

GEOGRAPHY SYLLABUS: STANDARD VII

Approach to Teaching Geography. The syllabus for Standard VII consists of 9 units. The syllabus is so formulated that it encourages broadbased, process oriented approach to learning. The focus is primarily on climatology, although there are learning units dealing with soils, vegetation and wild life. Climatic classification must be taught using a simple procedure and students must be made to understand how temperature, rainfall and soils determine vegetation of different types. The ability to appreciate problems such as deforestation, soil erosion, extinction of wild life and measures of conservation and preservation and individual responsibility in all of these must be imparted to the students. There is need to shape their ideas on mundane realities and problems and compassion for life forms, whether vegetation or wild life.

Unit	Expected Learning Outcomes	Content	Transactional Strategy and Activity	Teaching Aids	# Periods
I	i) Students learn about the origin of the earth ii) Learning that the earth is a living planet iii) Learning about the origin of life on the earth	Earth and its origin - its spheres: Atmosphere, Hydrosphere, Lithosphere, Biosphere	Classroom activity: Explanations using the pictures that show the origin of the earth Use of colour pictures collected from magazines and models in explanations Explaining the origin of life using pictures Lectures from geography experts from outside Student activity: scrapbook; collection of pictures showing plants and animals about their places	Models Pictures Slides	7
II	i) Learning that the atmosphere is composed of several gases ii) Learning about the structure of the atmosphere iii) Learning how the atmosphere is a protective cover for living organisms	Atmosphere - Its composition Atmospheric layers Changes that occur in atmosphere	Classroom activity: Make students realise the air around us by a simple activity - inhaling and exhaling Inflating balloon to show the diffusion of air Telling students about gases of varying types	Blackboard Pictures of the atmosphere Paper / Thermacole models	6

	iv) Learning about the need to protect atmosphere, protective measures v) Learning about the importance of the ozone layer		Drawing a picture of the layers of the atmosphere using colour chalks to show different layers to explain how the atmosphere works, is structured and behaves - atmospheric processes Explanations as to how the atmosphere protects the living from the hazardous rays of the sun Discussions on air pollution by motor vehicles in towns and cities, protection from air pollution Student activity: Classroom debate on causes and consequences of air pollution, collection of reports on atmosphere, atmospheric research and air pollution from newspapers and magazines for scrapbook Picturebooks	Grouping students for select classroom activities	
III	i) Ability to understand why temperatures vary between places ii) Learning about heat balance of the earth iii) Ability to delineate zones of varying temperatures	Atmospheric temperatures and their distribution Insolation and conduction of heat from the sun Terrestrial radiation Temperature zones of the earth and causes for changes in temperatures	Classroom activity: Taking students out to feel the heat of the sun and understand the sun is the source of all heat Using simple experiments such as the boiling of water to demonstrate the conduction of heat and the iron rod Explaining the reasons for variations in temperatures in several places such as the hills and the plains Student activity: scrapbook for pictures on atmospheric events	Blackboard Pictures Outdoor visit Equipment for boiling water and heating iron rods	6

			Collection of news reports and weather forecasts Class discussions on a variety of atmospheric features		
IV	i) Learning about atmospheric pressures ii) Learning as to how low and high pressures are formed iii) Learning how pressures varies with places and height iv) Learning about the pressure belts of the earth	Atmospheric pressures - types and spread Pressure belts of the earth	Outdoor activity: Explaining how when climbing a mountain or even a staircase, pressure difference can be felt Explaining pressure gradients and direction of air flow due to pressure variations in places - also strophic wind Using weather reports to show how temperature and pressure zones may be correlated Discussions on wind/air systems Collection of materials from newspapers and magazines	Blackboard Newspapers Weather reports Outdoor visits	6
V	i) Ability to understand Rossby's tri-cellular meridional wind circulation ii) Ability to understand how wind and pressure belts are formed iii) Learning about the high and low pressures and the wind flows iv) Learning about the monsoon winds of India and Tamil Nadu	Winds - planetary winds and wind zones Wind belts and seasonal winds Land and sea breezes, local winds Importance of winds	Classroom activity: Explaining the tricellular meridional circulation by drawing sketches on blackboard Discussion on major winds and how they occur Students asked to draw wind / pressure belts on the blackboard Using maps, explaining the seasonal winds, monsoon winds Outdoor activity: Explaining how land and sea breeze occur	Blackboard Pictures on the board Outdoor visits	6
VI	i) Learning about the processes of evaporation and saturation resulting in water vapour in	Humidity in the atmosphere Evaporation Saturation	Classroom activity: Explaining what happens to vapour when clothes are dried	Blackboard Pictures Charts	6

	ii) the atmosphere Learning about the processes of condensation, cloud formation iii) Learning about the different types of clouds and their significance iv) Learning about the process of precipitation and its types	Condensation Clouds and classification Precipitation Types of precipitation	Using sponge to demonstrate the saturation of the atmosphere Using sponge to demonstrate how once saturated with water it cannot take in more water Using pictures, explaining different types of clouds Explaining the types of precipitation through charts Outdoor activity: Making children observe clouds during a hot day, overcast sky and during rainy day Discussions on rains while raining Homework: Students collect newspaper reports on rain and floods and aridity and droughts	Newspapers	
VII	i) Ability to differentiate and understand weather and climate ii) Learning about different climates and how they are significant for various peoples	Weather, Climate Classification of climates	Classroom activity: Explaining weather using weather reports appearing in the newspapers Using examples of places to show the types of climate and how they affect life Group discussion on how weather and climate affects them and their families in their daily work Outdoor activity: Taking children out to have a feel of the weather and discuss weather conditions such as temperatures and rains on appropriate days	Blackboard Weather reports Paper clippings on floods and droughts Pictures	6
VIII	i) Ability to differentiate among different types of soils	Soils Formation of soils Structure of soils	Classroom activity: Explaining the layers of soils using colour charts Group discussion on soils and what	Charts of soil layers Soil samples	6

	ii) Learning about the layers of soils iii) Learning about degradation of soils, especially erosion and causes iv) Learning the methods of conservation of soils	Soil types Conservation of soils	they are for and how they help us to grow crops and vegetables Demonstratively, explaining the methods of soil conservation Outdoor activity: Showing the layers of local soils by digging pits Visit to places where soil erosion has been rampant resulting in gulleys and rills Collecting soil samples for analysis	Tables of soils and crops	
IX	i) Ability to identify vegetation and animals, wild as well as domestic ii) Ability to relate climate and vegetation and forest types and wild animals iii) Ability to relate landscapes, soil types and vegetation iv) Ability to relate landscapes, vegetation and wild life	Natural vegetation and Wild animals Types of vegetation and uses Types of animals and uses Conservation and protection of vegetation and wild animals	Classroom activity: Encouraging students to learn about local vegetation and their types Encouraging students to learn about local, wild animals and domesticated animals Encouraging students collect local vegetation and discuss Debate on deforestation and its impacts on resources: land, water and soils Debate on wild life and extinction Outdoor activity: Visit to a zoo to observe animals in natural surroundings and vegetation Homework: Collecting pictures for a scrapbook Reading newspaper reports and scientific articles on vegetation and wild life	Pictures of vegetation and wild life Blackboard Slides of various vegetation and animals	6

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).