



# **BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR 5, DWARKA, NEW DELHI-75**

## **CURRICULUM**

**SUBJECT: ENGLISH**

**TEXT BOOKS: 1. LITERATURE READER 7 – GOLDEN LEAVES BY NEUBERG PUBLICATIONS**

**2. GOOD WITH GRAMMAR (3<sup>rd</sup> Edition) BY NEUBERG PUBLICATIONS**

**SUBJECT TEACHER: HETAL RANA**

**SESSION: 2025-26**

**CLASS: VII**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	<b>Literature:</b> <ul style="list-style-type: none"> <li>• The Little Black Boy</li> <li>• Anne's History</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Diary Entry</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• The Sentence</li> <li>• Subject &amp; Predicate</li> <li>• Nouns</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability.</li> <li>• develop vocabulary</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• develop and enhance writing skills</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner</li> <li>• develop the ability to write for a specific purpose</li> <li>• Learn the correct format of a Diary Entry</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing</li> <li>• learn the basic conventions of English grammar</li> <li>• learn the types of sentences and its usage in</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• give the background of the writer/poet and the lesson</li> <li>• individual and group reading</li> <li>• Encourage students to raise questions and share their views</li> <li>• discuss the lesson</li> <li>• explain the meanings of difficult words and phrases</li> <li>• discuss the rhyme scheme and poetic devices in the poem</li> <li>• discuss the questions asked at the end of the lesson</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• explain the format of a Diary Entry</li> <li>• create situations for the students to write diary entries</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• explain the topic with the</li> </ul>	<b>Literature:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose and poetry</li> <li>• understand and appreciate the poetic devices</li> <li>• understand and answer a variety of questions</li> <li>• determine the meanings of words and phrases as used in the text</li> <li>• enhance speaking and writing skills</li> <li>• enhance vocabulary</li> </ul> <b>Writing:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organize and structure meaningful sentences in a sequential manner</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> <li>• write a diary entry using the correct format</li> </ul> <b>Grammar:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• identify the types of sentences according to</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Explanation of Racism</li> <li>• Recitation</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Write a Diary Entry</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		the language • develop an interest in different topics related to nouns	help of examples • provide worksheets	their function and structure • apply the subject and predicate rules in sentence identify the types of nouns used in language.	
MAY	<b>Literature:</b> • Cheerful Spirits <b>Writing:</b> • Notice Writing • Article Writing <b>Grammar:</b> • Adjectives • Pronouns	<b>Literature:</b> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <b>Writing:</b> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of a Notice • learn the correct format of an Article <b>Grammar:</b> • use basic grammar appropriately while speaking and writing • learn the adjectives and its types • kinds of pronouns and its importance	<b>Literature:</b> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson <b>Writing:</b> • explain the format of a Notice • create situations for the students to write notices for the class/ school ( information about an event or a situation ) • explain the format of an article • give topics to the students to write articles <b>Grammar:</b> • review and build on previous learning • explain the topic with the help of	<b>Literature:</b> The students will be able to • comprehend literature in the form of prose • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhance speaking and writing skills • enhance vocabulary <b>Writing:</b> The students will be able to • organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • think and write a Notice using the correct structure and format • think and write an article using the correct structure and format <b>Grammar:</b> The students will be able to • identify the adjectives • understand the types of pronouns	<b>Literature:</b> • Group discussion on how the ancestors are a treasure house of knowledge. <b>Writing:</b> • Frame a Notice • Write an article on the topic given <b>Grammar:</b> • Grammar Quiz

			examples <ul style="list-style-type: none"> <li>• provide worksheets</li> <li>• do practice exercises from the Grammar book in the class</li> </ul>		
<b>JUNE</b>	<b>SUMMER VACATION</b>				
<b>JULY</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• My Cats</li> <li>• Himsuka</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Formal Letter</li> <li>• Informal Letter (Editor, Complaint, Request &amp; Application)</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Tenses</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability</li> <li>• develop vocabulary</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• develop and enhance writing skills</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner</li> <li>• develop the ability to write for a specific purpose</li> <li>• learn the format of short story &amp; report.</li> <li>• provide opportunity to think and write a story using correct structure and appropriate vocabulary</li> <li>• provide opportunity to think and write a report using correct structure and appropriate vocabulary</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• give the background of the poet/ writer and the lesson</li> <li>• individual and group reading</li> <li>• encourage students to raise questions and share their views</li> <li>• discuss the lesson</li> <li>• explain the meanings of difficult words and phrases</li> <li>• discuss the rhyme scheme and poetic devices in the poem</li> <li>• discuss the questions asked at the end of the lesson</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• explain the structure of a short story</li> <li>• explain the inclusion of dialogues and a suitable title</li> <li>• give an outline to develop a story</li> <li>• explain the structure of a report</li> <li>• create situations for the students to write reports on events and incidents</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• review and build on</li> </ul>	<b>Literature:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose and poetry</li> <li>• understand and appreciate the poetic devices</li> <li>• understand and answer a variety of questions</li> <li>• determine the meanings of words and phrases as used in the text</li> <li>• enhance speaking and writing skills</li> <li>• enhance vocabulary</li> </ul> <b>Writing:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> <li>• think and write a story using the correct structure and format</li> <li>• think and write a report using the correct structure and format</li> </ul> <b>Grammar:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• identify the type of tenses used in the sentence</li> <li>• learn how to apply the</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Share anecdotes of pet animals.</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Write Informal and Formal letters</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		speaking and writing <ul style="list-style-type: none"> <li>• learn the basic conventions of English grammar</li> <li>• provide knowledge to identify the tense in sentence</li> </ul>	previous learning <ul style="list-style-type: none"> <li>• explain the topic with the help of examples</li> <li>• provide worksheets</li> <li>• do practice exercises from the Grammar book in the class</li> </ul>	formula of a particular tense in language	
AUGUST	<b>Literature:</b> <ul style="list-style-type: none"> <li>• The Indigo Terror</li> <li>• The Listeners</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Informal Letter &amp; Formal Letter (Editor, Complaint, Request &amp; Application)</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Subject –Verb Agreement</li> <li>• Adverbs</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability</li> <li>• develop vocabulary</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• develop and enhance writing skills</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner</li> <li>• develop the ability to write for a specific purpose</li> <li>• learn the correct format of Formal &amp; Informal Letters</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• consistently identify the subject in a sentence and choose the correct verb form to match it</li> <li>• understand how to use words that modify verbs, adjectives, or other adverbs</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• give the background of the writer/poet and the lesson</li> <li>• individual and group reading</li> <li>• encourage students to raise questions and share their views</li> <li>• discuss the lesson</li> <li>• explain the meanings of difficult words and phrases</li> <li>• discuss the rhyme scheme and poetic devices in the poem</li> <li>• discuss the questions asked at the end of the lesson</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• explain the formats of informal &amp; formal letters</li> <li>• create situations for the students to write informal letters to friends and family members</li> <li>• students to write formal letters to the Principal, the editor of a newspaper or</li> </ul>	<b>Literature:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose/poetry</li> <li>• understand and appreciate the poetic devices</li> <li>• understand and answer a variety of questions</li> <li>• determine the meanings of words and phrases as used in the text</li> <li>• enhance speaking and writing skills</li> <li>• enhance vocabulary</li> </ul> <b>Writing:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> </ul> <b>Grammar:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• define what subject-verb agreement means and recognize the basic rules governing it</li> <li>• identify adverbs in sentences, differentiate them from other parts of speech, and correctly</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Group discussion on Satyajit Ray and his work</li> <li>• Recitation</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Write informal and formal letters</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

			<p>magazine or an official holding an important position in an organisation</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• explain the topic with the help of examples</li> <li>• provide worksheets</li> <li>• do practice exercises from the Grammar book in the class</li> </ul>	<p>incorporate them into writing to enhance sentence meaning and clarity.</p>	
SEPTEMBER	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Modals</li> <li>• Integrated Grammar (error correction &amp; cloze gap filling)</li> </ul> <p><b>ASL &amp; Multiple Assessment Activities</b></p>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability</li> <li>• develop vocabulary</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• revise writing skills learnt so far</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing</li> <li>• revise and recapitulate the topics learnt so far</li> <li>• learn the different modals and their usage in sentences</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• recapitulate the lessons.</li> <li>• encourage students to raise questions and share their views</li> <li>• discuss the lesson</li> <li>• discuss questions &amp; queries</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Revision tests</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• explain the topic with the help of examples</li> <li>• provide worksheets</li> <li>• do practice exercises from the Grammar book in the class</li> <li>• provide revision worksheets</li> </ul>	<p><b>Literature:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• recall &amp; answer questions</li> </ul> <p><b>Writing:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• recall &amp; answer the questions asked</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> </ul> <p><b>Grammar:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> <li>• use appropriate modals in sentences</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul> <p><b>ASL &amp;MA</b></p> <ul style="list-style-type: none"> <li>• Individual &amp; group activities</li> </ul>

OCTOBER	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Adventure on Cleve Island -1</li> <li>• Adventure on Cleve Island - 2</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Factual Description</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Active &amp; Passive Voice</li> <li>• Reported Speech</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner</li> <li>• develop the ability to write for a specific purpose</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing</li> <li>• learn the basic conventions of English grammar</li> <li>• learn sentences in Active and Passive voice</li> <li>• learn the rules to change the voice</li> <li>• learn Direct and Indirect Speech</li> <li>• learn the rules to change speech from direct to indirect and vice versa</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>key points about factual description –</b></li> <li>• <b>Objectivity:</b> They present information without personal bias or subjective opinions.</li> <li>• <b>Specific details:</b> They include precise details and characteristics to accurately describe the subject.</li> <li>• <b>Clear language:</b> They use clear and concise language to convey information effectively.</li> <li>• <b>Relevant information:</b> They focus on the most important aspects of the subject matter.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• provide worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• enhance speaking and writing skills</li> <li>• enhance vocabulary</li> </ul> <p><b>Writing:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• describe the result of an experiment</li> <li>• report of an analysis</li> <li>• describe the features of a product etc.</li> </ul> <p><b>Grammar:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• identify and change the voice from active to passive and vice versa</li> <li>• change the speech from direct to indirect and vice versa</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on importance of environmental protection, particularly concerning bird species</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write accurately to convey information in a clear and concise manner.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>
NOVEMBER	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• To the Cuckoo</li> <li>• The Island of the Nine Whirlpools</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Story writing</li> <li>• Picture Composition</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Prepositions</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• develop and enhance listening, reading, speaking and writing skills</li> <li>• develop skills of general application like analysis, synthesis, drawing of inferences etc.</li> <li>• develop high order thinking skills and critical thinking ability</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills</li> <li>• develop the confidence to express thoughts</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• give the background of the poet and the lesson</li> <li>• individual and group reading discuss the rhyme scheme and poetic devices in the poem</li> <li>• encourage students to raise questions and share their views</li> <li>• discuss the lesson</li> <li>• explain the meanings of difficult words and phrases</li> <li>• discuss the questions asked at the end of the</li> </ul>	<p><b>Literature:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• comprehend literature in the form of prose</li> <li>• understand and answer a variety of questions</li> <li>• determine the meanings of words and phrases as used in the text</li> <li>• enhance speaking and writing skills</li> <li>• enhance vocabulary</li> </ul> <p><b>Writing:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner</li> <li>• demonstrate the ability to</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Recitation</li> <li>• Discussion on fairy tales and famous characters</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write the story with the help of the hints given</li> <li>• Look at the picture- think and write</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

		<p>effortlessly and in an organised manner</p> <ul style="list-style-type: none"> <li>• develop the ability to write for a specific purpose</li> <li>• learn to interpret the data given</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing</li> <li>• learn the basic conventions of English grammar</li> <li>• learn the types of conjunctions and their usage in sentences</li> </ul>	<p>lesson</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• explain the format of Data Interpretation</li> <li>• create situations for the students to interpret data from tables, pie charts and bar graphs</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• explain the topic with the help of examples</li> </ul>	<p>use words and phrases to the appropriate level</p> <ul style="list-style-type: none"> <li>• interpret data and write a paragraph</li> </ul> <p><b>Grammar:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> <li>• identify the kinds of conjunctions as coordinating (FANBOYS) and subordinating (as, since, when, while which etc) and use them in sentences</li> </ul>	
<b>DECEMBER</b>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• The Tempest</li> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Speech Writing</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Transformation of Sentences</li> <li>• Integrated Grammar</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Enhance creativity</li> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• develop and enhance writing skills</li> <li>• develop the confidence to express thoughts effortlessly and in an organised manner</li> <li>• develop the ability to write for a specific purpose</li> <li>• learn the format and structure of a formal speech</li> <li>• revise writing skills learnt so far</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• use basic grammar appropriately while speaking and writing</li> <li>• learn the rules for transformation of sentences from simple to compound or complex, complex or compound to simple, and compound to complex and vice versa</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Winter assignment on India's Space Odyssey</li> <li>• Revision</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• provide a topic and key points to the students to write a speech</li> <li>• revise writing topics</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• provide revision worksheets</li> </ul>	<p><b>Literature:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• use their creativity to make a collage</li> <li>• recall the lessons &amp; answer questions</li> </ul> <p><b>Writing:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• organise and structure meaningful sentences in a sequential manner</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> <li>• write a speech on the topic given</li> </ul> <p><b>Grammar:</b></p> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> <li>• transform sentences</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Discussion on Shakespeare and his famous literary pieces</li> <li>• Revision Tests</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write &amp; read out a speech in the class</li> <li>• Revision Tests</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>

