heritage of our country.

Learning outcomes:

Children will be able to:

- ☑ identify the location of the kingdoms;
- ☑ assess the reasons for the emergence of the Vijayanagar and the Bahamani Kingdoms;
- ☑ understand and discuss the major achievements of the Kingdoms;
- ☑ appreciate the architectural legacy left behind.

The Vijayanagar and Bahamani Kingdoms

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Disintegration of Tughlaq empire – causes ➤ Rise of the Vijayanagar and the Bahamani Kingdoms ➤ Case study of Krishnadeva Raya ➤ Mahamud Gawan – the founder of Bahamani Kingdom ➤ Achievements, Administration, Art and Architecture – special mention of Hampi and Gol Gumbaz	➤ Organising discussions on: ☛ Explaining the reasons for the rise of the prominent kingdoms of the South. ☛ Encouraging children to share stories of Krishnadeva Raya. ☛ Depicting the extent of the kingdoms of Vijayanagar and Bahamani and discussing the achievements of various kings. ➤ Showing films/documentaries on: ☛ The Architectural marvels of the Vijayanagar and the Bahamani Kingdoms/ ☛ Hampi followed by discussions. ➤ Enactment /role play of stories from Tenali Raman ➤ Written work could include: ☛ A comparative study of life and conditions of people during the rule of the Vijayanagar Kings and the Bahamani Kings. ☛ Tracing the location of the Vijayanagar and Bahamani Kingdoms on an outline map of India. ➤ Organising a visit to Hampi / a museum and encouraging children to share their experiences by writing a report.	➤ Learners' experiences ➤ Audio – Visual aids; Videos, films, Power Point presentations ➤ Books and Encyclopaedia

Theme 5: The Mughal Empire

The theme will expose children to the Mughal Empire and enable them to understand why and how it became the most important Empire of the later period of Medieval Indian History. The Empire stretched over a vast area of the Indian subcontinent and had a rich diversity of people and cultures. The children will also be able to appreciate the Mughal Art and Architecture which form a part of the rich heritage of India.

Learning outcomes:

Children will be able to:

- ✓ trace the emergence of the Mughal dynasty in India;
- ✓ identify the factors that led to the conquest of India by Babur;
- ✓ analyse the achievements and failures of Mughal emperors;
- ✓ discuss the impact of Sher Shah Suri on the Mughal empire;
- ✓ discuss and appreciate the administration, foreign policy, relation with regional kings and Din-e-Illahi of Akbar;
- ✓ discuss Jahangir and Shah Jahan as the patrons of art and architecture;
- ✓ evaluate the influence of the legacy this period left behind;
- ✓ examine the rise of regional powers posing a threat to the Mughal empire.

The Mughal Empire		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ An overview of the Mughal Empire. ➤ The first battle of Panipat and establishment of Mughal Empire. ➤ Babur and Humayun ➤ Sher Shah Suri – The great administrator. ➤ A case study of Akbar and his times. (relation with other rulers, administration, revenue system, religious policy). ➤ Jahangir and Nur Jahan. ➤ Jahangir's and Shah Jahan's patronage of architecture. ➤ Aurangzeb and his Deccan policy. ➤ Decline of the Mughal Empire	➤ Organising discussions on: ☛ the origin of the Mughals. ☛ difference in the origins of the Mughals and the rulers of the Delhi Sultanate. ☛ analysing the reasons for the defeat of Ibrahim Lodi in the first battle of Panipat and the establishment of the Mughal Empire. ☛ the main features of administration of Sher Shah Suri and evaluating the same. ☛ tracing the patterns of political developments and military conquests of the Mughal Emperors. ☛ Akbar's policy towards Indian rulers with special reference to the Rajputs and his Din-E-Illahi ☛ The political developments and military conquests during the times of Akbar, Jahangir, Shah Jahan and Aurangzeb. ☛ role of Jahangir and Shah Jahan as patrons of art and architecture. ☛ the varied types of monumental architecture, wide range of materials, skills and styles used and resources required for building these monuments	➤ Flannel Board ➤ Interactions ➤ Interaction with guests ➤ Pictures of Mughal era. ➤ Videos and films. ➤ Illustrations made by children ➤ Visits and trips ➤ Games designed by children. ➤ Books and encyclopaedia's ➤ Creating a Mughal newspaper ➤ Organising art festivals, Mughal festivals. ➤ Pictorial depictions ➤ Diary recording ➤ Quizzes. ➤ Web chart, flow charts

