

CBSE Class 7 History Syllabus 2021-22

CLASS VII: OUR PASTS – II

| Themes | Objectives |
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| <p>Where, When and How</p> <p>(a) Terms used to describe the subcontinent and its regions with a map.</p> <p>(b) An outlining of the time frame and major developments.</p> <p>(c) A brief discussion on sources.</p> | <p>(a) Familiarise the student with the changing names of the land.</p> <p>(b) Discuss broad historical trends.</p> <p>(c) Give examples of the kinds of sources that historians use for studying this period. E.g., buildings, chronicles, paintings, coins, inscriptions, documents, music, literature.</p> |
| <p>New Kings and Kingdoms</p> <p>(a) An outline of political developments c. 700-1200</p> <p>(b) A case study of the Cholas, including agrarian expansion in the Tamil region.</p> | <p>(a) Trace the patterns of political developments and military conquests – Gurjara Pratiharas, Rashtrakutas, Palas, Chahamanas, Ghaznavids.</p> <p>(b) Develop an understanding of the connections between political and economic processes through the exploration of one specific example.</p> <p>(c) Illustrate how inscriptions are used to reconstruct history.</p> |

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| <p>The Sultans of Delhi</p> <ul style="list-style-type: none"> (a) An overview. (b) The significance of the court, nobility and land control. (c) A case study of the Tughlaqs. | <ul style="list-style-type: none"> (a) Outline the development of political institutions, and relationships amongst rulers. (b) Understand strategies of military control and resource mobilisation. (c) Illustrate how travellers' accounts, court chronicles and historic buildings are used to write history. |
| <p>The Creation of An Empire</p> <ul style="list-style-type: none"> (a) An outline of the growth of the Mughal Empire. (b) Relations with other rulers, administration, and the court. (c) Agrarian relations. (d) A case study of Akbar. | <ul style="list-style-type: none"> (a) Trace the political history of the 16th and 17th centuries. (b) Understand the impact of an imperial administration at the local and regional levels. (c) Illustrate how the <i>Akbarnama</i> and the <i>Ain-i-Akbari</i> are used to reconstruct history. |
| <p>Architecture as Power: Forts and Sacred Places</p> <ul style="list-style-type: none"> (a) Varieties of monumental architecture in different parts of the country. (b) A case study of Shah Jahan's patronage of architecture. | <ul style="list-style-type: none"> (a) Convey a sense of the range of materials, skills and styles used to build: waterworks, places of worship, palaces and havelis, forts, gardens. (b) Understand the engineering and construction skills, artisanal organisation and resources required for building works. (c) Illustrate how contemporary documents, inscriptions, and the actual buildings can be used to reconstruct history. |
| <p>Towns, Traders and Craftsmen</p> <ul style="list-style-type: none"> (a) Varieties of urban centres—court towns, pilgrimage centres, ports and trading towns. (b) Case studies: Hampi, Masulipatam, Surat. | <ul style="list-style-type: none"> (a) Trace the origins and histories of towns, many of which survive today. (b) Demonstrate the differences between founded towns and those that grow as a result of trade. (c) Illustrate how travellers' accounts, contemporary maps and official documents are used to reconstruct history. |

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| <p>Social Change: Mobile and settled communities</p> <p>(a) A discussion on tribes, nomads and itinerant groups.</p> <p>(b) Changes in the caste structure.</p> <p>(c) Case studies of state formation: Gonds, Ahoms.</p> | <p>(a) Convey an idea of long-term social change and movements of people in the subcontinent.</p> <p>(b) Understand political developments in specific regions.</p> <p>(c) Illustrate how anthropological studies, inscriptions and chronicles are used to write history.</p> |
| <p>Popular Beliefs and Religious Debates</p> <p>(a) An overview of belief-systems, rituals, pilgrimages, and syncretic cults.</p> <p>(b) Case Study: Kabir.</p> | <p>(a) Indicate the major religious ideas and practices that began during this period.</p> <p>(b) Understand how Kabir challenged formal religions.</p> <p>(c) Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.</p> |
| <p>The Flowering of Regional Cultures</p> <p>(a) An overview of the regional languages, literatures, painting, music.</p> <p>(b) Case study: Bengal.</p> | <p>(a) Provide a sense of the development of regional cultural forms, including 'classical' forms of dance and music.</p> <p>(b) Illustrate how texts in a regional language can be used to reconstruct history.</p> |
| <p>New Political Formations in the Eighteenth Century</p> <p>(a) An overview of the independent and autonomous states in the subcontinent.</p> <p>(b) Case study: Marathas</p> | <p>(a) Delineate developments related to the Sikhs, Rajputs, Marathas, later Mughals, Nawabs of Awadh and Bengal, and Nizam of Hyderabad.</p> <p>(b) Understand how the Marathas expanded their area of control.</p> <p>(c) Illustrate how travellers' accounts and state archives can be used to reconstruct history.</p> |