<b>JANUARY</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• revise the previous topics</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• revise and recapitulate the topics learnt so far</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• revise the previous topics</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• provide revision worksheets</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• provide revision worksheets</li> </ul>	<b>Literature:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• recall &amp; answer questions</li> </ul> <b>Writing:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• recall &amp; answer the questions asked</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> </ul> <b>Grammar:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision Tests</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision Tests</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>
<b>FEBRUARY</b>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• revise the previous topics</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• revise and recapitulate the topics learnt so far</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• revise the previous topics</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• review and build on previous learning</li> <li>• provide revision worksheets</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• provide revision worksheets</li> </ul>	<b>Literature:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• recall &amp; answer questions</li> </ul> <b>Writing:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• recall &amp; answer the questions asked</li> <li>• demonstrate the ability to use words and phrases to the appropriate level</li> </ul> <b>Grammar:</b> <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• apply grammar rules learnt so far</li> </ul>	<b>Literature:</b> <ul style="list-style-type: none"> <li>• Revision Tests</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Revision Tests</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Grammar Quiz</li> </ul>
<b>MARCH</b>	<b>FINAL EXAMINATION</b>				

बी.जी.एस. इंटरनेशनल पब्लिक स्कूल, सेक्टर-5, नई दिल्ली-7

CURRICULLUM(पाठ मूल्यांकन) प्रथम सत्र 2025-26

कक्षा : VII

SUBJECT: हिंदी

TEXT BOOK: वसंत-भाग 2, बाल महाभारत कथा

TEACHERS NAME: विशाखा गुप्ता

महीना	पाठ सं	भाषा की योग्यताएँ/कौशल और मूल्य	सीखने का परिणाम
अप्रैल	वसंत— 1. हम पंछी उन्मुक्त गगन 2. हिमालय की बेटियाँ	<ul style="list-style-type: none"> <li>कविता का भावबोध, संदेश, अर्थ,</li> <li>पक्षियों की परिकल्पना द्वारा</li> <li>पराधीनता की वेदना को व्यक्त</li> </ul>	बच्चों में प्रकृति-प्रेम, पक्षी-प्रेम, स्वतंत्रता का महत्व, गर्व, साहस आदि गुणों का विकास हुआ कार्यविधि1 - पिंजरे में बंद पंछी का चित्र बनाते हुए उनकी भावनाओं को अपने शब्दों में लिखिए
	बाल महाभारत— 1. शांतनु और भीष्म 2. भीष्म प्रतिज्ञा	बच्चों महाभारत की कथाओं से अवगत होंगे। महाभारत में राजाओं का आचरण उनकी शासन व्यवस्था, व्यवहार आदि जान पाएँगे।	बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ
	व्याकरण -वर्ण और भाषा	वर्णों का उच्चारण स्थान भाषा के प्रकार सिख पाएंगे	कार्यविधि2 -ए4 साइज शीट पर अपने देश में प्रयोग होने वाले सभी भाषाओं की सूची बनाए
मई	वसंत— 3. कठपुतली	<ul style="list-style-type: none"> <li>बाल मनोविज्ञान को प्रकट करना</li> <li>जीवन में संघर्ष को सरल बनाने की शिक्षा</li> </ul>	बच्चों में बाल मनोविज्ञान, साहस, पारिवारिक सम्बन्ध, स्नेह की भावना का विकास हुआ

			कार्यविधि3-पुराने कपड़ों की सहायता से कतपुतली बनाए
	<b>बाल महाभारत—</b> 4. धृतराष्ट्र और पांडु 5. धृतराष्ट्र एवं पांडु का विवाह	महाभारत की इन कथाओं द्वारा त्याग और प्रतिज्ञा के संबंध में जान पाएँगे ।  आदर्श माता जिन्होंने संघर्षपूर्ण जीवन में भी अपने पुत्रों को कुशल शासक व कुशल योद्धा बनाने में अपना जीवन बीता दिया।	बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ
	व्याकरण - विलोम शब्द, पर्यायवाची शब्द	विलोम शब्द, पर्यायवाची शब्द	शब्दकोश में वृद्धि
जून	ग्रीष्मावकाश		
जुलाई	<b>वसंत—</b> 4. मिठाईवाला	<ul style="list-style-type: none"> <li>• बच्चे इस कहानी से दूसरों के लिए जीना सीखेंगे।</li> <li>• मिठाईवाले के चरित्र से सहनशीलता का पाठ सीख पाएँगे</li> </ul>	वैज्ञानिक दृष्टिकोण का विकास हुआ
	<b>बाल महाभारत—</b> 6. कौरव पांडव की शस्त्र शिक्षा 7. लाक्षागृह - दाह 8. द्रौपदी का स्वयंवर	<b>भीम और द्रोणाचार्य के स्वभाव कैसे थे ? द्रौपदी के स्वयंवर की प्रतिज्ञा किस प्रकार पूरी हुई थी । चौसर के खेल में दुर्योधन एवं शकुनि का षड्यंत्र किस प्रकार सफल हो गया । यह जान पाएँगे</b>	कार्यविधि4- मोम के प्रयोग से एक छोटी सी झोंपरी बनाए

	व्याकरण- वचन,लिंग, अनेक शब्दों के लिए एक शब्द		कल्पनाशक्ति का विकास अर्थ ग्रहण करके लिखना शब्दकोश में वृद्धि
अगस्त	वसंत- 5. शाम एक किसान	<ul style="list-style-type: none"> <li>● प्रकृति की शोभा को जीवंत रूप में समझ पाएँगे ।</li> </ul>	बच्चों में मान-सम्मान,सही-गलत का निर्णय,विवेकबुद्धि,मातृ-प्रेम,आत्मगौरव का विकास हुआ
	बाल महाभारत- 9. इंद्रप्रस्थ की स्थापना 10. जरासंध और राजसूय यज्ञ 11. जुए का खेल और द्रोपदी की वेदना	बच्चों में द्वेष करने वालों की क्या हालत होती है यह जान पाएँगे ।	कार्यविधि5- जुआ खेलने के दुस्परिणाम को दिखाते हुए चित्र सहित वर्णन करे
	व्याकरण -मुहाबरे, संधि		शब्दकोश में वृद्धि
सितम्बर	पुनरावृत्ति	पत्र ,चित्र-वर्णन	कल्पनाशक्ति का विकास कल्पनाशक्ति का विकास

SUBJECT :हिंदी

TEXT BOOK: वसंत-भाग 2, बाल महाभारत

TEACHERS NAME: श्रीमती विशाखा गुप्ता

महीना	पाठ सं - पाठ	भाषा की योग्यताएँ/कौशल और मूल्य	सीखने का परिणाम
अक्तूबर	वसंत- 6.अपूर्व अनुभव संस्मरण  7.रहीम के दोहे	<ul style="list-style-type: none"> <li>बाल-मनोविज्ञान को दर्शाना</li> <li>दोस्ती की खातिर जोखिम उठाना</li> <li>भावार्थ जानना</li> <li>दोहे के माध्यम से नैतिक मूल्यों को समझना</li> </ul>	<p>बच्चों में दूसरों की जरूरतों को समझना,सहायता व स्नेह की भावना को बढ़ावा मिला</p> <p>सच्चा-मित्र,अनुशासन,गुण-अवगुण की पहचान,समयपालन आदि गुणों का विकास हुआ कार्यविधि6- रहीम के अन्य दोहे अपनी नोटबुक में लिखिए</p>
	बाल महाभारत- 12.अज्ञातवास 13. विराट का भ्रम 14. कौरव पांडव के राजदूत	बच्चों में धार्मिक,पौराणिक,एतिहासिक और दार्शनिकता की भावना का विकास करना	बच्चों में धार्मिक,पौराणिक,एतिहासिक और दार्शनिकता की भावना का विकास हुआ
	व्याकरण - लोकोक्तियाँ		शब्दकोश में वृद्धि
नवम्बर	वसंत- 8. खान पान की बदलती तस्वीर 9. नीलकंठ	<ul style="list-style-type: none"> <li>पशुपक्षियों में भी मनुष्य के जैसी भावनाएँ होती हैं इसे समझ पाएँगे ।</li> </ul>	<p>विवेक बुद्धि,अनजान परिस्थितियों से न घबराना,सहायता,सकारात्मकताआदि गुणों का विकास हुआ</p> <p>कार्यविधि7-खानपान की बदलती तस्वीर पर कक्षा में वादविवाद करवाना</p>

	<p>बाल महाभारत---</p> <p>15. कौरव पांडव के राजदूत</p> <p>16. पांडव और कौरव के सेनापति</p>	<p>बच्चे युद्ध में सेना की संरचना के विषय में जान पाएँगे ।</p>	<p>बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ</p>
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दिसम्बर	<p>वसंत-</p> <p>10. भोर और बरखा</p> <p>व्याकरण- पत्र और संबाद</p>	<p>कविता का भावबोध, संदेश, अर्थ स्पष्ट करना,</p>	<p>प्रकृति-प्रेम, लगन निष्ठा, समर्पण भावना आदि गुणों का विकास हुआ</p>
	<p>बाल महाभारत---</p> <p>17. पहले, दूसरे और तीसरे दिन का युद्ध</p> <p>18. चौथे से नवें दिन का युद्ध</p> <p>19. दसवे तथा ग्याहरवें दिन का युद्ध</p>	<p>बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास करना</p>	<p>बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ</p>
			<p>कल्पनाशक्ति का विकास</p>
जनवरी	<p>वसंत-</p> <p>13. वीर कुँवर सिंह (जीवनी)</p>	<p>बच्चों में स्वदेश प्रेम, साहस, वीरता, त्याग एवं बलिदान आदि गुणों का विकास करना</p>	<p>बच्चों में देश के प्रति सम्मान, अपनी स्वतंत्रता को अक्षुण्ण रखने की भावना, साहस, वीरता, त्याग एवं बलिदान आदि गुणों का विकास हुआ</p>

	बाल महाभारत--- 20 .तेरहवे दिन का युद्ध 21.कर्ण और दुर्योधन का वध	बच्चों में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास करना	बच्चों में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास हुआ
फरवरी	व्याकरण- कारक	पुनरावृत्ति	शब्दकोश में वृद्धिबच्चों के भाषा ज्ञान में वृद्धि हुई कल्पनाशक्ति का विकास
मार्च	वार्षिक परीक्षा	वार्षिक परीक्षा	मूल्यांकन

समाप्त

**BGS INTERNATIONAL PUBLIC-SCHOOL**

**SECTOR 5, DWARKA, NEW DELHI**

**CURRICULUM**

**SUBJECT : Mathematics**

**SESSION: 2025-26**

**TEXTBOOK: NCERT**

**Class: VII**

**TEACHER'S NAME: Sunita Pandey**

<b>MONTH</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>EXPECTED LEARNING OUTCOMES</b>	<b>SUGGESSTED ACTIVITIES</b>
<b>APRIL</b>	Integers	To learn properties of integers like closure, commutative, associative, existence of an identity, and the existence of inverse in addition and multiplication of integers. To compute multiplication & division of integers.	Discussion Explanation	They will learn fundamental operations multiplication & division of integers.	Representation of fractions & decimals on a number line.
	Fractions & Decimals	To learn multiplication & division of fractions and decimals.	Discussion Problem-solving	They will learn the multiplication & division by 10, 100, etc.	
<b>MAY</b>	Symmetry	To learn line & rotational symmetry	Demonstration Explanation	They will study about line symmetry and rotational symmetry.	2 D figures can be drawn and lines of symmetry can be shown in them.

<b>JULY</b>	Algebraic Expression	To understand algebraic expressions, their terms, like and unlike terms and type of algebraic expressions. To calculate the value of an expression.	Discussion Problem-solving Drilling  Explanation	They will learn to form algebraic expressions and to calculate their values.	
	Simple Equations	To solve equations by transposition method. To apply simple equations in practical situations	Discussion Explanation	They will learn to apply simple equations in practical situations. They will frame equations from the given solution.	
<b>AUGUST</b>	Lines & Angles	To identify various angles like complementary, supplementary, adjacent & vertically opposite angles learn angles made by a transversal with two lines.	Explanation Discussion Problem-solving  Multimedia	They will learn the relationship between angles.  They will learn different conditions for lines to be parallel.	Representation of properties associated with Linear pair and Parallel lines using activity method.
	Data Handling	To calculate Mean Median & Mode. To draw double bar graphs.	Explanation Drilling method	They will learn to organize, present, analyze and interpret numerical data. They will also learn arithmetic mean, median and mode.	To draw double bar graphs on a graph sheet with an example from real life situation.

<b>SEPTEMBER</b>	Visualizing Solid Shapes	Drawing & viewing of solid shapes on a flat surface.	Demonstration Explanation	They will learn the parts of a solid object They will learn to view different sections of a solid object.	Drawing of nets of various solids.
	Revision & Exams		Class tests, quizzes & worksheet discussion.		
<b>OCTOBER</b>	Triangle & its properties	To learn properties of triangles like exterior angle property, angle sum property & triangle inequality property To learn the right-angled triangle & Pythagoras property.	Demonstration  Problem-solving	They will learn medians, altitudes, centroid, orthocenter They will learn the application of Pythagoras' property.	By activity, proof of angle sum property of triangles can be shown.
	Perimeter & Area	To find the area of parallelogram, triangle and circle.	Discussion Problem-solving Brain-storming	They will calculate the area of parallelograms, triangles and circles.	To show parallelograms with same perimeters but different areas graphically. ( Page-146)

<b>NOVEMBER</b>	Rational Numbers	To understand rational numbers and their addition, subtraction, multiplication, and division.	Discussion Explanation	They will learn to understand rational numbers and their properties.	Representation of rational numbers on a number line.
	Comparing Quantities	To learn percentages to convert fractions, and decimals into percentages & vice-versa To calculate profit & loss percentage, selling price, and cost price in word problems. To understand the concept of simple interest.	Explanation Demonstration Problem-solving	They will learn the application of percentage. They will learn to calculate selling price, cost price, and profit percent or loss percent. They will learn about the concept of Simple interest.	Representation of a given percent on a graph sheet and its conversion from fraction and decimal.

