

Theme 1: Representation of Geographical Features

Topographical sheets or top sheets are large scale maps. On these maps various features (natural or human made) are represented by conventional symbols and colours, which have already been discussed in previous classes. In this class children will be introduced to contours and enabled to interpret toposheets on the basis of contours and features represented through symbols and colours. Children will also develop the ability to represent landforms such as valleys, hills, plateaus, etc. through contours on plain sheets.

Learning outcomes:

Children will be able to:

- ✓ read contours on toposheets;
- ✓ distinguish between steep and gentle slopes through contours;
- ✓ identify landforms through contours on the toposheet;
- ✓ differentiate patterns of settlements on the toposheet;
- ✓ draw contours and related landforms on plain paper;
- ✓ interpret and analyse the toposheets.

Representation of Geographical Features

Key Concepts	Suggested transactional processes	Suggested Learning resources
<p>On the basis of Topographical Sheet:</p> <ul style="list-style-type: none"> ➤ Interpret contours on the sheet (height, shape). ➤ Identify landforms through contours. <ul style="list-style-type: none"> ☛ Types of slopes (steep, gentle). ☛ Hills, Plateaus, Ridges (gap, saddle, col, pass). ➤ Settlement patterns: <ul style="list-style-type: none"> ☛ Temporary and permanent ☛ Nucleated, dispersed and linear ➤ Interpret and analyse the given toposheet. 	<ul style="list-style-type: none"> ➤ Providing examples of landforms through visuals, models or diagrams to children in order to explain contour patterns. ➤ Showing Satellite images from the different parts of the world and using them to analyse settlement patterns, by children. 	<ul style="list-style-type: none"> ➤ Visuals. ➤ Toposheets. ➤ Atlas and maps. ➤ Internet resources.

Integration: Mathematics, Arts Education

Life Skill: Using a topographical sheet

Theme 2: Population Dynamics

The theme aims at enabling children to understand the causes of population growth in different parts of the world. They will also be able to comprehend terms such as birth rate, death rate, population density, migration, etc. A case study approach will help in developing children understanding about the impact of high growth rate of population on socio-economic development of the region.

Learning outcomes:

Children will be able to:

- describe the factors affecting the population of a place;
- identify over and under populated countries in the world;
- analyse the impact of over and under population on society;
- interpret a population pyramid showing composition of the population on the basis of age and sex.

Population Dynamics		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Distribution of population in the world. ➤ Overpopulation and under population: meaning with examples of countries from the world. ➤ Impact of overpopulation and under population on the society. ➤ Factors affecting the population of a place, birth and death rate, immigration and emigration. ➤ Composition of population – Age and sex, rural and urban; population pyramid. 	<ul style="list-style-type: none"> ➤ Demonstrating the effect of increasing/ decreasing population by including more/less children in one classroom, followed by a discussion. ➤ Organising a debate and encouraging children to participate to give their views on the impact of the population growth on economic development of the country. ➤ Conducting a survey by children in groups to collect data of children in their school on the basis of their age and gender and construct a population pyramid diagram. ➤ Project work on Environmental effects of population growth ➤ Case Study on: A country which is over populated/ underpopulated 	<ul style="list-style-type: none"> ➤ Population data from internet, journals, newspapers, etc. ➤ Clay or paper mesh method to make population pyramids. ➤ Report of the Census(www.census.gov). ➤ Collection of Movies/documentaries/story, flash cards, visuals, maps, atlas. ➤ Project Work ➤ Case Study

Life Skills: Co-operation

Integration: Mathematics, History, Languages

Theme 3: Migration

Human movement from one place to another for different purposes is the focus of this theme. Children will be made aware of the types of migration and its impact on the socio-economic development of the area.

Movement of highly skilled and qualified persons to different parts of the world for better opportunities has been a cause of concern for India. This theme will enable children to understand and investigate the issues related to brain-drain in India and its impact on society.

Learning outcomes:

Children will be able to:

- differentiate the terms - immigration and emigration;
- explain reasons for migration from and to any area;
- analyse impact of migration on any area;
- identify regions of the world where huge migration took place during historical period.
- explain the meaning of brain-drain;
- identify causes of brain drain in India;
- analyse the positive and negative impact of brain- drain in India.

Migration		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Migration: Introduction. ➤ Types of migration- immigration, emigration, rural- urban and urban-urban. (examples from the world). ➤ Impact of migration on socio-economic structure of the society (examples from India and the world). ➤ Brain Drain: introduction, causes of brain-drain, positive and negative impacts of brain- drain. 	<ul style="list-style-type: none"> ➤ Showing an audio-visual/ movie /documentary or telling a story on migration. ➤ Initiating a discussion (based on the movie/ story) with children to analyse the impact of migration or brain drain. ➤ Joining the dots /treasure hunts to know the history of migration. ➤ Organising a class discussion on the problems of refugees. ➤ Collecting information about brain -drain from various sources e.g. newspapers, journals, magazines, internet, etc. and facilitating a discussion or debate. ➤ Case Study on positive and negative impacts of migration 	<ul style="list-style-type: none"> ➤ Movies/documentaries/stories, flash cards, visuals, maps, atlas. ➤ Newspapers, magazines, journals, web resources, etc. ➤ Case study <div style="text-align: center; margin-top: 10px;">  </div>

Integration: Mathematics, History, Languages

Theme 4: Urbanisation

The aim of the theme is to enable children to understand the concept of urbanisation, its causes and effects. They will also be able to relate the knowledge gained in the previous theme to understand how rapid increase in urbanisation in the world is one of the major causes of migration.

