GEOGRAPHY SYLLABUS - STANDARD VI

Approach to Teaching Geography: The syllabus for Standard VI consists of 9 units. The approach to teaching the syllabus is broadbased, generic and simple. The syllabus begins with the galaxies and ends in atmospheric and geomorphic processes as well as the origin of coral reefs. It basically deals with how everything - galaxy, universe, planet, satellite - works and what happens because of them. It provides an introduction as well to what will be in store for the students in the next two years; that is, in Standards VII and VIII. It is devised in a way that geography could be learned through listening -Doing -Seeing. Some ideas, especially those relating to processes - are focused upon to show how they make the earth work.

Unit	Expected Learning Outcomes	Content	Transactional Strategy and Activity	Teaching Aids	# Periods
I	i) Students learn about how Milky Way is structured and works ii) Ability to differentiate stars and planets iii) Learning why stars are not seen during the day	Galaxy - Universe - Milky Way - Black Holes - Dwarfs Solar System - Comets - Meteorites - New Discoveries	Collecting colour pictures of, or drawing as much as possible, Galaxies, Universe, Milky Way, Solar System and Comets and explaining about all of them Explanations for Black Holes, Dwarfs and use of blackboard for picturising Students are asked to discuss the difference they see in their observation On returning home, students look at the sky and draw what they see and students may be asked to observe the sky for 15 days and write about the changes they see Students may be asked to observe the sky during the day Collecting pictures from magazines and sticking them in a scrap book and reporting on the new discoveries that are written about in the newspapers and magazines	Colour pictures collection Blackboard and colour chalks to draw pictures by the students Discussions on observations of sky at nights	8
II	i) Learning how Solar System works ii) Learning how Planets work iii) Learning how satellites work iv) Learning about the four spheres of the earth, namely, biosphere, lithosphere, atmosphere, and hydrosphere	Sun - Sun's activities Planets and Satellites and their dynamics Earth's four speheres	Using charts and pictures to understand the Solar System, Sun and Planets Students are asked to act as planets, with guidance from teachers Students discuss / chat about the importance of sun and the solar system	Working models of Sun, Solar System and pictures in colour Pictures on special events	6

	v) Learning the importance / significance of the earth		Students are asked to make tables of characteristics of planets and collecting pictures of the sun and the planets, including their satellites Using pictures, students discuss in groups and briefly about the four spheres Scrapbook for each of the planets, each student may be asked to collect on different celestial bodies Group activity: Discussion / debate on planetary events, including events on the earth		
III	i) Learning about the shape and significance of the earth ii) Meaning of geoid	Earth - Its shape and characteristics	Globe to show and discuss shape of the earth Where possible, students are taken out to the coast and are made to observe features which tell us about the shape of the earth Invite experts to speak to children on earth Collection of pictures about the earth and how it works	Globe Model of the earth Pictures of earth Wall charts	4
IV	i) Ability to differentiate latitudes and longitudes ii) Understanding the need for them to learn about location iii) Locating places using latitudes and longitudes	Latitudes and Longitudes Temperature zones and their latitudinal extent Time and longitudes	Using globe to show latitudes and longitudes Using maps to locate places by latitudes and longitudes Reading maps to find out latitudes and longitudes of some select places Explanation for time lapsing while travelling one degree of longitude Students are asked to determine the times at various places in relation to a given meridian and time Classroom demonstration of how to draw latitudes and longitudes on a map and why Innovative ways of introducing the idea of latitudes and longitudes Role play for places and coordinates; students act as people from different	Globe Wall map Ball and light or torch Graph paper to discuss latitudes and longitudes	8

			temperature zones		
V	i) Learning how the earth rotates and how day and night occur ii) Learning how the earth revolves around the sun iii) Learning how seasons occur because of revolution	Earth Dynamics - Rotation, Revolution and their effects	Using the globe, demonstrate how the earth rotates on its own axis Using a ball and a light, demonstrate the occurrence of day and night Students role play to show how the earth revolves around the sun and how seasons occur	Globe Ball and light Blackboard	8
VI	i) Learning how the moon works ii) Learning the phases of moon and to differentiate new moon and full moon iii) Learning how eclipses occur and what are their effects	Moon as the satellite of the earth - Its shape and phases Its effects on the earth New moon and full moon Eclipses	Collecting pictures of moon and its phases and preparing a scrapbook Observing various phases of moon, the shade on the moon Teacher explains about the phases of moon and make children role play each of the phases Students are asked to observe the moon from the day of new moon, to understand how the shape changes over days Demonstrating how eclipses occur in the classroom using available equipment and models	Colour pictures of the moon Colour pictures of various phases of the moon Blackboard Innovative ideas on role play	7
VII	i) Learning why atmospheric processes are important ii) Learning about: landforms is a function of structure, stage and process. iii) Learning how landscapes are made through normal cycle of erosion	Physical basis of geography - climate and landforms - atmospheric and geomorphic processes - Actions of the river	Describing the local landscapes and how they have come about Describing the atmospheric processes observable locally Building models of rivers using model clay Building model to show the three stages of the river cycle	Blackboard Drawing materials Model of a river Model of the stages of river	6
VIII	i) Learning how precipitation occurs	Precipitation - Evaporation, Condensation, and rainfall	Teacher speaks about the sources of water and how rain occurs Describing how precipitation occurs Setting up experiments, if possible	Blackboard Drawing materials Water cycle chart Charts showing precipitation processes	4
IX	i) Learning about the origin and evolution of coral reefs	Coral reefs and its distribution in the oceans	Corals collected from the sea may be used to give students a feel of the coral reef Describing the origin of corals	Blackboard Drawing materials Coral samples	4

Note: Each unit will form the basis of a lesson and the length of the text will be determined by the hours available for teaching the unit. Twelve of the 68 periods available will be used for revision of the subject before the quarterly, half yearly and annual examinations (4 periods each).