<b>DECEMBER</b>	Exponents & Powers	To learn the usage of exponents in regular mathematics. Application of exponents in daily life.	Discussion Explanation	They will learn to represent large numbers in standard form.	
<b>JANUARY</b>	Revision		Practice of worksheets. Class tests		
<b>FEBRUARY</b>	Revision		Class tests, quizzes & worksheets discussion.		
<b>MARCH</b>	Final exam				

**SUBJECT TEACHER**





**BGS INTERNATIONAL PUBLIC SCHOOL, SECTOR-5, DWARKA, NEW DELHI**  
**CURRICULUM**

**SUBJECT: SCIENCE**

**CLASS VII**

**SESSION: 2025-26**

**TEXT BOOK: NCERT**

**TEACHER: Ms. SUKANKSHA**

MONTH	CONTENT	OBJECTIVE	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
April and May	<b>1. <u>NUTRITION IN PLANTS:</u></b> <ul style="list-style-type: none"> <li>Mode of nutrition in plants</li> <li>Photosynthesis</li> <li>Other modes of nutrition</li> <li>How nutrients are replenished in the soil</li> </ul>	<ul style="list-style-type: none"> <li>To understand the modes of nutrition.</li> <li>To explain the process of photosynthesis and conditions necessary for the same.</li> <li>To classify different modes of nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Interactive method</li> <li>Demonstration</li> <li>Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to differentiate plants on the basis of their nutrition.</li> <li>Can diagrams of stomata</li> <li>Explain different modes of nutrition.</li> <li>Explain the process of photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Diagram of stomata</li> <li>Word and chemical equations of photosynthesis.</li> <li>Worksheet</li> </ul>
	<b>2. <u>NUTRITION IN ANIMALS</u></b> <ul style="list-style-type: none"> <li>Different steps of nutrition.</li> <li>Human digestive system</li> <li>Types of teeth, structure of a tooth</li> <li>Digestion in grass eating animals</li> </ul>	<ul style="list-style-type: none"> <li>To have knowledge about the human digestive system.</li> <li>To understand the process of digestion.</li> <li>Identify the types of teeth and its function.</li> <li>Explain digestion in ruminants.</li> </ul>	<ul style="list-style-type: none"> <li>Oral drilling</li> <li>Discussion</li> <li>Interactive method</li> <li>Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify different parts of human digestive system.</li> <li>Can explain the human digestive process.</li> <li>Can identify different types of teething human.</li> <li>Can explain human digestive system.</li> </ul>	<ul style="list-style-type: none"> <li>Diagram</li> <li>Worksheet</li> </ul>
	<b>3. <u>HEAT</u></b> <ul style="list-style-type: none"> <li>Types of thermometer</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of heat and transfer of heat.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Interactive method</li> </ul>	<ul style="list-style-type: none"> <li>Understand and comprehend the concepts of Heat and Temperature.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Modes of heat transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Application of the concept; measuring temperature with the help of thermometer</li> <li>• To differentiate between clinical and laboratory thermometer.</li> <li>• To understand the different methods of heat transfer.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum notes</li> <li>• Demonstratio</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use thermometer and record the temperature.</li> <li>• Can differentiate between clinical and laboratory thermometer.</li> <li>• Students will be able to explain different methods of heat transfer.</li> <li>• Students will be able to relate the concept with real life situation.</li> </ul>	
JULY	<p><b>4 .ACIDS, BASES &amp; SALTS</b></p> <ul style="list-style-type: none"> <li>• Acids, Bases and salts.</li> <li>• Indicators</li> <li>• Neutralization</li> <li>• Neutralization in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• To identify acidic, basic and neutral substances on the basis of their properties.</li> <li>• To encourage students to conduct simple investigations to seek answers.</li> <li>• To know the chemical names of some common substances that are used in day today life.</li> <li>• To be able to write chemical/word equations of acid-base reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive method</li> <li>• Lecture cum notes</li> <li>• Demonstratio</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to differentiate acidic, basic and neutral substances.</li> <li>• Students will be able to test acidic/basic substances in the laboratory, observe, analyses and record the changes/findings during the experiment.</li> <li>• Students will be able to apply the scientific concepts in day-to-day life,</li> <li>• Can write word/chemical equation of acid-base reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Using natural and laboratory indicators to test samples of some common household materials (group activity)</li> <li>• Test of turmeric indicator using soap solution.</li> </ul>
	<p><b>5. <u>PHYSICAL AND CHEMICAL CHANGES.</u></b></p> <ul style="list-style-type: none"> <li>• Rusting of iron</li> <li>• Galvanization</li> <li>• Crystallization</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the properties of physical and chemical changes</li> <li>• To be able to differentiate between physical and chemical changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive method</li> <li>• Lecture cum notes</li> <li>• Demonstration</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the properties of physical and chemical changes.</li> <li>• Students will be able to classify the changes.</li> <li>• Students will be able to Observe, record and</li> </ul>	<ul style="list-style-type: none"> <li>• Write all the chemical equations occurring chemical changes</li> </ul>

	Revision	<ul style="list-style-type: none"> <li>To understand the process of rusting of iron and write word and chemical equation</li> </ul> <p>To recapitulate the previous</p>	Oral and Written	<p>analyses the experiment.</p> <ul style="list-style-type: none"> <li>Will be able to write word and chemical equations of rusting of iron.</li> </ul>	
August	<p><b>6. RESPIRATION IN ORGANISMS:</b></p> <ul style="list-style-type: none"> <li>Breathing</li> <li>Human respiratory system.</li> <li>Breathing in other animals</li> </ul> <p><b>7. TRANSPORTATION IN PLANTS AND ANIMALS</b></p> <ul style="list-style-type: none"> <li>Circulatory system</li> <li>Excretion in animals.</li> <li>Transportation of substances in plants</li> </ul>	<ul style="list-style-type: none"> <li>To have knowledge about human respiratory system.</li> <li>To understand process of respiration in human.</li> <li>To enable students to draw diagrams and label the parts of human respiratory system</li> <li>To have concept of transportation of substances in plants and animals.</li> <li>To understand the functioning of circulatory system and excretory system in human</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Interactive e method</li> <li>Lecture cum notes</li> <li>Demonstration</li> <li>Multimedia</li> <li>Interactive method</li> <li>Lecture cum note Problem solving method</li> <li>Demonstration</li> <li>Multimedia</li> <li>Diagram Flow chart</li> </ul>	<ul style="list-style-type: none"> <li>Can draw diagrams of human respiratory system and label the parts.</li> <li>Can explain the breathing mechanism and the process of respiration in human</li> <li>Understand the concept of transport of substances in plants and animals</li> <li>Understand the functioning of circulatory system and excretory system in human</li> <li>Can draw labeled diagrams</li> <li>Explain and define digestive system and excretory system of human.</li> <li>Understand the mechanism and concept of transpiration</li> </ul>	<ul style="list-style-type: none"> <li>Diagram of circulatory and excretory system. Worksheet</li> </ul>
September	<p><b>8. REPRODUCTION IN PLANTS</b></p> <ul style="list-style-type: none"> <li>Modes of</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different modes of reproduction</li> </ul>	<ul style="list-style-type: none"> <li>Interactive method</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different modes of reproduction in plants; Asexual and</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams of reproductive parts of plant.</li> </ul>

	<p>reproduction</p> <ul style="list-style-type: none"> <li>• Asexual &amp; sexual</li> <li>• Fruit and seed formation</li> <li>• Seed dispersal</li> </ul>	<p>in plants, Asexual and sexual reproduction in plants.</p> <ul style="list-style-type: none"> <li>• Fruits and seed formation, Seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum note.</li> <li>• Problem solving method</li> <li>• Demonstration</li> <li>• Multimedia</li> <li>• Diagram Flow chart</li> </ul>	<p>sexual reproduction in plants.</p> <ul style="list-style-type: none"> <li>• Differentiate between unisexual and bisexual flowers</li> <li>• Fruits and seed formation process.</li> <li>• Can explain the process of Seed dispersal and how wind, water and animals help.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams showing asexual reproduction in various plants.</li> </ul>
	Revision	To recapitulate the previous	Oral and written		
OCTOBER	<p><b>9. MOTION AND TIME</b></p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Units of time and speed</li> <li>• Measuring speed</li> <li>• Distance- time graph</li> <li>• Simple pendulum</li> </ul> <p><b>10. ELECTRIC CURRENT AND ITS EFFECTS</b></p> <ul style="list-style-type: none"> <li>• Symbols of electric components</li> <li>• Effects of</li> </ul>	<ul style="list-style-type: none"> <li>• To help the students to understand types of motion, speed, and measurement of time, units of time and speed</li> <li>• To help students to draw distance-time graph</li> <li>• Problem solving and calculating speed /distance</li> <li>• To understand the Symbols of electric circuit components.</li> <li>• Effects of electric current Working of electromagnet Working of electric bell</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive method</li> <li>• Lecture cum note.</li> <li>• Demonstration Multimedia</li> <li>• Diagram</li> <li>• Interactive method.</li> <li>• Lecture cum note making.</li> <li>• Demonstration of mirror and lens.</li> <li>• Use of multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to interpret the graphical representation of different types of motion.</li> <li>• Can distinguish between uniform and non-uniform motion.</li> <li>• Draw the graph of different motion, Distance –time graph</li> <li>• To have concepts of Motion, Time, Speed and distance time graphs</li> <li>• Can solve problems and calculate speed</li> <li>• Students will be able to identify the Symbols of electric circuit components.</li> <li>• Students can understand the concept and comprehend the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the motion of a pendulum.</li> <li>• Draw graph to show uniform motion and non-uniform motion.</li> <li>• Plot distance-time graph.</li> <li>• Draw the symbols of electric circuit components.</li> <li>• Drawing circuit diagram.</li> <li>• Making a simple electromagnet</li> </ul>

	<p>electric current</p> <ul style="list-style-type: none"> <li>• Electromagnet</li> <li>• Electric bell</li> </ul>			<ul style="list-style-type: none"> <li>• Understand the concept of effects of electric current.</li> <li>• Working of electromagnet</li> <li>• Working of electric bell</li> </ul>	
NOVEMBER	<p><b>11. LIGHT</b></p> <ul style="list-style-type: none"> <li>• Light travels in a straight-line</li> <li>• Reflection of light.</li> <li>• Images formed by Mirror and Lens.</li> <li>• Sunlight white or colored?</li> <li>• Dispersion of light</li> </ul>	<ul style="list-style-type: none"> <li>• Enable the students to learn the concept and knowhow light travels.</li> <li>• To be able to differentiate between lens and mirror.</li> <li>• To enable them to know colours of sunlight.</li> <li>• Understand the concept of reflection, refraction and dispersion of light.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagram</li> <li>• Interactive method.</li> <li>• Lecture cum note making.</li> <li>• Demonstration of mirror and lens.</li> <li>• Use of multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the concepts of Reflection, Refraction and dispersion of light.</li> <li>• Students can understand properties of mirrors and lenses.</li> <li>• Students can make Newton's disc to discover the colours of sunlight and comprehend the concept.</li> <li>• Can explain the application of knowledge in day today life.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw diagrams of different types of lenses and mirror.</li> <li>• Make a Newton's disc</li> </ul>
DECEMBER	<p><b>12. FORESTS: OUR LIFELINE</b></p> <ul style="list-style-type: none"> <li>• Structure of forest</li> <li>• Components of forest.</li> <li>• Importance of the forests</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the meaning of forest and know names of some forest trees</li> <li>• To know the various components of a forest</li> <li>• To understand the role of forests in maintaining the balance between oxygen and CO<sub>2</sub></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive method.</li> <li>• Lecture cum note making</li> <li>• Problem solving method</li> <li>• Demonstration</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to define forest and name some forest trees</li> <li>• Explain the structure of a forest</li> <li>• Can explain the various components of forest.</li> <li>• Appreciate the nature and understand the importance of forests for the environment and all the living organisms</li> </ul>	<ul style="list-style-type: none"> <li>• Diagram of structure of a forest</li> <li>• Worksheet</li> </ul>
JANUARY	<p><b>13. WASTE WATER STORY:</b></p> <ul style="list-style-type: none"> <li>• Sewage water</li> <li>• WWTP</li> </ul>	<ul style="list-style-type: none"> <li>• To have knowledge about the term's wastewater/sewage sources and treatment of</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive method</li> <li>• Lecture cum note Problem</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to define the various terms included in the lesson.</li> <li>• Can describe the various</li> </ul>	<ul style="list-style-type: none"> <li>• WORKSHEET</li> </ul>

	<ul style="list-style-type: none"> <li>• Better housekeeping practices</li> <li>Sanitation &amp; diseases</li> </ul>	<p>wastewater.</p> <ul style="list-style-type: none"> <li>• To enable the students to relate sanitation and diseases and have knowledge about onsite sewage disposal systems.</li> <li>• To encourage the students to adopt good housekeeping practices</li> </ul>	<p>solving method</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Multimedia</li> </ul>	<p>pollutants present in the sewage and the process of purification of wastewater.</p> <ul style="list-style-type: none"> <li>• Appreciate the value conserving water.</li> <li>• They can appreciate the value of adopting good housekeeping practices</li> </ul>	
	Revision	-To recapitulate the previous topics.	Oral and written		
FEBRUARY	Revision	<ul style="list-style-type: none"> <li>• To recapitulate the previous topics.</li> <li>• To clarify doubts</li> </ul>	<ul style="list-style-type: none"> <li>• Oral &amp; written</li> <li>• Worksheets</li> </ul>		