The Mughal Empire

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	➤ Audio Visual shows on: ☛ the Mughal rulers and their achievements ➤ Narrating stories of this period through printed / published material that is age appropriate. ➤ Enactment/ Role Plays by children on: ☛ a simulation of Diwan-i-aam, where the class resolves their conflict on different issues. ☛ Akbar - Birbal stories. ☛ any one ruler of the Mughal dynasty – Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb ☛ Ad- acting on the rich legacy of the Mughal era – art, culture, language, jewellery, dresses, and many more. ➤ Conducting activities based on: ☛ integrating Mughal art in art classes (miniature paintings) ☛ organising art festivals for exploration of the variety of Mughal art. ☛ creating a class bulletin board – elect and create ‘Hall of fame’. ☛ interaction with artists who specialise in contemporary Mughal art. ☛ organising heritage walks/visits to sites of historical significance- Agra, Delhi, etc. ☛ visit to a museum. ☛ organising a ‘Mughal festival” that showcases the rich art, culture, dress, and cuisine based on that era. ➤ Written assignments may include: ☛ launching a Newspaper based on events of the Mughal era. ☛ devising Web charts and flow charts ☛ assembling a ‘Recipe book of Mughal Cuisine. ➤ Creating a Newspaper Ad- Games inviting membership to Designing Board Games Din – I - Illahi. ☛ achievement of rulers. ☛ a diary recording of Shah Jahan’s plight when imprisoned in the Agra Fort.	

Integration: Arts Education

Theme 6: Making of Composite Culture

'Making of Composite Culture' will enable children to understand and appreciate the legacy of the Bhakti and Sufi movements that have evolved in India since the eighth century. The period after the thirteenth saw a strong wave of the Bhakti movement when Islam, Brahmanical Hinduism, Sufism and many other different strands of Bhakti influenced one another. The teachings of Bhakti and Sufi saints will develop and inculcate a sense of humanity among children. The Pedagogy used will help them to appreciate common features of all religions for the welfare of mankind.

Learning outcomes:

Children will be able to:

- ✓ analyse and appreciate the ideas of Bhakti and Sufi saints;
- ✓ discuss their influence on making of a composite culture;
- ✓ compare and list the similarities in ideas of the Bhakti and Sufi saints;
- ✓ list the similarities and dissimilarities between the Alwars and the Nayanars;
- ✓ appreciate and narrate the contribution of the Bhakti and Sufi saints.

Making of Composite Culture		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Bhakti and Sufi Movements (Causes, significant features, role of saints). ➤ Teachings of Kabir, Guru Nanak Dev, Shankara, Jananeswara. ➤ Alwars and Nayanars. ➤ Sufi saints and their teachings. ➤ Impacts on society	➤ Organising discussions on: ☛ different religions - beliefs and practices. ☛ sharing views on the teachings of Bhakti and Sufi Saints. ☛ analysing and comparing the teachings of Bhakti and Sufi Saints. Similarities between the two movements. ➤ Audio-Visual shows on: ☛ famous Gurudwaras and Gurubani. ☛ Bijak and dohas of Kabir. ☛ famous Dargahs and Qawwalis. ☛ prominent exponents of Sufi music ☛ Alwars, Nayanars, Shankara Jananeswara etc ➤ Organising Role Plays/ Recitation/ Musical concerts on: ☛ Gurubani, Bhajans, Qawwalis and dohas of the saints. ☛ life and teachings of any of the Bhakti saints. ☛ Sufi-Bhakti music. ➤ Written assignments may include: ☛ reasons for the rise and growth of the Bhakti and Sufi movements. ☛ making of a Composite culture. ☛ similarities between the teachings of Bhakti and Sufi Saints. ➤ Organising a visit to a Gurudwara or a Dargah followed by class discussion.	➤ Musical concert ➤ Related videos / PPTs / Audio tapes ➤ Books like Bijak and Guru Granth Sahib. ➤ Books on the lives of famous Bhakti & Sufi Saints. ➤ Itinerary for tour and visits. ➤ Dargahs, Gurudwaras and interaction with the preachers. ➤ Books containing Dohas of Kabir, Bhajans, poetry etc. of other saints.

