



BLOOM PUBLIC SCHOOL
C-8 Vasant Kunj, New Delhi
Syllabus for the Session 2025-26

Class: XI
Subject: History

SYLLABUS


MONTH	CHAPTER (NCERT Text book)	CONTENT (Topics)	Practical/Activities
April	SECTION I Theme 1 - Writing and City Life	Focus: Iraq, 3rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians' Debate on uses of writing	Create a Journal or Clay Tablet Replica Each student creates a visual diary entry or a scroll/tablet that includes: <ul style="list-style-type: none"> • A drawing or cuneiform-style writing (symbols and signs) • A short passage (3–5 sentences) describing a day in their life • A note on how writing helped them (e.g., to record, calculate, communicate)
May	SECTION II Theme 2 - An Empire Across Three Continents	EMPIRES Introduction An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE a) Political evolution b) Economic Expansion c) Religion-culture foundation d) Late Antiquity e)Historians' view on the Institution of slavery	Activity Title: "Voices from the Roman Empire" – A Cross-Continent Cultural Exchange

<p>July</p>	<p>SECTION II Theme 2 - An Empire Across Three Continents (CONTD.)</p>	<p>EMPIRES Introduction An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE</p> <ul style="list-style-type: none"> a) Political evolution b) Economic Expansion c) Religion-culture foundation d) Late Antiquity e) Historians' view on the Institution of Slavery 	<p>Cultural Exchange Fair</p> <p>Each group prepares a stall or presentation where they showcase:</p> <ul style="list-style-type: none"> • A map showing their region in the Roman Empire • Their role in the Empire (military, trade, politics, religion, agriculture, etc.) • A short speech or skit: "A Day in My Life Under Rome" • Artifacts or symbols (drawings of coins, Roman roads, amphorae, scrolls, tools) • A challenge they face (e.g., barbarian invasions, tax burden, spread of Christianity)
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August	Theme 3. - Nomadic Empires	NOMADIC EMPIRES Focus: The Mongol, 13th to 14th century a) The nature of nomadism b) Formation of empires c) Conquests and relations with other states d) Historians' views on nomadic societies and state formation	Nomadic Strategy Game Create a map-based activity where students move their “nomad clans” across regions, facing challenges like: <ul style="list-style-type: none"> • Harsh weather • Rival tribes • Conquering cities • Choosing between trade or war Students make choices, and you narrate consequences using real historical context.
September	SECTION III: CHANGING TRADITIONS	Theme 4. The Three Orders Introduction The Three Orders. Focus: Western Europe 13th -16th century a) Feudal society and economy b) Formation of state c) Church and society d) Historians' views on the decline of feudalism	“The Manor Chronicles – Living the Feudal Life” To help students understand the structure of feudal society , the roles and responsibilities of the three orders , and how they interacted with each other.
October	Theme 5- Changing Cultural Traditions	Focus: Europe 14 th -17 th century a. New ideas and new trends in literature and art b. Relationship with earlier ideas c. The contribution of West Asia	Create a Time Travel Diary / Character Poster Students will: <ul style="list-style-type: none"> • Write a diary entry or short letter from their character's point of view • Include what they see changing in art,

		d. Historians' viewpoint on the validity of the notion 'European Renaissance'	<p>science, religion, or education</p> <ul style="list-style-type: none"> • Create a visual (drawing, collage, or small poster) showing symbols of change • Include famous quotes, e.g., <i>"I think, therefore I am."</i> – Descartes
November	SECTION - IV: Theme 6 Displacing Indigenous People	<p>Focus : North America and Australia, 18th to 20 th century</p> <p>a. European colonists in North America and Australia</p> <p>b. Formation of White Settler societies</p> <p>c. Displacement and repression of local people</p> <p>d. Historians' viewpoint on the impact of European settlement on the indigenous population</p>	<p>Create a Reflection Poster</p> <p>Groups create a mini-poster or collage:</p> <ul style="list-style-type: none"> • Title: "Displaced, but Not Erased" • Include key words: Land, Identity, Loss, Survival, Resistance • Add drawings or printouts of traditional items, maps, or protest art • Optionally, display a timeline of displacement events
December	Theme 7 -Paths to Modernization	<p>Focus: East Asia, late 19th to 20th century</p> <p>a. Militarization and economic growth in Japan</p> <p>b. China and the Communist alternative</p> <p>Historians' Debate on the meaning of modernization</p>	<p><i>Role-Based Debate – "The Two Paths of Japan"</i></p> <p>Divide students into two main groups, each representing a historical perspective:</p> <ol style="list-style-type: none"> 1. Modernizers <ul style="list-style-type: none"> ○ Advocates of industrial growth, railways, factories, education, and trade

			<ul style="list-style-type: none"> ○ Emphasize the <i>Meiji Restoration</i>, economic reforms, and Westernization <p>2. Militarists</p> <ul style="list-style-type: none"> ○ Promote nationalism, empire-building, military strength, and Japan's role in Asia ○ Highlight victories in wars (e.g. Sino-Japanese War, Russo-Japanese War) and expansionism <p>Each group prepares arguments for the question: 👉 <i>"Should Japan focus more on economic modernization or military expansion?"</i></p>
January	Paths to Modernization (Contd.)	<p>Focus: East Asia, late 19th to 20th century</p> <p>c. Militarization and economic growth in Japan</p> <p>d. China and the Communist alternative Historians' Debate on the meaning of modernization</p>	<p>Create Propaganda Posters</p> <p>Ask students (individually or in pairs) to create visual propaganda posters reflecting either:</p> <ul style="list-style-type: none"> • Japan's modern technological progress (railways, factories, students in Western clothes) • Japan's growing military power and imperial destiny (soldiers, flags, rising sun, etc.)

			<p>Encourage use of slogans, dramatic imagery, and symbolism—just like real posters from the era.</p> <p> <i>Example slogans:</i></p> <p>“Strong Industry, Strong Nation!”</p> <p>“Asia for Japan!”</p> <p>“Learn from the West, Lead the East!”</p>
February		Revision	
March		TERM-2 EXAM	
ASSESSMENT SYLLABUS			
PERIODIC ASSESSMENT -1	Theme 1 -Writing and City Life Theme 2 - An Empire Across Three Continents		
PERIODIC ASSESSMENT -2	Theme 4-The Three Orders Theme 5 - Changing Cultural Traditions		
MID TERM EXAM	Theme 1- Writing and City Life Theme 2 - An Empire Across Three Continents Theme 3 - The Nomadic Empire		
FINAL EXAMINATION	Theme 1 -Writing and City Life Theme 2 - An Empire Across Three Continents Theme 3 – The Nomadic Empire Theme 4 -The Three Orders Theme 5- Changing Cultural Traditions Theme 6- Displacing Indigenous People Theme 7 - Paths to Modernization		
Map work related to the themes			