**BGS INTERNATIONAL PUBLIC SCHOOL****SECTOR 5, DWARKA ,NEW DELHI****CURRICULUM****SUBJECT : HISTORY CURRICULUM****SESSION: 2025-2026****TEXT BOOK: OUR PASTS-I****CLASS : VII****TEACHER'S NAME: KAVITA SETH**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
<b>APRIL</b>	CH 1 Introduction- Tracing Changes Through A Thousand Years	<ul style="list-style-type: none"><li>▪ To gain an understanding of the changing names of the land</li><li>▪ To provide an understanding of the various source materials used for studying this period</li></ul>	Multimedia, Question Answer method and Explanation	The students will be able to understand <ul style="list-style-type: none"><li>• Various terminologies like scribes, cartographer, patron , prashasti.</li><li>• Emergence of new socio-political groups</li><li>• Old and new religions</li></ul>	Discuss what difficulties Historians would be facing in using manuscript.
<b>MAY</b>	CH 2 Kings and Kingdoms	<ul style="list-style-type: none"><li>▪ To know about the new dynasties and their administration during the period 700-1200 A.D</li><li>▪ A detailed study of the Chola Administration</li></ul>	Multimedia, Textbook, Discussion and Explanation	The students will be able to understand <ul style="list-style-type: none"><li>• Prashastis and Land grants</li><li>• Various taxes imposed on people.</li><li>• Splendid temples built by rulers and its purpose.</li><li>• Agricultural development during the medieval period</li></ul>	On map of India mark the area occupied by Cholas, Chalukyas, Pandyas, Gurjara Pratiharas , Palas

<b>JULY</b>	CH 3 Delhi:(12 <sup>th</sup> to 15 <sup>th</sup> Century)	<ul style="list-style-type: none"> <li>▪ To provide an overview of the political history of the Delhi Sultanate from A.D. 1206-1526.</li> <li>▪ A comparative study of the administration under the Khaljis and Tughlaqs</li> </ul>	Multimedia, Textbook, Art Integration	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>▪ Administration under the Khaljis and Tughlaqs</li> <li>▪ Strength and weakness of rulers which lead to downfall of the dynasties.</li> </ul>	Prepare a wall hanging showing the timeline of the Delhi Sultans
<b>AUGUST</b>	CH 4 The Mughals (16 <sup>th</sup> to 17 <sup>th</sup> Century)	<ul style="list-style-type: none"> <li>▪ An outline of the growth of Mughal empire</li> <li>▪ Illustrate how the Akbarnama and the Ain-i-Akbari are used to reconstruct history.</li> </ul>	Multimedia, Textbook, Map Skill, Explanation and Discussion method	<p>The students will be able to describe</p> <ul style="list-style-type: none"> <li>• Mughal traditions of Succession</li> <li>• Mansabdars and Jagirdars</li> <li>• Mughal empire in the seventeenth century and after</li> </ul>	On map of India mark the areas occupied by Akbar and Aurangzeb
<b>SEPTEMBER</b>	Revision	<ul style="list-style-type: none"> <li>• Recapitulation</li> </ul>	Oral, Written, Worksheet	Clarity of concepts	Revision worksheets
<b>OCTOBER</b>	CH 5 Tribes , Nomads and Settled Communities	<ul style="list-style-type: none"> <li>▪ To know about the tribes and the regions where they lived</li> <li>▪ To understand about Nomads, new castes and hierarchies</li> <li>▪ To give an understanding of the Gonds and the Ahoms</li> </ul>	Multimedia Discussion method Lecture method Textbook	<p>The students will be able to understand.</p> <ul style="list-style-type: none"> <li>• Occupation of the tribal people</li> <li>• How the nomads like Banjaras were important for the economy.</li> <li>• Administrative system of the Gonds and the Ahoms.</li> </ul>	
					On map of India mark important tribes of India.
<b>NOVEMBER</b>	CH 6 Devotional Paths to the Divine	<ul style="list-style-type: none"> <li>▪ To give an understanding of the Bhakti Movement and the</li> </ul>	Multimedia Discussion	The students will be able to	On map of India mark major bhakti saints and

		<p>saints of the medieval period.</p> <ul style="list-style-type: none"> <li>▪ To understand how Kabir and Guru Nanak challenged formal religions</li> </ul>	method Mapskill Textbook	<p>understand.</p> <ul style="list-style-type: none"> <li>• Major beliefs and practices of various Bhakti saints in the North</li> <li>• Teachings of the Bhakti Saints of the south</li> </ul>	regions associated with them.
<b>DECEMBER</b>	CH 7 The Making of Regional Cultures	<ul style="list-style-type: none"> <li>▪ An overview of the various religious traditions regional cultures -language, dance painting and music</li> <li>▪ Case Study of Bengali literature</li> </ul>	Multimedia Discussion method Textbook	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>• Language, dance forms, Art form, religious traditions</li> <li>• Features of the temples of Bengal and its architectural features</li> </ul>	Prepare a brochure on any state/ UT and write about its culture, food, places to visit, language spoken.
<b>JANUARY</b>	CH 8 Eighteenth – Century Political Formations	<ul style="list-style-type: none"> <li>▪ To gain an understanding of the decline of the Mughal empire</li> <li>▪ To know about the emergence of new groups— The Rajputs, Marathas, Sikhs and the Jats</li> <li>▪ Understand how the Marathas expanded their area of control</li> </ul>	Multimedia Discussion method Textbook	<p>The students will be able to understand</p> <ul style="list-style-type: none"> <li>• Reasons for the decline of the Mughal empire</li> <li>• How Sikhs and Marathas organized themselves into a political community.</li> </ul>	Make a PPT on the rule of the Marathas, Jats ,Sikhs or Rajputs
<b>FEBRUARY</b>	Revision	<ul style="list-style-type: none"> <li>• Recapitulation</li> </ul>	Oral, Written, Multimedia	Clarity of concepts	Revision worksheets
<b>MARCH</b>	Final Examination				

**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR 5, DWARKA ,NEW DELHI**

**CURRICULUM**

**SUBJECT : CIVICS**

**SESSION: 2025-26**

**TEXT BOOK: SOCIAL AND POLITICAL LIFE-II (NCERT)**

**CLASS: VII**

**TEACHER'S NAME: KAVITA SETH**

<b>MONTH</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>EXPECTED LEARNING OUTCOMES</b>	<b>ACTIVITIES</b>
<b>APRIL</b>	<b>CH-1 On Equality</b>	<ul style="list-style-type: none"><li>• To understand the concept of democracy and the right to equality enshrined in our Constitution.</li><li>• Laws and various government initiatives to establish equality</li><li>• To familiarise the students with the Civil Rights Movement in America</li></ul>	<b>Multimedia Story Telling Art Integration Textbook</b>	<b>The learner will be able to:</b> <ul style="list-style-type: none"><li>• explain the significance of equality in democracy</li><li>• Distinguish between political equality, economic equality and social equality</li><li>• explain the programmes started by the government to promote equality</li></ul>	<b>Prepare posters on the Right to equality</b>

<b>MAY</b>	<b>Ch-2 Role of the Government in Health</b>	<ul style="list-style-type: none"> <li>• To analyse the health care system in India</li> <li>• To gain a sense of the nature of decision – making within the State government</li> </ul>	<b>Multimedia Discussion method Examples Textbook</b>	<b>The learners will be able to:</b> <ul style="list-style-type: none"> <li>• Differentiate between Private health care centres and Public health services</li> <li>• Study the health situation of Costa Rica and Kerala</li> </ul>	<b>Prepare newspaper collage about the work being done by the State government on issues like health, food, agriculture, roads etc.</b>
<b>JULY</b>	<b>Ch-3 How the State Government works</b>	<ul style="list-style-type: none"> <li>• To examine the working of the government at the state level</li> <li>• To understand the functions of the opposition party.</li> </ul>	<b>Multimedia Discussion method Learning by doing</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Describe the process of election to the legislative assembly</li> <li>• Gain an understanding on the working of the government</li> </ul>	<b>Mock Elections</b>
<b>AUGUST</b>	<b>Ch-4 Growing up as boys and girls</b>	<ul style="list-style-type: none"> <li>• To make them understand that gender is a social constraint and not determined by biological difference</li> <li>• To familiarise the students with the gender discrimination in the society</li> </ul>	<b>Multimedia Discussion method Art Integration method Textbook</b>	<ul style="list-style-type: none"> <li>• Learn gender differences or inequality</li> <li>• Explain Government's role in women's education and welfare</li> <li>• Analyse the changes in working conditions of men and women at work outside and work at home</li> </ul>	<b>Prepare a story board on breaking stereotype.</b>

<b>SEPTEMBER</b>	<b>REVISION PT2</b>	<ul style="list-style-type: none"> <li>• <b>Recapitulation</b></li> </ul>	<b>Oral , Written , Multimedia</b>	<b>Clarity of concepts</b>	<b>Revision worksheet</b>
<b>OCTOBER</b>	<b>Ch-5 Women change the World</b>	<ul style="list-style-type: none"> <li>• <b>To gain knowledge of the discrimination faced by women and their stereotyping</b></li> <li>• <b>Trace the efforts of the women's movement in challenging the discrimination and various forms of violence against women</b></li> </ul>	<b>Multimedia Story Telling Textbook</b>	<b>The learners will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Tell about common stereotypes in men and women</b></li> <li>• <b>About the struggle of women for education through accounts of different people</b></li> <li>• <b>Identifies women achievers in different fields from various regions of India</b></li> <li>• <b>Illustrates contribution of women to different fields with appropriate examples</b></li> </ul>	<b>Group discussion about women who worked for a better society</b>
<b>NOVEMBER</b>	<b>Ch-6 Understanding Media</b>	<ul style="list-style-type: none"> <li>• <b>To understand the role of the media in facilitating interaction between the government and citizens</b></li> <li>• <b>To gain a sense that government is accountable to its citizens.</b></li> </ul>	<b>Multimedia Discussion method Explanation Textbook</b>	<b>The students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Explain the functioning of media with appropriate examples from newspapers</b></li> <li>• <b>Create an advertisement</b></li> <li>• <b>Explain the impact of media on people's lives</b></li> </ul>	<b>Group discussion on how has the technology media use changed over the years.</b>
<b>DECEMBER</b>	<b>Ch-7 Markets Around us</b>	<ul style="list-style-type: none"> <li>• <b>To provide an understanding of the buying and selling of</b></li> </ul>	<b>Multimedia Discussion method Examples</b>	<b>The students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Differentiate between different kinds of</b></li> </ul>	<b>Compare and contrast a weekly market and a</b>

		<b>products</b> <ul style="list-style-type: none"> <li>To encourage students to know the types of markets</li> </ul>	Textbook	markets	<b>shopping complex on the following:</b> <ul style="list-style-type: none"> <li>Kinds of goods sold</li> <li>Prices of goods</li> <li>Sellers</li> <li>Buyers</li> </ul>
<b>JANUARY</b>	<b>Ch-8 A Shirt in the Market</b>	<ul style="list-style-type: none"> <li>To gain knowledge of the chain of markets involved in the manufacture of a commodity with the help of a story of the making of a shirt</li> </ul>	<b>Multimedia</b> <b>Discussion method</b> <b>Explanation</b> <b>Textbook</b>	<b>The students will be able to:</b> <ul style="list-style-type: none"> <li>Trace how goods travel through various market places</li> <li>Explain the advantages and disadvantages of putting out system.</li> <li>Advantages of weavers Cooperatives</li> </ul>	<b>Discuss the role of foreign companies in the making of a shirt</b>
<b>FEBRUARY</b>	<b>Revision</b>	<ul style="list-style-type: none"> <li><b>Recapitulation</b></li> </ul>	<b>Oral , Written , Multimedia</b>	<b>Clarity of concepts</b>	<b>Revision worksheet</b>
<b>MARCH</b>	<b>FINAL TERM EXAMS</b>				

**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR 5, DWARKA ,NEW DELHI**

**CURRICULUM**

**SUBJECT : GEOGRAPHY**

**SESSION: 2025-26**

**TEXT BOOK: OUR ENVIRONMENT**

**CLASS: VII**

**TEACHER'S NAME: KAVITA SETH**

<b>MONTH</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>METHODOLOGY</b>	<b>EXPECTED LEARNING OUTCOMES</b>	<b>ACTIVITIES</b>
<b>APRIL</b>	<b>CH-1 Environment</b>	<ul style="list-style-type: none"><li>• To understand the environment in its totality including various components both natural and human</li><li>• To explain the components of natural environment</li></ul>	<b>Multimedia Discussion method Story Telling Textbook</b>	<b>The students will be able to:</b> <ul style="list-style-type: none"><li>• Explain the various types of wastes being added to the environment</li><li>• Predict the consequences due to human activities which affect the environment</li><li>• Explain components of natural environment i.e. lithosphere, hydrosphere, atmosphere and biosphere</li></ul>	<b>Flow chart of components of environment</b>