Theme 1: The Constitution of India

The theme 'The Constitution of India' aims at providing information and an insight to children into the supreme law of India containing the fundamental rules governing its politics and society as a whole. Children will also be able to discuss and understand the need and main features of a Constitution. This understanding is necessary for them to grow into responsible citizens in a secular democracy.

Learning outcomes:

Children will be able to:

- ✓ infer and illustrate the idea of a Constitution and its purpose;
- ✓ discuss the role of the Constituent Assembly;
- ✓ understand the Preamble, its aims and objectives;
- ✓ appreciate the contribution of great Indian thinkers in framing the Constitution of India.

The Constitution of India		
Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ The Constitution – its meaning. ➤ The role of the Constituent Assembly. ➤ The Preamble. ➤ The nature of State – Sovereign, Socialist, Secular, Democratic, Republic. ➤ The other objectives of the Constitution: Justice, Equality, Fraternity and Liberty.	➤ Organising discussions on: ☛ the meaning of 'Constitution'. ☛ purpose of a Constitution ☛ the important elements of the Preamble ☛ the ideas of the Indian Constitution ☛ the role of Dr B.R. Ambedkar - architect of the Constitution. ➤ Audio Visual shows: ☛ Documentary - Tryst with Destiny ☛ the making of India's Constitution Parts 1 -2. ➤ Organising visits/ trips to the Parliament House museum / local museum followed by class discussion. ➤ Enactment/ Role Plays by children on: the practice of Justice, Liberty, Equality and Fraternity in our lives. ➤ Conducting a mock Parliament in the class and understanding the functions of its constituents. ➤ Inviting a judge or an advocate and organising a talk and discussion on the salient features of the Constitution.	➤ A copy of the Indian Constitution. ➤ Videos and Films. ➤ Experts/ Judge/Advocate

Theme 2: Directive Principles of State Policy

'Directive Principles of State Policy' will enable children to understand the principles that direct the State to create opportunities for the welfare of all citizens. Pedagogies help children grasp the interconnectedness between political, social and economic issues. This understanding in turn will help them grow as sensitive, deliberative, responsible and transformative citizens.

Learning outcomes:

Children will be able to:

- ✓ discuss the meaning of the Directive Principles of State Policy;
- ✓ examine the features of a welfare state;
- ✓ enlist welfare activities conducted by the concerned local authorities;
- ✓ assess the importance of the Directive Principles;
- ✓ analyse the welfare activities performed by various kings in the Indian history;
- ✓ compare the welfare activities in the past with the welfare activities in the present day.

Directive Principles of State Policy

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
➤ Welfare state – Features. ➤ Directive Principles of State Policy – Meaning. ➤ Principles promoting economic equality: general principles, Gandhian principles. ➤ Difference between Fundamental Rights and Directive Principles.	➤ Organising discussions on: ☛ need for a welfare state. ☛ rulers in history who believed in and created welfare states. ☛ a comparative study of a welfare state of earlier times with that of today. ➤ Conducting a class debate on: ☛ The Directive Principles of state policy – A dream or a reality. ➤ Audio Visual shows: ☛ short documentaries on initiatives started by Government. ☛ building toilets ☛ removal of child labour. ☛ promotion of Cottage Industries. ➤ Enactment/ Role plays by children on: An effective Village Panchayat' which can resolve daily problems of villagers and help them towards establishing a welfare state. ➤ Written Assignments may include: ☛ writing a letter to the DM giving suggestions for fixing the street lights in your area. ☛ a 'welfare school' plan ☛ a case study on repair of roads in the child's colony (they can write applications and fix meetings with	➤ Discussions/Debate ☛ News Paper articles ☛ Magazine articles and Images. ☛ Films/videos and Documentaries. ☛ Experts. ➤ Visits and Excursions to ☛ Visit to a local village. ☛ Visit to an NGO ☛ NGOs ☛ Local Village ➤ Audio – visuals ➤ Project work

Directive Principles of State Policy

Key Concepts / Concerns	Suggested Transactional Processes	Suggested Learning Resources
	the concerned authorities to provide a solution). ➤ Undertaking a visit to: ☛ an NGO and understanding how it supports the government in its vision of a welfare state. ☛ a local village and enlisting the needs of the people in order to promote the vision of a welfare state. ☛ a local village and meeting members of the village panchayat, exploring/finding solutions to their problems. ➤ Preparing a project report – (by children, individually or in groups), based on a survey/ research conducted on local craftsmen and the help provided to them by the government / NGOs.	