



VI - VIII Block Circular Grade-7

PCOR/2026-27/C00010 (B)

Date: 05.05.2026

Dear Parent,
Assalamualaikum.

Interdisciplinary project-1

In alignment with the National Education Policy (NEP) 2020 and the National Curriculum for school Education. CBSE introduces the Computational Thinking (CT) and Artificial Intelligence (AI) Curriculum for classes VI to VIII from the academic session 2026-27.

The curriculum aims to develop AI-ready learners by strengthening foundational computational thinking skills such as logical reasoning, problem-solving, pattern recognition, and algorithmic thinking. This initiative will enable students to understand the relevance of AI in everyday life. Interdisciplinary projects are also the part of this initiative.

Interdisciplinary projects help students use computational thinking and AI to solve problems, connect ideas across subjects, and create real-world, data-based solutions.

These hands-on activities make learning interesting and enjoyable, encouraging curiosity, teamwork, and creativity while building critical thinking an appreciation for the interconnected nature of knowledge.

The below mentioned interdisciplinary projects are mandatorily to be done by the students and submit the projects along with Holiday Home work on the day of the reopening of the school.

Note: Use your creativity to make a booklet/ project file and do all the projects in it.

Project Name : Weather Report

General Instructions:

- Cover Page (Title, Name, Class, Section & year)
- Introduction
- Subject-wise Content (Science, Social Studies, Mathematics, English)
- Use headings and subheadings. Underline important keywords.
- Project Title

Science:

1. Imagine the Earth is a spinning ball in space. How does its movement create the cycle of day and night that we experience every day?

2. Think of the Earth as a traveler moving around the Sun. How does this journey lead to the changing seasons throughout the year?

3. What if the Earth decided to tilt a little more on its axis? How would this change the seasons? Would they become more extreme? Explain your ideas.

Social Science

Imagine you are a traveler exploring different parts of India.

Write about the various geographical regions you visit—such as the mountains, plains, deserts, plateaus, and coastal areas.

As you travel, describe how people live in each region. How are their food habits, clothing, and occupations different from one place to another?

Maths

1. Imagine you are a weather reporter traveling across India!

Choose any 4-5 cities (like Delhi, Mumbai, Hyderabad, Chennai).

Collect their temperature data (maximum and minimum) for a few days and present it in a neat **table**

Example:

S.no	City	Date	Max Temp (°C)	Min Temp (°C)
1				

2. Now, observe the sky like a scientist!

Create another table to compare how long the day lasts in different seasons (summer, winter, etc.) in Hyderabad

Example:

S.no	Season	Approximate Day length	Description
1			

3. Put on your thinking cap and write a short conclusion: (using table 1) (using table 2)

- Which city felt the hottest or coolest?
- How does the length of the day change with seasons?
- What surprised you the most?

English

Diary Entry: The Day the Sun Disappeared

Imagine that during the eclipse, the moon blocked the sun for the whole day. Instead of being bright and hot, your town stayed dark and chilly until the next morning.

The Task:

Write a short diary entry (100-150 words) about this unusual day.

Regards

HM