<b>MAY</b>	<b>CH-2 Inside our Earth</b>	<ul style="list-style-type: none"> <li>• To understand the interior of the earth</li> <li>• To familiarise the students with the formation of the rocks</li> </ul>	<b>Multimedia Discussion method Learning by doing Textbook</b>	<b>Students will be able to</b> <ul style="list-style-type: none"> <li>• Identify major layers of the earth</li> <li>• Explain the types of rock and its formation</li> </ul>	<b>Prepare a model of the interior of the earth and rock cycle</b>
<b>JULY- AUGUST</b>	<b>CH-3 Our Changing Earth</b>	<ul style="list-style-type: none"> <li>• To understand the various movements in the earth's surface that lead to formation of various features on the earth</li> </ul>	<b>Multimedia Discussion method Explanation Textbook</b>	<b>Students will</b> <ul style="list-style-type: none"> <li>• Reflect on the factors leading to disasters and calamities</li> <li>• Explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts</li> </ul>	<b>Prepare a model on Volcano.</b>
<b>SEPTEMBER</b>	<b>REVISION</b>	<ul style="list-style-type: none"> <li>• Recapitulation</li> </ul>	<b>Oral , Written , Multimedia</b>	<ul style="list-style-type: none"> <li>• Clarity of concepts</li> </ul>	<b>Revision worksheet</b>
<b>OCTOBER</b>	<b>CH-4 Air</b>	<ul style="list-style-type: none"> <li>• To facilitate the learners to understand about atmosphere and its elements</li> </ul>	<b>Multimedia Discussion method Explanation Textbook</b>	<ul style="list-style-type: none"> <li>• Explains composition and structure of the atmosphere</li> <li>• Explains the elements of weather and climate</li> </ul>	<b>Diagram of composition of air and the structure of the atmosphere</b>

<b>NOVEMBER</b>	<b>CH-5 Water</b>	<ul style="list-style-type: none"> <li>• To know about distribution of water on the earth.</li> <li>• To facilitate the learners to understand the importance of conserving water</li> </ul>	<b>Multimedia</b> <b>Discussion method</b> <b>Lecture method</b> <b>Textbook</b>	<ul style="list-style-type: none"> <li>• Appreciate the importance of clean water and the problems that may arise in the absence of it</li> </ul>	<b>On a world map, mark continents, oceans, ocean currents and important seas</b>
<b>DECEMBER</b>	<b>CH-6 Human Environment Interactions- The Tropical and the Sub tropical region</b>	<ul style="list-style-type: none"> <li>• To familiarise the students with the relationship between natural environment and human environment</li> </ul>	<b>Multimedia</b> <b>Discussion method</b> <b>Lecture method</b> <b>Textbook</b>	<ul style="list-style-type: none"> <li>• Understand the life of the people in different climatic conditions</li> </ul>	<b>Prepare a presentation showing comparison between the tropical and the sub tropical regions</b>
<b>JANUARY</b>	<b>CH-7 Life in the Deserts</b>	<ul style="list-style-type: none"> <li>• To understand the life of the people living in these regions and the effect of the climate on their lives and occupation</li> </ul>	<b>Multimedia</b> <b>Discussion method</b> <b>Lecture method</b> <b>Textbook</b>	<ul style="list-style-type: none"> <li>• Describe interrelationship between climatic regions and life of people living in different climatic regions</li> </ul>	<b>Mark hot and cold desert on the world map</b>
<b>FEBRUARY</b>	<b>Revision</b>	<ul style="list-style-type: none"> <li>• Recapitulation</li> </ul>	<b>Oral , Written , Multimedia</b>	<b>Clarity of concepts</b>	<b>Revision worksheet</b>
<b>MARCH</b>	<b>Final Examination</b>				

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA ,NEW DELHI**  
**CURRICULUM**

SUBJECT : संस्कृतम् - कक्षा सप्तमी  
TEXT BOOK : रुचिरा द्वितीयो भागः  
TEACHER'S NAME: ऋचा बहुगुणा

SESSION: 2025 - 2026

MONTH	CONTENT पाठ्यवस्तु	OBJECTIVES अधिगमोद्देशयानि	METHODOLOGY सहायकशैक्षिकानुदेशाः	EXPECTED LEARNING OUTCOMES अधिगमसम्प्राप्तयः	ACTIVITIES
APRIL	1. सुभाषितानि	- श्लोकानां गायनक्षमतायाः विकासः ।  पाठे स्थितश्लोकानां मूल्यानाम् अनुभूतिः ।	- श्लोकानां गति -यति- लय-भावाभिनय-अनुसारं सस्वरगायनाभ्यासः, श्लोकानां भावार्थस्य ज्ञानम्, लिंगज्ञानम्,अभ्यासकार्यञ्च।  - श्लोकलेखनम् - पाठे स्थितानां श्लोकानाम् उच्चारणम्, कण्ठस्थीकरणम्, लेखनाभ्यासश्च ।	- श्लोकानां गायनसामर्थ्यम् ।  -जीवनानुभवे संस्कृत श्लोकोद्धरणस्य कौशलसंपादनम् ।	चित्राधारित पंचवाक्यानि लेखनम्।

	<p>आत्म-परिचयः</p> <p>-छात्रेषु संस्कृते आत्मपरिचयप्रदान कौशलस्य विकासः</p> <p>-संस्कृते वाक्यनिर्माणस्य अभ्यासः</p>	<ul style="list-style-type: none"> <li>• मम नाम.....।</li> <li>• शिक्षकः छात्रं पृच्छति-भवतः नाम किम् ?</li> <li>• छात्रः वदति - मम नाम.....।</li> <li>• शिक्षकः छात्रां पृच्छति- भवत्याः नाम किम् ?</li> <li>• छात्रा वदति-मम नाम.....।</li> <li>• परस्परं छात्राः परिचयं वदन्ति नामानि च पृच्छन्ति</li> </ul>	<p>संस्कृतसंभाषणकौशलवृद्धिः आत्मविश्वासश्च ।</p> <p>-आत्मपरिचयस्य मौखिकाभिव्यक्तिः लेखनाभ्यासश्च ।</p>	
	<p>-पाठमाध्यमेन छात्रेषु कथाकथन-कौशलस्य विकासः ।</p> <p>-पाठस्थित- मैत्रीमूल्यस्य ज्ञानम्</p>	<p>-पाठस्य/कथायाः आदर्शवाचनम्, अनुवाचनम्, काठिन्यनिवारणं, शब्दार्थज्ञानं, लिङ्गज्ञानम्, अभ्यासकार्यञ्च ।</p>	<p>-लघुसंस्कृतवाक्यानां परिचयः</p> <p>संस्कृते कथा-पठनकौशलः वृद्धिः ।</p> <p>-सन्धिः - दीर्घसन्धिः</p>	

	2. दुर्बुद्धिः विनश्यति	-प्राचीनसंस्कृत कथानां प्रति अनुरागस्य वर्धनम् ।	-पाठे निहितानां नैतिकमूल्यानां निर्देशपूर्वकं कथाग्रंथस्य परिचय	-पुनरावर्तनम् - सन्धिपाठनात् प्राक् षष्ठी-सप्तमीकक्षायां पठित-वर्णसंयोजन-वर्णविच्छेद-प्रक्रियायाः पुनरावर्त	
	संख्या 1-50	संस्कृतभाषायां गणना एवञ्च व्यावहारिक अनुप्रयोगस्य सामर्थ्यः।	-षष्ठी कक्षायां पठितानाम् एकतः - विंशतिः पर्यन्तसंख्यानां लेखनस्य पूर्वज्ञानमवबोधय एकतः पञ्चाशत्पर्यन्तं संख्यानां संस्कृतभाषायां लेखनाभ्यासः।  लिङ्गानुसारं संख्यापदानां भिन्नतायाः ज्ञानम् ।	संस्कृतभाषायां संख्यानां लेखनस्य सामर्थ्यम् ।	
MAY	3. स्वावलम्बनम्	-पाठमाध्यमेन स्वावलम्बनम् इति गुणस्य उपयोगितायाः विषये ज्ञानसंपादनम् ।  -संस्कृते संवादपठनस्य योग्यतायाः विकासः।	-कथायाः आदर्शवाचनम्, अनुवाचनम्, काठिन्यनिवारणं, शब्दार्थज्ञानं, लिङ्गज्ञानम्, अभ्यासकार्यञ्च ।	संख्याज्ञानम् ।  तत्-एतत् शब्दानां प्रत्ययानाञ्च ज्ञानम् ।  -अपठितगद्यांशः- एकपदेन, पूर्णवाक्येन यथानिर्देशं वा	चार्ट निर्माणम् (लिङ्गानुसारम् चित्र )

		<p>-संस्कृतभाषायां गणना एवञ्च व्यावहारिक अनुप्रयोगस्य सामर्थ्यः।</p>	<p>-भारतीयमासानाम् ऋतूनां नामानि स्फोरकपत्रे लेखनम्</p> <p>-स्वावलंबनम् इति पदमाधृत्य कक्ष्यायां चर्चा</p>	<p>प्रश्नोत्तराणाम् अभ्यासः कारणीयः।</p>	
	उपसर्गाः/ प्रत्ययाः	<p>- संस्कृतभाषायां निहित-उपसर्गानां पाठनम्, तेषां शब्दनिर्माणे उपयोगसामर्थ्यम् सम्पादनम् ।</p> <p>- संस्कृतभाषायां निहित प्रत्ययानां पाठनम्, तेषां शब्दनिर्माणे उपयोगसामर्थ्यस्य सम्पादनम् ।</p>	<p>उपसर्गपरिचयः प्र, सम्, अनु, उपसर्गानां शब्दैः सह मेलनाभ्यासः ।</p> <p>-प्रत्ययपरिचयः,</p> <p>क्त्वा, तुमुन् प्रत्ययस्य अभ्यासः।</p> <p>प्रत्ययानामवधारणा, प्रत्ययाधारितशब्दानां निर्माणम् ।</p>	<p>-उपसर्गाधारित-नूतन-शब्दानां प्रयोगस्य क्षमतायाः विकासः ।</p> <p>क्त्वा, तुमुन् प्रत्ययाधारित-नूतनशब्दानां प्रयोगस्य क्षमतायाः विकासः</p>	
JULY	4. पण्डिता रमाबाई	<p>संस्कृते गद्यपठनकौशलस्य संपादनम् ।</p> <p>-छात्रेषु महिलाशिक्षाविषये</p>	<p>-कथायाः आदर्शवाचनम्, अनुवाचनम्, काठिन्यनिवारणं, शब्दार्थज्ञानं, लिङ्गज्ञानम्, अभ्यासकार्यञ्च।</p>	<p>आरोह-अवरोहपूर्वकं गति-यति-लय-भावाभिनय- पूर्वकं संस्कृतगद्यपठनस्य सामर्थ्यम् ।</p> <p>-महिलासशक्तीकरण-संप्रत्ययस्य ज्ञानम् ।</p>	पद्य गायनम्

		नूतनचिंतनस्य वर्धनम् । - पाठे स्थितानां व्याकरण -पदानां ज्ञानम्।	- पाठमाध्यमेन स्त्रीशिक्षाविषयक-ज्ञानसम्पादनम्।		
	पत्रलेखनम्  चित्रवर्णनम्  अपठित गद्यांश	भावानां सरलसंस्कृतभाषायां लेखनाभ्यासः।	-मंजूषायाः सहायतया सरलपत्र-लेखनस्याभ्यासः।	मंजूषायाः सहायतया सरलपत्र-लेखनस्य सामर्थ्यम्।	
AUGUST	5. त्रिवर्णः ध्वज	- संस्कृते अभिनयशैलेः परिचयः संपादनम्  -संस्कृते संवादपठनकौशलस्य अभिवर्धनम् ।	पाठस्य आदर्शवाचनम्, अनुवाचनम् काठिन्यनिवारणं, शब्दार्थज्ञानं, लिङ्गज्ञानम्, अभ्यासकार्यञ्च ।	आरोह-अवरोहपूर्वकं गति-यति-लय-भावाभिनय- पूर्वकं संस्कृतगद्यपठनस्य सामर्थ्यम् ।	शब्दरूप / धातुरूप मौखिकाभ्यास
		-भारतीयराष्ट्रध्वजस्य विषये अभिज्ञतायाः विकासः ।	राष्ट्रध्वजविषये ज्ञानसम्पादनम् ।	-संवादानां लावानुकूलं वाचनाभ्यासः ।	

		-राष्ट्रीयप्रतीक-चिह्नानां विषये ज्ञानस्य अभिवर्धनम् ।	-राष्ट्रीयचिह्नानां विषये छात्राणाम् अभिज्ञतायाः वर्धनम् ।	-सर्वेषां देशानां राष्ट्रीयध्वजसंकलनमाध्यमेन भारतीयध्वजविषये ज्ञानप्रदानम्	
SEPTEMBER	धातुरूपाणि/शब्दरूपाणि  पुनरावृत्ति	संस्कृतभाषायां शब्दरूपाणां , धातुरूपाणां कण्ठस्थीकरणं भाषायाम् च अनुप्रयोगस्य ज्ञान- विस्तारः  MID TERM	कृ धातुः (परस्मैपदी) (लट्, लृट्, लङ्ग, लकारेषु) अभ्यासः  सर्व,मति, वारि शब्दरूपाणाम् अभ्यासः ।	- शब्दरूपाणां कण्ठस्थीकरणम्  -भाषायां शब्दरूपाणां प्रयोगज्ञानम्  -वाक्यनिर्माणाय आवश्यकक्रियापदानां ज्ञानम् ।	
OCTOBER	6. सदाचारः सदाचारः  7. अहमपि विद्यालयं गच्छामि	- संस्कृत श्लोकानां उच्चारणक्षमतायाः विकासः।  - श्लोकस्यार्थस्य ज्ञानं एवञ्च जीवने अनुप्रयोगः।  संस्कृते नाट्यरीतेः परिचय	- श्लोकानां गति -यति-लय- भावाभिनय-अनुसारं सस्वरगायनाभ्यासः, श्लोकानां भावार्थस्य ज्ञानम्, लिङ्गज्ञानम्, अभ्यासकार्यञ्च।  नाट्यरीत्या शिक्षणं कक्षायां ( पात्राणां चयनपूर्वकं संवादाधारित-क्रियाविधिः)	- श्लोकानां गायनक्षमतायाः विकासः।  -जीवनानुभवे संस्कृतश्लोकोद्धरणस्य कौशलसंपादनम् ।  भावानुसारेण संवादान्मं पठनम्, अभिनयपूर्वकसंस्कृत-संवादानां वाचनम् अर्थावगमनम् च ।	वर्ग पहेलिका निर्माणम्