Learning outcomes:

Children will be able to:

- describe the term urbanisation;
- identify causes of urbanisation;
- describe impacts of urbanisation;
- differentiate a smart city from any other urban centre;
- explain strategies/ steps taken at the local level to keep the urban areas clean.
- Discuss ways to reduce negative impact of urbanisation.

Urbanisation		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Urbanisation – meaning and causes. ➤ Positive and negative impacts of urbanisation; satellite cities. ➤ Concept of Smart Cities (examples from the World). 	<ul style="list-style-type: none"> ➤ Organising a field trip to study the functions of the municipal corporations and understand the problems related to population growth, urbanization and public utility services. ➤ Facilitating a discussion to compare the life in a village and in a city. ➤ Conduct a brainstorming session /class discussion on the relationship between technological development, skilled human resource and urbanisation. ➤ Discussing strategies to reduce negative impact of urbanisation. ➤ Project Work on smart cities to be developed in India. 	<ul style="list-style-type: none"> ➤ Movies/documentaries/stories, flash cards, visuals, maps and an atlas. ➤ Discussions ➤ Research ➤ Project Work

Integration: Mathematics, History, Languages

Life Skills: Co-operation



Theme 5: Natural and Man-made Disasters

The aim in this theme is to enable children to build on knowledge gained in previous classes. Children will get an opportunity to study selected disasters in greater detail through case studies and will also learn about disaster management and the role of the Government in disaster management.

Learning outcomes:

Children will be able to:

- differentiate between natural and manmade disasters;
- discuss the importance of disaster management;
- demonstrate (through drills) measures to be taken in case of an earthquake, flood, fire;
- describe the causes, effects and impact of floods, earthquakes and oil spills on life and environment.
- list measures to be taken to prevent disasters.

Natural and Man-made Disasters		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ▶ Natural and manmade disasters: Meaning and examples. ▶ Disaster management and its importance (in general); safety measures to be taken in case of floods, earthquake and fire. ▶ Role of the government in disasters and its management. <p>Case Studies:</p> <ul style="list-style-type: none"> ▶ Floods in Assam/Bihar (Causes, effects, impacts on life and environment). ▶ Earthquake in Nepal (2014): (Causes, effects, impacts on life and environment). ▶ Oil Spills-Coastal areas of the United States: (Causes, effects, impacts on life and environment). 	<ul style="list-style-type: none"> ▶ Building on children's previous learning. ▶ Providing opportunities to children to discuss the impact of recent/known natural and man-made disasters. ▶ Conducting a Mock drill/ Role play on disaster preparedness. ▶ Collecting information about disasters from newspapers, internet sources and discussing the various disasters and their implications on life and people. ▶ Encouraging children to take initiatives to create an awareness among people in their own locality about disaster preparedness. ▶ Organising mock drills of providing first aid. ▶ Discussing the lessons learnt from past disasters and listing corrective measures 	<ul style="list-style-type: none"> ▶ Documentary films on different types of disasters. ▶ Visuals, articles from newspapers, journals and magazines. ▶ Case Study ▶ Internet. ▶ Mock drills ▶ Discussions <div style="text-align: center; margin-top: 20px;">  </div>

Integration: Biology, Languages

Life Skills: Environmental conservation

Theme 6: Asia: The Largest Continent

In the previous class, as a part of the Study of Continents, children have already been given an overview of North America, South America, Europe, Africa, Australia and Antarctica. In this class children will be introduced to the largest continent - Asia. Asia is the largest and the most populous continent in the world. The purpose of introducing this theme is to enable children to understand the physical features and the natural environment of Asia.

Learning outcomes:

Children will be able to:

- identify countries of Asia on the globe and on the world map;
- locate physical features e.g. important mountains, plateaus, deserts, rivers, lakes, islands. on the map of Asia;
- describe the impact of latitudinal extent and distinct relief features on the climate of Asia;
- analyse interrelationship between climate and natural vegetation found in the different regions of Asia.

