

ICSE Class * Geography Syllabus 2020-21

Geography

Core concepts of Geography for Class VI are as under:

Class VI

Representation of Geographical Features

Landforms

Minerals

**Study of Continents: North America and
South America**

Theme 1: Representation of Geographical Features

Maps are the basic tools of Geography. In this theme children will learn to identify the different types of maps and directions on a map through various methods.

Learning outcomes:

Children will be able to:

- ✔ identify the difference between a map, sketch, plan and globe;
- ✔ identify directions and the eight cardinal points.

Representation of Geographical Features		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Maps: introduction, difference between map, sketch, plan and globe. ➤ Importance of maps. ➤ Direction: eight cardinal points. 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for: <ul style="list-style-type: none"> ☛ observing a map and a globe and listing differences between the two. ☛ using practically and discussing the benefits of a map over a globe. ☛ creating a sketch and a plan of their locality and comparing it with a map. ☛ sharing previous knowledge of the four directions and relating it to the cardinal directions using digital media or black board. ➤ Creating a layout or plan of the following on a A3 size paper: building complex, club house, locality or area with garden. 	<ul style="list-style-type: none"> ➤ Mapping skills ➤ Wall map of the world – (political, physical), Topographical Maps. ➤ Clay models. ➤ Layout plans. ➤ Audio-visual materials, smart class modules, etc. ➤ Charts.

Integration: Mathematics and Arts Education

Theme 2: Landforms

Landforms are natural features of the earth surface. In this theme children will be introduced to and develop an understanding about the forces responsible for the formation of mountains and valleys, plateaus and plains on the earth. Activities such as map-based quizzes in the classroom will enhance cooperative learning.

Learning outcomes:

Children will be able to:

- identify different types of landforms in their immediate surroundings and on visuals;
- differentiate between processes of formation of Fold mountains and Block mountains;
- discuss the process of formation of Volcanic mountains;
- appreciate the importance of mountains in our life;
- compare and describe the formation and characteristics of Valleys and Plateaus;
- discuss the effects of geography on the history of our country;
- understand how landforms affect the lives of people.

Landforms		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Types of landforms; ➤ Mountains and Valleys: processes of formation of mountains and valleys – endogenous and exogenous processes ➤ Mountains: <ul style="list-style-type: none"> ☛ Formation of Mountains, folding, meaning and characteristics of young fold mountains, distribution of Young Fold Mountains in the world – Rockies, Andes, Alps, Great Dividing Range, Himalayas and Atlas Mountains; Meaning and characteristics of Old Fold Mountains, distribution of old fold mountains in the world (Urals, Appalachians, Aravalis). ☛ Faulting - meaning of faulting, formation and characteristics of Block mountains. ☛ Importance of mountains ☛ Volcanic mountains: formation and 	<ul style="list-style-type: none"> ➤ Initiating a discussion about what children already know about different landforms and building on their previous knowledge and learning. ➤ Providing opportunities to children to draw and colour maps and make models and diagrams. ➤ Discussing the meaning, formation and characteristics of fold and block mountains. ➤ Comparing the fold, block and volcanic mountains. ➤ Conducting Group /individual activity of children listing things obtained from mountains. ➤ Discussing the formation and characteristics of rift valleys and relating them to the river valley civilizations in past. ➤ Showing documentaries on the life of people living in mountains and plateaus. ➤ Conducting a research on the minerals found in Deccan Plateau in India using technology backed skills. 	<ul style="list-style-type: none"> ➤ Documentaries. ➤ Models of landforms, World maps and Atlas. ➤ Diagrams ➤ Satellite imageries of different landforms. ➤ Other online resources and Videos. ➤ Quizzes. ➤ Children’s experiences.

Landforms		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<p>characteristics (Mount. Kilimanjaro in Africa and Mt. Fujiyama in Japan)</p> <p>➤ Valleys: Formation and characteristics of rift Valley, distribution of rift valleys in the world - Rhine, Narmada, Nile</p> <p>➤ Plateaus: formation and characteristics, types of plateaus (Intermontane and volcanic: definition and examples), distribution in the world (The Deccan plateau in India, Tibet Plateau).</p> <p>➤ Plains: formation and characteristics, types of plains (depositional and erosional: definition and examples).</p> <p>➤ Landforms and people: Landforms – impact on the life of people. (comparison between life in the mountains and life in the plains)</p>	<p>➤ Conducting a discussion on comparing life in mountains and in the plains.</p> <p>➤ Conducting a class discussion on how geographical features of India have shaped its history.</p> <p>➤ Discussing the processes of formation of landforms with the help of audio-visual materials.</p> <p>➤ Encouraging children to locate different landforms on an outline map of India and speak about the same. (Referring to the Atlas)</p> <p>➤ Organising quiz competitions in the classroom for locating important landforms on the world map.</p>	

Integration: History, Languages

Life Skills: Conservation of environment, sensitive towards society

Theme 3: Minerals

The theme aims at providing children the knowledge and developing their understanding about minerals and ores and the need to conserve minerals.