NOVEMBER		-भावानुकूलं संवादानां पठनकौशलस्य अभ्यासः।  -शिक्षा जागरूकतायाः सम्बन्धिः मूल्यानावबोधः।	-पाठस्य सरलार्थः अभ्यासकार्यञ्च ।		
	8.विश्वबन्धुत्वम्	-"वसुधैव कुटुंबकम्" भावनायाः विस्तारः।  -वैश्विकसमस्यानां पाठनं चिंतनं च।  संस्कृते गद्यपठन- कौशलस्य संपादनम्	-पाठस्य आदर्शवाचनम्, अनुवाचनम्, काठिन्यनिवारणं, शब्दार्थज्ञानं, लिङ्गज्ञानम्, अभ्यासकार्यञ्च ।	-आरोह-अवरोहपूर्वकं गति-यति- लय-भावाभिनय- पूर्वकं संस्कृतगद्यपठनस्य सामर्थ्यम्।	श्लोकगायन
	9. अमृत संस्कृतम्	- पाठमाध्यमेन संस्कृतभाषायाः उपयोगितां प्रति अभिज्ञतायाः वर्धनम्।	-पाठस्य आदर्शवाचनम्, अनुवाचनम्, काठिन्यनिवारणं,	गद्यपठनक्षमता, संस्कृत- सूक्तीनां, ध्येयवाक्यानां व्यवहारिक-जीवने प्रयोगकौशलस्य विकासः ।	

		<p>-गद्यपठनम् एवञ्च अर्थावगमनकौशलम्।</p> <p>- संस्कृतसाहित्यं प्रति अभिरुचेः वर्धनम् ।</p>	<p>शब्दार्थज्ञानं, लिङ्गज्ञानम्, अभ्यासकार्यञ्च ।</p>			
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DECEMBER	10. लालन गीतम्	<p>संस्कृते गीतगायन- कौशलस्य विकासः ।</p> <p>-संस्कृते गीतस्य भावग्रहण क्षमतायाः अभिवर्धनम् ।</p> <p>-नूतनशब्दानां ज्ञानं अनुप्रयोगञ्च ।</p>	<p>गीतस्य गति -यति-लय- भावाभिनय-अनुसारं सस्वरगायनाभ्यासः, श्लोकानां भावार्थस्य ज्ञानम्, लिंगज्ञानम्, अभ्यासकार्यञ्च ।</p>	<p>-आरोह-अवरोहपूर्वकं गति-यति- लय-भावाभिनय- पूर्वकं संस्कृतगीतगायनस्य सामर्थ्यम्</p>	क्रीडा-विभिन्नविषयेषु	
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JANUARY			पुनरावृत्ति कार्य:		
	पुनरावृत्ति कार्य:				
FEBRUARY	वार्षिक परीक्षा				
MARCH	वार्षिक परीक्षा		= 80+20=100		

SUBJECT TEACHER - RICHA BAHUGUNA

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA, NEW DELHI**  
**CURRICULUM – CLASS VII**

**SUBJECT: FRENCH**

**SESSION: 2025-26**

**TEXTBOOK : APPRENONS LE FRANÇAIS 2 (Méthode et Cahier)**

**TEACHERS NAME : MS. RITIKA GABA**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
AVRIL	<b>0. Un clin d'œil sur la France</b>	<ul style="list-style-type: none"> <li>• Connaissance générale de la France</li> <li>• Les accents</li> <li>• La ponctuation</li> <li>• Les Voyelles</li> <li>• Les Liaisons</li> </ul>	<ul style="list-style-type: none"> <li>• S'initier à la culture française</li> </ul>	<ul style="list-style-type: none"> <li>• Connaissance générale de la France</li> </ul>	Un collage sur la culture française.
	<b>1. Un voyage anatomique</b>	<ul style="list-style-type: none"> <li>• Décrire une personne</li> <li>• Les verbes –er</li> <li>• Les verbes être, aller, avoir</li> <li>• Les pronoms sujets</li> <li>• Les articles définis/indéfinis</li> <li>• Le corps humain</li> <li>• La description physique</li> </ul>	<ul style="list-style-type: none"> <li>• Les règles les verbes</li> <li>• Le vocabulaire des parties de corps</li> <li>• Les règles des pronoms sujets</li> <li>• Les règles des articles Définis/Indéfinis</li> </ul>	<ul style="list-style-type: none"> <li>• Savoir les parties du corps</li> <li>• Savoir comment décrire : <ul style="list-style-type: none"> <li>• Une personne</li> <li>• La Famille</li> </ul> </li> </ul>	Une affiche sur les parties du corps





<b>DECEMBRE</b>	<b>9. Visitons la maison de Manuel</b>	<ul style="list-style-type: none"> <li>• Décrire les pièces, les meubles et les appareils dans la maison</li> <li>• Poser des questions personnelles</li> <li>• Les adjectifs possessifs</li> </ul>	<ul style="list-style-type: none"> <li>• Le vocabulaire des lieux et du décor</li> <li>• Règles des adjectifs possessifs</li> <li>• Décrivez votre maison.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprendre les adjectifs possessifs</li> <li>• Apprendre les vocabulaire</li> <li>• Apprendre à poser les questions</li> </ul>	Parler de votre maison
<b>JANVIER</b>	<b>10. Une lettre de Boulogne-Billancourt</b>	<ul style="list-style-type: none"> <li>• Les endroits dans la ville</li> <li>• Les homonymes</li> <li>• Les Virelangues</li> <li>• Décrire une ville</li> </ul>	<ul style="list-style-type: none"> <li>• Le vocabulaire de ville</li> <li>• Décrire une ville (Delhi/Paris)</li> </ul>	<ul style="list-style-type: none"> <li>• Apprendre le vocabulaire</li> <li>• Apprendre les homonymes et des Virelangues</li> </ul>	Récitation des Virelangues et des homonymes
<b>FÉVRIER</b>	<b>Révision</b>				<ul style="list-style-type: none"> <li>• Récapitulation orale</li> <li>• Quiz en classe</li> </ul>
<b>MARS</b>	<b>FINAL TERM EXAMINATION</b>				

**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI-75**

**CLASS – VII**

**SUBJECT- BLOCK PRINTING**

**TEACHER:- MS. ANITA**

Month	Content	Objectives	Methodology	Learning Outcomes	Activity
April-May	Introduction of weaving & wood block printing	I. To create a variety of textures, patterns & materials . II. To transfer designs or image from carved wooden blocks onto paper or fabric.	Work on file	<ul style="list-style-type: none"> <li>To develop skills of weaving</li> </ul>	Visit to power loom factory
July- August	Block Printing	I. To transfer designs or image from carved wooden blocks onto paper or fabric.	Block Carving	<ul style="list-style-type: none"> <li>Learn to create their own blocks using various techniques.</li> <li>Students will learn about creating pattern designs.</li> <li>Transferring the image onto fabric or paper.</li> </ul>	Pattern Designing
October	Printing – Merging Rajasthani Block Printing	II. Create unique, globally recognized designs. III. Preserve a traditional craft.	Work in file	<ul style="list-style-type: none"> <li>Cultural understanding</li> <li>Developing technical skills</li> </ul>	Designs and patterns creativity

November	Printing- Merging Rajasthan's Block Printing with fashion	I. Blending traditions & Modernity	Work in fabric	<ul style="list-style-type: none"> <li>• Exploring design possibilities</li> <li>• Understanding the challenges</li> </ul>	
December	Evolution & innovation of block printing	II. To continued its existences and relevance III. Blending of traditional and modern designs.	Work in Art File	<ul style="list-style-type: none"> <li>• Value their heritage of Art work.</li> </ul>	Dye Printing
January	Evolution of innovation of block printing	I. Illustrates a broader trend II. Reforesting a rich cultural heritage	Work in Art File/ Fabric	<ul style="list-style-type: none"> <li>• Artistic Expressions through hands on creation</li> </ul>	Create designs Visit printing mills.
February	Mills- to market	I. Used to make apparel and home furnishing	Work on fabric	<ul style="list-style-type: none"> <li>• Cultural significance</li> <li>• Develop an interest and respect the legacy.</li> </ul>	

**BGS INTERNATIONAL PUBLIC-SCHOOL**  
**SECTOR-5, DWARKA, NEW DELHI**

**SUBJECT: DANCE**

**SESSION: 2025-2026**

**TEACHER'S NAME: Havisha Agnihotri**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL	Dance Choreography on Social Issues.	To develop choreography skills by incorporating movements and gestures that represents a social cause.	Guide students in incorporating storytelling elements through movement.	Understanding of how dance can raise awareness about social issues and contribute to social change.
MAY	Dance on Vibhatsya & Adbhuta rasa.	To teach students how to express these emotions through Abhinaya (Expression), Mudras (Hand gestures), and Body movements.	Demonstration Method & Technique development.	Students will develop the ability to use facial expressions, body movements, and gestures to evoke these specific emotions clearly and convincingly.
JULY	Dance on Shringar rasa & Hasya rasa	Express Dance through lyrical movements, soft facial expressions, and symbolic gestures (mudras) that evoke love or beauty.	Demonstration Method, Focus on Rhythm and Synchronization.	Display improved collaboration, teamwork, and communication skills through group work and performance preparation.
AUGUST	Dance on Karuna rasa & Rudra rasa	To train students in the appropriate facial expressions (abhinaya) and body movements (nritya) required for portraying these emotions.	Demonstrating both individual and collective expression.	Students will learn and perform compositions that reflect Karuna and Rudra rasas.
SEPTEMBER	Dance on Veer & Bhayanak rasa	Veer Ras: Expresses bravery, valor, courage, and the warrior spirit, use of high energy movements. Bhayanak Ras: Expresses fear, terror, and horror.	Demonstrating movements and Providing constructive feedback to each student.	Student will perform in groups, displaying their learned choreography of either Veer or Bhayanak Ras.
OCTOBER	Honor's day Practice	Rehearse and perfect performances for Honors Day	Review and refine dances.	Focus on stage presence and expression. Build confidence for the performance.
NOVEMBER	Preparation for the Utsav (Festival) performance.	Learn festival-related choreography.	Rehearse traditional and folk dances.	Competition can build self-confidence, as students see their own capabilities and grow through feedback and reflection.
DECEMBER	Dance on Self-Reliant India	Create choreography around themes of self-reliance and empowerment. Practice storytelling through dance	Incorporate modern and traditional dance elements.	Student will learn to celebrate concept of "Atmanirbhar Bharat" (Self-Reliant India).Dances that showcase independence, empowerment, and strength.

<b>JANUARY</b>	<b>Patriotic Dance for Republic Day</b>	<b>Celebrate Indian independence, unity, and pride.</b>	<b>Demonstrating use elements of classical, folk, and contemporary dance styles.</b>	<b>Focus on expressive movements that convey patriotism.</b>
<b>FEBRUARY</b>	<b>Execution of pre-learned dance routines, understanding of sequencing, and timing.</b>	<b>Evaluate students' mastery of dance techniques, including precision, strength, and flexibility.</b>	<b>After the test, provide feedback on strengths and areas for improvement. Encourage students to reflect on their performance.</b>	<b>Students will enhance their performance and feedback help them to improve performances</b>

**BGS INTERNATIONAL PUBLIC SCHOOL,  
SECTOR 5, DWARKA. NEW DELHI  
CURRICULUM**

**SUBJECT : ARTIFICIAL INTELLIGENCE**

**SESSION: 2025-26**

**TEACHER NAME:ANNU LAMBORA**

**CLASS: 7th**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOME	ACTIVITIES
APRIL	Introduction to Artificial Intelligence Difference between human and artificial intelligence.  Need of Artificial Intelligence	Students get their first taste of what problems Artificial Intelligence can solve and become excited about learning the technology behind it.	Discussion and practical	Describe application of AI in their daily lives	Ice Breaker Activity: Dream Smart Home idea Learners to design a rough layout of floor plan of their dream smart home. <ul style="list-style-type: none"> <li>Game 1: Rock, Paper and Scissors (based on data)</li> </ul>
MAY	Human Machine Interaction How does human machine interaction work?	Gain the habit of solving problems by practicing critical thinking and self-directed learning.	Interactive Session + Game	Identify the 3 domains of AI.	<ul style="list-style-type: none"> <li>Game 2: Mystery Animal (based on Natural Language Processing - NLP)</li> </ul>
JUNE					
JULY	Integrated AI apps,smartphones,media and music streaming services, maps and navigation,chatbots,digital assistance.  Introduction to canva software	Students gain an awareness of where Artificial Intelligence is relevant in their lives.	Discussion and to watch videos	Gain an awareness of where Artificial Intelligence is relevant in their own lives	Video Session: To watch a video Introducing the concept of Smart Cities, Smart Schools and Smart Homes  Welcome to Canva!
AUGUST	Application of AI in various sector Health,E-commerce,automotive industry etc	Practice storytelling using an open source AI tool.	Discussion and to watch videos	Practice storytelling using an open source AI tool.	<ul style="list-style-type: none"> <li>Logging and setup canva account</li> </ul>