Asia: The Largest Continent		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Location and Extent ➤ East Asia, North Asia, Central Asia, South-East Asia, South-Central Asia, Western Asia ➤ Physiography: Northern lowlands, Central highlands, Plateaus, River basins, Islands. ➤ Climate: Factors affecting Climate of Asia, Types of Climate: Tundra, Temperate, Tropical, Desert, Equatorial. ➤ Natural Vegetation and Wildlife, Tundra, Taiga, Tropical Deciduous, Thorny, Equatorial. 	<ul style="list-style-type: none"> ➤ Engaging children in group activity to locate the physical features on the map of Asia. ➤ Using audio - visual materials to highlight geographical and cultural differences in different parts of Asia. ➤ Promoting children's participation to draw an interrelationship between latitudes, relief, climate and vegetation found in different parts of Asia. 	<ul style="list-style-type: none"> ➤ Maps. ➤ Atlas. ➤ Clay and /or papier mache. ➤ Flow chart and/or tables. ➤ Web resources and scrap books. ➤ Audio-visual materials.

Integration: Biology, Languages

Life Skills: Environmental Conservation

Theme 7: India: Geographical Features

The theme aims to build on children's previous knowledge of Class VI and focus and develop a more in-depth understanding of one country in Asia i.e. India.

Learning outcomes:

Children will be able to:

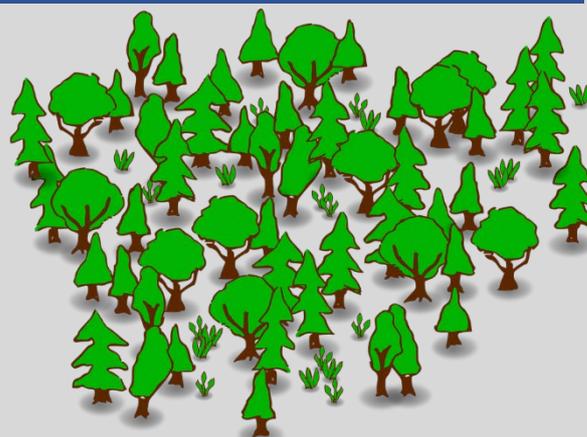
- interpret location and extent of India with reference to other countries of Asia;
- locate important mountains, plateaus, deserts, islands, rivers on the map of India;
- compare the relief, climate and vegetation of India with other parts of Asia;
- discuss the importance of monsoon and its impact on the socio-cultural unity of India.

India: Geographical Features

Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ India- Its location and extent, its neighbouring countries. ➤ Political divisions of India – States/ UTs and Capitals. ➤ Physiographic Divisions of India –The Himalayas, Northern plains, Peninsular plateau, Thar desert, Coastal regions, Islands. ➤ Conservation of Forest and wildlife in India. ➤ National parks, biosphere reserve, wildlife sanctuaries. ➤ Climate and Natural vegetation: <ul style="list-style-type: none"> ➤ Factors affecting climate, Monsoon. ➤ Types of Natural vegetation: Tropical rain forest, deciduous forest, thorny, Tidal Forest, Montane forest. 	<ul style="list-style-type: none"> ➤ Organising quizzes to locate places and physical features on the map of India. ➤ Encouraging children to draw an interrelationship between the relief, climate and natural vegetation available in different parts of India. ➤ Giving project work on different types of natural vegetation and their importance. ➤ Discussing the importance of conserving the natural vegetation with children. ➤ Discussing and explaining the mechanism of monsoon in India. ➤ Discussing the role of the Monsoon in the socio-cultural unity of India. 	<ul style="list-style-type: none"> ➤ Maps. ➤ Atlas. ➤ Web resources and scrap books. ➤ Projects. ➤ Quizzes. ➤ Discussions

Integration: Biology, Physics

Life Skills: Environmental Conservation



Theme 8: India: Human Resources

This theme aims at introducing and making children aware of the concept of people as resources for the socio-economic development of the country. Children will be made aware that a healthy, educated and skilled human being is an asset for the country. Children will also be enabled to investigate areas of the World/India where natural resources are not being used properly without skilled humans.

Learning outcomes:

Children will be able to:

- discuss the meaning of human resource;
- describe the role of health and education in developing human resources;
- understand the meaning of skilled and unskilled human resource;
- identify areas in India lagging behind in development due to unavailability of unskilled human resource;
- analyse factors responsible for development of any area.

India: Human Resources		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> ➤ Human resources – meaning. ➤ Distribution of population in India (rural urban, geographical distribution, sex ratio). ➤ Role of health and education in developing human resources (to be done briefly) ➤ Skilled and unskilled human resource (meaning and examples only). ➤ Impact of skilled human resource on the socio-economic development of the country (examples from India). 	<ul style="list-style-type: none"> ➤ Familiarising children with the different skills related to employment. ➤ Encouraging children to define aspects of population in terms of: - rural, urban, male, female etc. ➤ Explaining the meaning of skilled and unskilled human resources with relevant examples. 	<ul style="list-style-type: none"> ➤ Newspapers, magazines, journals, maps, web resources, etc. ➤ Graphs, statistical data

Integration: Mathematics, Languages, Biology

Life Skills: Understanding the potential of humans as resources