Learning outcomes:

Children will be able to:

- differentiate between metallic and non-metallic minerals;
- describe the importance of minerals in daily life;
- appreciate the need to conserve mineral resources.

Minerals		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Minerals and Ores (meaning and examples). ➤ Types of minerals - metallic and non-metallic <ul style="list-style-type: none"> ☛ Metallic: Iron ore, bauxite, manganese, copper ☛ Non-Metallic: Lime stone, mica and mineral fuels (coal and petroleum) natural gas ➤ Conservation of minerals. 	<ul style="list-style-type: none"> ➤ Initiating a discussion about what children already know about minerals and their uses on our daily life and building on this. ➤ Asking children to list different items made of metallic minerals, that they see in daily life. ➤ Explaining the meaning of minerals and ores followed by examples. ➤ Engaging children in discussion about the importance of minerals and their conservation. ➤ Using articles, newspaper clippings, videos, etc. for generating discussion amongst children towards conservation of non-renewable minerals and encouraging them to search for alternatives to these minerals. 	<ul style="list-style-type: none"> ➤ Wall maps of the world map, Atlas. ➤ Internet resources. ➤ Visuals and articles from Newspapers, journals, magazines, etc.

Integration: Chemistry, Languages

Life Skills: Conservation of environment

Theme 4: Study of Continents: North America and South America

This theme is an introduction to the study of the Continents of the world which begins with the study of North America and South America. Children will be provided a broad overview of the two continents.

Learning outcomes:

Children will be able to:

- ✔ locate North America and South America on the world map and in the Atlas;
- ✔ identify major countries in North America and South America on their respective maps;
- ✔ locate and identify the major political divisions of North America and South America through an atlas.
- ✔ locate and identify the physical features of North America and South America on the map.

Study of Continents: North America and South America		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ A brief idea of the formation of continents. North America ➤ Introduction ➤ Location ➤ Boundaries ➤ Major Physical features ➤ Locating the above on the map (details given in the table below). ➤ Political divisions (countries and capitals to be covered through Atlas only) South America ➤ Introduction ➤ Location ➤ Boundaries ➤ Major Physical features ➤ Locating the above on the map (details given in the table below). ➤ Political divisions (countries and capitals to be covered through Atlas only) 	<ul style="list-style-type: none"> ➤ Showing videos on the location and geography of North and South America. ➤ Sharing children's knowledge about countries in these two continents and building on the same. ➤ locating countries and their capitals in the two continents using audio visuals, atlas or globe, by the teacher followed by children being asked to locate the same. ➤ Encouraging children individually, to prepare a comparative study on the two Continents. ➤ Analysing and discussing the impacts of physical features of a place on life and occupations with children. ➤ Discussing the impact of geographical features of these continents to their history. 	<ul style="list-style-type: none"> ➤ Audio-visuals. ➤ Maps, atlas, globe. ➤ Videos.

Life Skills: Conservation of environment, sensitive towards society

Integration: Biology, History, Languages, Arts Education

List of Map pointing (North America & South America)

Name of the Continent	Physical Features	Map Pointing
North America	Mountains	Rockies, Appalachians, Sierra Nevada
	Plateaus	Mexican, Colorado, Columbian, Canadian Shield, Laurentian plateau
	Plains	Great Plains, Coastal Plains
	Lakes	Great Lakes
	Rivers	Mississippi, Missouri, Colorado, St Lawrence, Mackenzie, Rio Grande
	Water Bodies	Surrounding Gulf, Bays, Sea, Oceans
South America	Deserts	Colorado desert
	Mountains	Andes
	Plateaus	Brazilian Highlands, Guiana Highlands, Bolivian Plateau,
	Plains	Pampas, Llanos
	Rivers	Amazon, Uruguay, Paraguay, Orinoco
	Lakes	Titicaca
	Deserts	Atacama, Patagonia
	Water Bodies	Surrounding Gulf, Bays, Sea, Oceans
		Amazon Rain forest