	How to make your own account in canva software				
SEPTEMBER	<p>What is sustainability development, What are sustainability development goals and role of AI in SDG</p> <p>How to use pre design layouts in canva</p>	To understand the impact of artificial intelligence on sustainability development goals to develop responsible citizen	Discussion and practical	identify leverage points which are appropriate for achieving SDGs using AI solutions.	Canva layouts and templates
OCTOBER	<p>What is start-up,Artificial intelligence and start-ups,start-ups in various sectors-healthcare,entertainment,education.</p> <p>Working with text and images and shapes</p>	To showcase local case studies of people using AI for good or working in the AI field	Discussion & Debate	Describe how AI has been affecting jobs in various industries	Apply some operations on images resizing ,cropping ,filters etc
NOVEMBER	<p>What is the meaning of ethics, in Artificial Intelligence</p> <p>Graphics design elements</p> <p>Real world applications of canva</p>	Gain awareness of ethical concerns about AI	Discussion & Debate Discussion & Debate	Describe some ethical concerns of AI with respect to inclusion, bias and privacy	Graphics design elements-using shapes,icons and graphics Creating social media graphics – Design poster,flyers
DECEMBER	Some Ethical concern relating to us of artificial intelligence. AI for good.	Critically think about the cost and benefits of AI technology	Discussion & Debate	Be able to evaluate the cost and benefits of AI technology	Creating presentation with canva
JANUARY	Presentation and collaboration	Critically think about the cost and benefits of AI technology	practical	Be able to evaluate the cost and benefits of AI technology	Presentation and collaboration
FEBRUARY	Revision	Revision	Revision	Revision	Revision





**BGS INTERNATIONAL PUBLIC SCHOOL**

**SECTOR – 5, DWARKA**

**SESSION:2025-26**

**MUSIC CURRICULUM (CLASS VII)**

**TEACHER’S NAME: ROHIT GUPTA**

<b>MONTH</b>	<b>CONTENT</b>
<b>APRIL-MAY</b>	<ul style="list-style-type: none"><li>• <b>Fundamental knowledge of INDIAN &amp; WESTERN MUSIC</b></li><li>• <b>House Song &amp; School Song Practice with choir group</b></li><li>• <b>PATRIOTIC Song Practice for Inter-School Competition</b></li></ul>
<b>JULY</b>	<ul style="list-style-type: none"><li>• <b>Revision of all previous lessons</b></li><li>• <b>Preparation for Inter-School Competition</b></li></ul>
<b>AUGUST</b>	<ul style="list-style-type: none"><li>• <b>Musical Instruments Practice</b></li></ul>

	<ul style="list-style-type: none"> <li>• Preparation for Inter-School Competition</li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• Preparation of Zonal and Carmelia</li> <li>• Motivational Song</li> <li>• Devotional Song</li> <li>• Honour's Day Practice</li> </ul>
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• Honour's Day Practice</li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• Musical Instruments Practice</li> <li>• Devotional Song Practice</li> </ul>
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• Biography of Music Maestro</li> <li>• Musical Instruments Practice</li> </ul>
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• Musical Instruments Practice with choir group</li> </ul>
<b>FEBRUARY &amp; MARCH</b>	<ul style="list-style-type: none"> <li>• Revision of all previous lessons</li> </ul>



**BGS INTERNATIONAL PUBLIC SCHOOL**  
**SECTOR 5, DWARKA ,NEW DELHI**  
**CURRICULUM (CLASS VII)**

**SUBJECT : WHIZKIDS**  
**TEXT BOOK: EVER ONWARD 7**  
**SUBJECT TEACHER'S NAME: ADITI KHANNA**

**SESSION: 2025-26**

MONTH	CONTENT	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES	ACTIVITIES
APRIL	<ul style="list-style-type: none"><li>• STATES , CAPITALS AND CMs</li><li>• <b>LESSON-1</b> TESTING YOUR VOCABULARY</li><li>• <b>LESSON-2</b> FAMOUS INDIAN OF TODAY</li><li>• <b>LESSON-3</b> DONATING BLOOD</li><li>• <b>LESSON-4</b> FAVOURITE BREAKFASTS OF INDIA</li><li>• <b>LESSON-5</b> ANIMAL CHAMPIONS</li></ul>	<ul style="list-style-type: none"><li>• To introduce learners to various states, their capitals and CMs.</li><li>• To improve students' word knowledge and language skills.</li><li>• To introduce them to influential Indians in various fields.</li><li>• To educate them about the importance of blood donation.</li><li>• To introduce them to different traditional Indian breakfasts.</li><li>• To teach them about extraordinary</li></ul>	<ul style="list-style-type: none"><li>• Class Discussion</li><li>• Brain storming sessions and quick-thinking exercises.</li></ul>	<ul style="list-style-type: none"><li>• The students will be able to use a wider range of words in writing and speaking.</li><li>• They will recognize key figures in modern India and their contributions.</li><li>• They will understand the importance of donating blood.</li><li>• They will learn about diverse Indian culinary traditions.</li><li>• They will recognize and appreciate the contributions of animals.</li></ul>	<ul style="list-style-type: none"><li>• Quiz on states and capitals</li><li>• Write about culture of any one indian state along with pictures</li></ul>

		animals in history and nature.			
<b>MAY</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-6</b> CLASSICAL INDIAN LITERATURE</li> <li>• <b>LESSON-7</b> OUR PARENTS AND US</li> <li>• <b>LESSON-8</b> BEAUTIFUL HILL STATIONS OF INDIA</li> <li>• <b>LESSON-9</b> LOGIC AND REASONING-1</li> <li>• <b>LESSON-10</b> DISEASES</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce them to famous works of Indian Literature.</li> <li>• To foster better communication and relationships within families.</li> <li>• To encourage them to appreciate natural beauty and conservation.</li> <li>• To improve their critical thinking and problem solving skills.</li> <li>• To raise awareness about common diseases, their causes and prevention.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will gain knowledge of India's literary heritage.</li> <li>• They will develop a deeper appreciation for their parents.</li> <li>• They will be able to identify and describes major hill stations in India.</li> <li>• They will develop sharper logical reasoning and analytical skills.</li> <li>• They will become more aware of the importance of vaccination and medical care.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (current affaires- april &amp; may)</li> </ul>
<b>JULY</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-11</b> POPULAR APPS</li> <li>• <b>LESSON-12</b> SOCIAL ETIQUETTE</li> <li>• <b>LESSON-13</b> ANIMALS THAT SAVE OUR PLANET</li> <li>• <b>LESSON-14</b> INDIAN OLYMPIC MEDAL WINNERS</li> <li>• <b>LESSON-15</b> WORLD LEADERS</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage responsible and productive use of technology.</li> <li>• To teach them the importance of good manners and etiquette.</li> <li>• To educate them on the role of animals in maintaining</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to critically analyze the benefits and drawbacks of different apps.</li> <li>• They will become more respectful and empathetic individuals.</li> <li>• They will understand the crucial role of</li> </ul>	<ul style="list-style-type: none"> <li>• Write about any one famous folk dance form of india.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LESSON-16</b> FOLK DANCES OF INDIA</li> </ul>	<p>ecological balance.</p> <ul style="list-style-type: none"> <li>• To introduce them to India's Olympic history and achievements.</li> <li>• To educate them about influential world leaders and their impact.</li> <li>• To introduce them to various folk dances from different states of India.</li> </ul>		<p>animals in the ecosystem.</p> <ul style="list-style-type: none"> <li>• They will learn about India's sports achievements at the Olympics.</li> <li>• They will learn key leadership qualities and their importance.</li> <li>• They will gain knowledge of various Indian folk dances and their importance.</li> </ul>	
<b>AUGUST</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-17</b> TECHNOLOGY IN EVERYDAY LIFE</li> <li>• <b>LESSON-18</b> FIRE!FIRE!</li> <li>• <b>LESSON-19</b> HOW TO BE A GOOD PUBLIC SPEAKER</li> <li>• <b>LESSON-20</b> IN A HOTEL</li> </ul>	<ul style="list-style-type: none"> <li>• To help them understand the role of technology in daily activities.</li> <li>• To make them aware of the role of firefighters and fire safety equipment.</li> <li>• To help them overcome stage fear and develop strong body language.</li> <li>• To help them understand hospitality industry basics.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Brain storming sessions and quick-thinking exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to analyze the pros and cons of technological advancements.</li> <li>• They will understand how to prevent and respond to fire hazards.</li> <li>• They will improve their speaking and presentation skills.</li> <li>• They will learn proper etiquette and communication in a hotel meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw symbols of popular apps</li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-21</b> MENTAL EXERCISES</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance students' cognitive</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will improve memory retention</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (current affaires- june, july,</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LESSON-22</b> THE WORLD'S MOST FAMOUS DOMES</li> <li>• <b>LESSON-23</b> BANKS AND US</li> <li>• <b>LESSON-24</b> HOBBIES TO KEEP US HAPPY AND HEALTHY</li> </ul>	<p>abilities and problem-solving skills.</p> <ul style="list-style-type: none"> <li>• To introduce them to iconic domes around the world.</li> <li>• To introduce students to the role of banks in daily life.</li> <li>• To encourage students to explore different hobbies.</li> </ul>		<p>and logical reasoning.</p> <ul style="list-style-type: none"> <li>• They will gain knowledge of architectural styles and construction techniques.</li> <li>• They will understand the importance of banks and their services.</li> </ul>	august)
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-25</b> HOW I CAN HELP THE ENVIRONMENT</li> <li>• <b>LESSON-26</b> THE OLYMPIC GAMES</li> <li>• <b>LESSON-27</b> REACHING OUT - PHILANTHROPY</li> </ul>	<ul style="list-style-type: none"> <li>• To raise awareness about environmental issues such as pollution, deforestation, and climate change.</li> <li>• To introduce students to the history and significance of the Olympic Games.</li> <li>• To explain the concept of philanthropy and its role in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to suggest and implement eco-friendly practices in their lives.</li> <li>• They will appreciate the importance of sports in promoting unity and discipline.</li> <li>• They will develop a sense of empathy and a willingness to make a difference.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a bookmark-protecting the environment</li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-28</b> GREAT INDIAN FROM THE WORLD OF INDIAN MUSICS</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce students to legendary Indian musicians and their</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will gain knowledge about influential Indian musicians.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (current affaires- september, october, november)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LESSON-29</b> INDIAN WOMEN WHO ARE FIRSTS</li> <li>• <b>LESSON-30</b> PEER PRESSURE</li> <li>• <b>LESSON- 31</b> MORE MENTAL EXERCISES</li> <li>• <b>LESSON-32</b> DEMOCRACY, ELECTIONS, VOTING</li> <li>• <b>LESSON-33</b> HOW MOVIES ARE MADE</li> <li>• <b>LESSON-34</b> RELIGIONS OF INDIA</li> </ul>	<p>contributions.</p> <ul style="list-style-type: none"> <li>• To highlight the achievements of Indian women pioneers in various fields.</li> <li>• To explain the concept of peer pressure and its effects on behavior.</li> <li>• To enhance logical thinking, problem-solving, and memory skills.</li> <li>• To explain the principles of democracy and its importance.</li> <li>• To introduce students to the process of filmmaking from script to screen.</li> <li>• To provide knowledge about the major religions practiced in India.</li> </ul>		<ul style="list-style-type: none"> <li>• They will be motivated to break stereotypes and pursue their goals.</li> <li>• They will recognize different types of peer pressure (positive and negative).</li> <li>• They will improve their critical thinking and problem-solving abilities.</li> <li>• They will understand how democracy functions.</li> <li>• They will understand the different stages of filmmaking.</li> <li>• They will understand the diversity of religions in India.</li> </ul>	
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-35</b> AROUND THE WORLD</li> <li>• <b>LESSON-36</b> IMPROVE YOUR BRAIN POWER</li> <li>• <b>LESSON-37</b> INSIDE THE INSECT WORLD</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce students to different countries, cultures, and landmarks.</li> <li>• To help students enhance their cognitive abilities</li> </ul>	• Class Discussion	<ul style="list-style-type: none"> <li>• They will develop a broader understanding of global cultures.</li> <li>• They will learn effective strategies for improving focus and memory.</li> </ul>	• Activity On Homophones

	<ul style="list-style-type: none"> <li>• <b>LESSON-38</b> MEDICINAL PLANTS IN INDIA</li> </ul>	<ul style="list-style-type: none"> <li>and problem-solving skills.</li> <li>• To introduce students to different types of insects and their characteristics.</li> <li>• To educate about the significance of medicinal plants in Indian culture.</li> </ul>		<ul style="list-style-type: none"> <li>• They will develop an appreciation for biodiversity and ecological balance.</li> <li>• They will learn about key medicinal plants and their uses</li> </ul>	
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• <b>LESSON-39</b> LOGIC AND REASONING-2</li> <li>• <b>LESSON-40</b> FAMOUS AUTHORS AND THEIR FAMOUS WORKS</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance students' logical thinking and problem-solving abilities.</li> <li>• To introduce to renowned authors and their literary contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Logical puzzles and brain teasers.</li> <li>• Practice exercises on number series, coding-decoding</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• They will improve their analytical thinking skills.</li> <li>• They will recognize key authors and their literary contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz (Current Affaires- December &amp; January)</li> </ul>
<b>FEBRUARY</b>	REVISION				

# **BGS INTERNATIONAL PUBLIC SCHOOL**

## **SECTOR-5, DWARKA, NEW DELHI**

### **CURRICULUM (2025-2026)**

**Teacher Incharge:Rajiv Dahiya**

**CLASS: VI,VII,VIII**

**SUBJECT- Badminton**

MONTH	OBJECTIVES	METHODOLOGY	EXPECTED LEARNING OUTCOMES
APRIL	Introduction to badminton, understanding rules and court dimensions.	Classroom theory sessions and practical court visit. Demonstrate court markings, explain rules, and conduct quizzes.	Demonstrate court markings, explain rules, and conduct quizzes.
MAY	Basic grip techniques and footwork drills.	Demonstrate different grips and footwork movements.	Shadow practice, ladder drills, cone drills.
JULY	Basic strokes - Forehand and Backhand. Serve techniques - High Serve, Low Serve, and Flick Serve.	Step-by-step stroke practice using shuttle throws. Explanation and practical demonstrations.	Wall hitting, partner rallies, slow-motion stroke practice. Serve practice in pairs, accuracy challenges.
AUGUST	Return of Serve and basic game strategies.	Explain positioning and movement.	Return drills, practice mini matches.

SEPTEMBER	Smash and Net Play Techniques.	Demonstrate smash and net lifts.	Smash target practice, net rally competitions.
OCTOBER	Doubles and Singles Game Tactics.	Strategy sessions and practical application.	Simulated matches, strategy discussions.
NOVEMBER	Fitness and Agility Training.	Circuit training and strength-building exercises.	Agility ladder, shuttle run, endurance drills.
DECEMBER	Review and Evaluation	Conduct friendly matches and assess skills.	Organize mini tournaments and provide feedback.
JANUARY	Advanced Techniques – Dropshots and Drives.	Explain placement strategies and court control.	Target-based drop shot practice, defensive drive drills.
FEBRUARY	Match Play and Tactical Understanding.	Match analysis and situational play practice.	Encourage students to analyze professional matches.

March	Exam Time	Exam Time	Exam Time
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# BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA, NEW DELHI - 75

CURRICULUM (SESSION: 2025-26)

CLASSES: VI - VIII



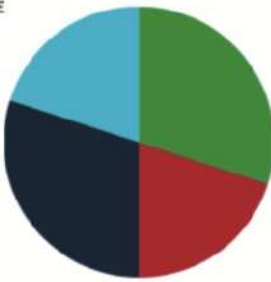
**SPORT: BASKETBALL**

**TEACHER NAME: NARENDER SINGH**

S.No.	MONTH	OBJECTIVES	METHODOLOGY	ACTIVITIES
1	April	➤ To demonstrate an understanding of basic basketball rules such as scoring, fouls.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Introduction of game ➤ Warm up exercise ➤ Ball holding ➤ Dribbling
2	May	➤ To apply basic fundamental movement skills like running and jumping.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Jogging ➤ Warm up exercise ➤ Dribbling ➤ Passing
3	July	➤ To develop hand-eye coordination by dribbling, passing and shooting the ball.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Warm up exercise ➤ Dribbling ➤ Specific exercise ➤ Lay-Up Shot
4	August	➤ To practice dribbling and ball-handling techniques such as stationary dribbling and moving while dribbling.	➤ Demonstration ➤ Explanation ➤ Imitation ➤ Repetition	➤ Warm up exercise ➤ Specific exercise ➤ Cross dribbling ➤ Passing-two men pass ➤ Lay-Up shot
5	September	MID-TERM EXAM		

6	October	<ul style="list-style-type: none"> <li>➤ To learn proper shooting techniques and practice scoring from different spots on the court.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm up exercise</li> <li>➤ Lay-up shot with dribble</li> <li>➤ Specific exercise</li> <li>➤ Defence (One Vs One)</li> </ul>
7	November	<ul style="list-style-type: none"> <li>➤ To handle both winning and losing.</li> <li>➤ To use experience of playing as opportunities for growth and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Warm up exercise</li> <li>➤ Specific exercise</li> <li>➤ Defence (Men to Men)</li> <li>➤ Improve defence skill</li> <li>➤ Practice matches</li> </ul>
8	December	<ul style="list-style-type: none"> <li>➤ To develop confidence and self-esteem through participation in matches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Specific exercise</li> <li>➤ Matches</li> <li>➤ Offence skills</li> </ul>
9	January	<ul style="list-style-type: none"> <li>➤ To learn to respect the opponents, team mates and officials and to play fairly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstration</li> <li>➤ Explanation</li> <li>➤ Imitation</li> <li>➤ Repetition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Specific exercise</li> <li>➤ Practise matches</li> </ul>
10	February & March	REVISION		

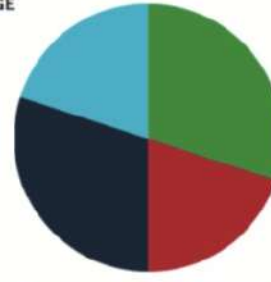
## BGSIPS SPORTS CURRICULUM – U11 – SEASON PLAN ( CLASS - VI )

OBJECTIVES		ORGANIZATION				CONTENT DISTRIBUTION	
SCRIMMAGE: Match focus is on possession and transition.		Sessions per week	02	Session time	35	BASIC STAGE	
		Players per team	14	Game time	35		
TACTICAL: Improve attacking principles and basic defending		SESSION STRUCTURE		ASPECTS TO CONSIDER			
		Warm-up		<ul style="list-style-type: none"><li>- Size of the practice</li><li>- Time of the practice</li><li>- Intensity of the practice</li><li>- Rules</li><li>- Number of players</li><li>- Teammates – opposition</li></ul>			
		Physical					
		Technique					
		Tactics					
		Scrimmage					
		Cool Down & Debrief					
TECHNICAL: Accuracy and speed in individual and collective techniques		Comments				SCRIMMAGE 30%	
PHYSICAL: Improve speed, agility, coordination and balance		1. Application of technique in game situations				TACTICS 20%	
PSYCHOSOCIAL: Cooperate with teammates in collective tasks		3. Agility and speed movements with and without the ball				TECHNIQUE 30%	
		4. Formations: 3-2-3 in 9-a-side and 4-3-3 in 11-a-side.				PHYSICAL 20%	

### CONTENT

TACTICAL			TECHNICAL		PHYSICAL			PSYCHOSOCIAL	
APRIL	1. Attacking Principles	4	1. Passing and Receiving	5	STRENGTH	Strength Endurance		1. Motivation	5
MAY	2. Possession	4	2. Running With the Ball	4		Explosive Strength	2	2. Self confidence	4
JULY	3. Transition	3	3. Dribbling	3	ENDURANCE	Maximal Strength		3. Cooperation	3
AUGUST	4. Combination Play	4	4. Turning	5		Aerobic Capacity	2	4. Decision/Determination	2
SEPTEMBER	5. Switching Play	2	5. Shooting	5	SPEED	Aerobic Power	1	5. Competitiveness	3
OCTOBER	6. Counter Attacking	1	6. Ball Control	5		Anaerobic Lactic		6. Concentration	
NOVEMBER	7. Playing Out From the Back	4	7. Heading	3		Anaerobic Alactic	2	7. Commitment	3
DECEMBER	8. Finishing in the Final Third	3	8. 1V1 Attacking	4		Reaction	4	8. Self Control	2
JANUARY	1. Defending Principles	4	9. Shielding the Ball	3		Acceleration	5	9. Communication	3
FEBRUARY	2. Zonal Defending	3	10. Receiving to Turn	3		Maximal Speed	2	10. Respect & Discipline	5
MARCH	3. Pressing	2	11. Crossing and Finishing	3		Speed Endurance	2		
	4. Retreat & Recovery	3	12. 1V1 Defending	2		Acyclic Speed	5		
						4. Flexibility & Mobility	3		
						5. Coordination & Balance	5		
						6. Agility	5		
						7. Basic Motor Skills	2		
						8. Perception & Awareness	5		

## BGSIPS SPORTS CURRICULUM – U12 – SEASON PLAN ( CLASS - VII )

OBJECTIVES	ORGANIZATION				CONTENT DISTRIBUTION
<b>SCRIMMAGE:</b> Improve possession and transition as well as collective defending during the match	Sessions per week	02	Session time	35	<b>BASIC STAGE</b> 
	Players per team	14	Game time	35	
<b>TACTICAL:</b> Develop attacking/defending principles and combination play  <b>TECHNICAL:</b> Focus on quality of passing and receiving technique as well as ball control in game situations  <b>PHYSICAL:</b> Compete to increase speed, agility, coordination and balance in competitive games  <b>PSYCHOSOCIAL:</b> Increase collective self-confidence	<b>SESSION STRUCTURE</b>		<b>ASPECTS TO CONSIDER</b>		
	Warm-up		<ul style="list-style-type: none"><li>- Size of the practice</li><li>- Time of the practice</li><li>- Intensity of the practice</li><li>- Rules</li><li>- Number of players</li><li>- Teammates, opposition and support players</li></ul>		
	Physical				
	Technique				
	Tactics				
	Scrimmage				
Cool Down & Debrief					
<b>By the end of the season the player must be capable of: {OUTCOMES}</b> 1. Application of technique at speed in game situations 2. Application of attacking and defending principles in games 3. Agility, coordination and speed movements in simple practices	<b>Comments</b> ▶ Prepare collective practices with the ball to develop the technical and tactical intelligence of the player. ▶ Match: We strongly recommend 9v9 games. ▶ Formations: 3-2-3 in 9-a-side and 4-3-3 in 11-a-side.				
					<b>SCRIMMAGE</b> 30%
					<b>TACTICS</b> 20%
					<b>TECHNIQUE</b> 30%
					<b>PHYSICAL</b> 20%

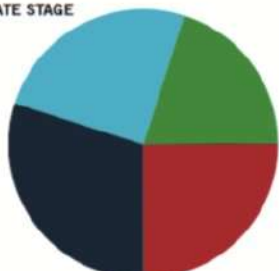
### CONTENT

TACTICAL			TECHNICAL			PHYSICAL			PSYCHOSOCIAL		
APRIL	1. Attacking Principles	4	1. Passing and Receiving	5	STRENGTH	Strength Endurance		1. Motivation	5		
MAY	2. Possession	5	2. Running With the Ball	3		Explosive Strength	2	2. Self confidence	4		
JULY	3. Transition	4	3. Dribbling	2		Maximal Strength		3. Cooperation	3		
AUGUST	4. Combination Play	5	4. Turning	4	ENDURANCE	Aerobic Capacity	3	4. Decision/Determination	2		
SEPTEMBER	5. Switching Play	3	5. Shooting	5		Aerobic Power	2	5. Competitiveness	3		
OCTOBER	6. Counter Attacking	1	6. Ball Control	5		Anaerobic Lactic		6. Concentration			
NOVEMBER	7. Playing Out From the Back	4	7. Heading	4	SPEED	Anaerobic Alactic	2	7. Commitment	4		
DECEMBER	8. Finishing in the Final Third	4	8. 1V1 Attacking	4		Reaction	4	8. Self Control	2		
JANUARY	1. Defending Principles	4	9. Shielding the Ball	3		Acceleration	5	9. Communication	3		
FEBRUARY	2. Zonal Defending	3	10. Receiving to Turn	3		Maximal Speed	2	10. Respect & Discipline	5		
MARCH	3. Pressing	2	11. Crossing and Finishing	3		Speed Endurance	2				
	4. Retreat & Recovery	3	12. 1V1 Defending	3		Acyclic Speed	5				
						4. Flexibility & Mobility	3				
						5. Coordination & Balance	4				
						6. Agility	4				
						7. Basic Motor Skills	1				
						8. Perception & Awareness	5				

## BGSIPS SPORTS CURRICULUM – U13 – SEASON PLAN ( CLASS - VIII )

OBJECTIVES	ORGANIZATION			CONTENT DISTRIBUTION
<b>SCRIMMAGE:</b> Coordinate possession, transition and finishing <b>TACTICAL:</b> Improve attacking coordinated movements and zonal defending <b>TECHNICAL:</b> Focus on quality of passing and receiving technique and ball control in small spaces <b>PHYSICAL:</b> Basic development of speed, endurance and strength <b>PSYCHOSOCIAL:</b> Commitment to the team and focus in training	Sessions per week	02	Session time	35
	Players per team	16	Game time	35
	SESSION STRUCTURE		ASPECTS TO CONSIDER	
	Warm-up		<ul style="list-style-type: none"><li>- Size of the practice</li><li>- Time of the practice</li><li>- Intensity of the practice</li><li>- Rules</li><li>- Number of players</li><li>- Teammates, opposition and support players</li></ul>	
	Physical			
	Technique			
	Tactics			
	Scrimmage			
Cool Down & Debrief				
<b>By the end of the season the player must be capable of:</b> (OUTCOMES) 1. Passing the ball at speed in reduced spaces 2. Combination play and communication with teammates 3. Combine endurance and speed during the game				
<b>Comments</b> ▶ Use the contrast of small spaces for possession practices and bigger spaces for transition practices ▶ Match: 11v11 games. ▶ Formations: 4-3-3				

INTERMEDIATE STAGE



SCRIMMAGE 30%	TACTICS 25%	TECHNIQUE 20%	PHYSICAL 25%
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### CONTENT

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AUGUST	4. Combination Play	5	4. Turning	4	ENDURANCE	Aerobic Capacity	3		4. Decision/Determination	3	
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						4. Flexibility & Mobility	4				
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						8. Perception & Awareness	5				