

# Geography



**Core concepts of Geography for Class VII are as under:**

## **Class VII**

**Representation of Geographical Features**

**Weather and Climate**

**Atmosphere**

**Industries**

**Study of Continents: Europe, Africa and Australia**

## Theme 1: Representation of Geographical Features

This theme aims at developing in children the ability to interpret topographical sheets. They will also be able to measure distances using a scale.

### Learning outcomes:

Children will be able to:

- identify purpose of using different colours scheme on the map;
- identify features on a topographical sheet on the basis of colours;
- use scales for measurement of distance.

Representation of Geographical Features		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> <li>➤ Use of Colours on Topographical sheets Blue – Water body Red – Settlements Yellow – Agriculture Brown – High relief Green – Forests</li> <li>➤ Use of scales for measurement: types of scales (representative fraction, linear scale).</li> <li>➤ Measuring distance on the map using scales (straight line).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engaging children in an activity for identifying features on topographical maps.</li> <li>➤ Asking children to prepare individual maps on plain paper showing roads, settlements, water bodies, etc. with colours and conventional symbols.</li> <li>➤ Engaging children in observing and using different types of scales. This is to be followed by a discussion on the scales and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Power point presentation and Blackboard/whiteboard/ interactive boards.</li> <li>➤ Mind mapping</li> <li>➤ Hands on activity</li> <li>➤ Atlas and maps.</li> <li>➤ Experts.</li> </ul>




**Integration:** Mathematics, Arts Education

## Theme 2: Weather and Climate

This theme will enable children to understand the elements that affect the weather of a place and also differentiate between weather and climate. They will know about instruments used for measurement of rain, temperature, atmospheric pressure, etc.

### Learning outcomes:

Children will be able to:

-  list the elements that affect the weather of a place;
-  distinguish between weather and climate;
-  identify different instruments used to measure elements of weather.

Weather and Climate		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> <li>➤ Elements of Weather:                             <ul style="list-style-type: none"> <li>☛ Temperature</li> <li>☛ Atmospheric pressure</li> <li>☛ Humidity</li> <li>☛ Precipitation (rain, dew, hail, snow)</li> <li>☛ Winds</li> <li>☛ Cloud (different types)</li> </ul> </li> <li>➤ Difference between Weather and Climate.</li> <li>➤ Weather Instruments:                             <ul style="list-style-type: none"> <li>☛ Thermometer</li> <li>☛ Rain gauge</li> <li>☛ Barometer</li> <li>☛ Hygrometer</li> <li>☛ Anemometer and wind vane</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging children to:                             <ul style="list-style-type: none"> <li>☛ discuss the weather conditions of the place they live in with their peers.</li> <li>☛ collect information and data about weather from various sources such as newspapers, articles and internet and then writing a report on it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Weather station, Weather report from the website of IMD.</li> <li>➤ Newspapers, articles and internet.</li> <li>➤ Report writing.</li> </ul>

**Integration:** Languages, Physics, Chemistry

## Theme 3: Atmosphere

This theme aims at enabling children to understand the importance and composition of gases found in the atmosphere.

### Learning outcomes:

Children will be able to:

- describe the importance of gases that comprise the atmosphere;
- describe the percentage of different gases in the atmosphere;
- highlight importance of layers of atmosphere to sustain life on the earth;
- draw diagram to show the structure of atmosphere.

Atmosphere		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Composition of the Atmosphere (percentage of different gases)</li> <li>➤ Structure of the Atmosphere (brief description of Troposphere, Stratosphere (ozone layer), Thermosphere, Mesosphere, Exosphere). To be done in a tabular format.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging children to:                             <ul style="list-style-type: none"> <li>☛ collect information and data about weather from various sources such as newspapers, articles and internet.</li> <li>☛ develop models /diagrams to show structure and composition of the atmosphere.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Clay models for the structure</li> <li>➤ Weather station, Weather report from the website of IMD.</li> <li>➤ Weather crossword puzzle.</li> <li>➤ Graphs and statistical data from internet resources to study the changes in the variation of temperature and precipitation</li> </ul>

**Integration:** Biology, Chemistry, Languages

**Life Skills:** Environmental Conservation

## Theme 4: Industries

This theme aims to develop children's understanding of how geographical and other factors are responsible for the location of industries. They will also be made aware and sensitised towards pollution caused by industries and measures that need to be taken to prevent the same.

### Learning outcomes:

Children will be able to:

- ✔ discuss our dependence on industries for fulfilment of our daily needs;
- ✔ identify agro based industries and their raw materials;
- ✔ discuss factors responsible for localisation of industries.
- ✔ name some important industrial centres of the world;
- ✔ discuss how industries contribute towards environmental pollution and suggest ways to prevent the same.

Industries		
Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Need for industries in the world.</li> <li>➤ Agro based industries.</li> <li>➤ Factors related to establishment of an industry.</li> <li>➤ Important industries of the world: Iron and Steel, Cotton Textile, Information Technology, fishing; important centres of these industries.</li> <li>➤ Pollution due to industries and its prevention.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mind mapping and familiarising children with the kind of resources required for industrial development through audio-visuals and interactive board.</li> <li>➤ Organising activity where children prepare a poster or model to display industrial pollution.</li> <li>➤ Tracing the journey of any item from raw material to finished product (e.g.: your shirt from a cotton field to your wardrobe).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wall maps of the World map and Atlas.</li> <li>➤ Internet resources.</li> <li>➤ Visuals and Articles from Newspapers, journals, magazines, etc.</li> <li>➤ Posters and models.</li> </ul>

**Life Skills:** Conservation of environment

**Integration:** Biology, Languages, Chemistry

## Theme 5: Study of Continents: Europe, Africa and Australia

In the previous class, as a part of the Study of Continents, children were given an overview of North and South America. In this class the theme will take the study of different Continents further as children will be introduced to the Continents of: Europe, Africa and Australia. As in the previous class, children will also get an opportunity to undertake case studies.

### Learning outcomes:

Children will be able to:

- locate Europe, Africa and Australia on the world map;
- identify the countries in Europe, Africa and Australia;
- locate the major physical features of these continents on the map.

### Study of Continents: Europe, Africa, Australia and Antarctica

Key Concepts	Suggested transactional processes	Suggested Learning resources
<ul style="list-style-type: none"> <li>➤ Europe, Africa, Australia:                             <ul style="list-style-type: none"> <li>☛ Introduction</li> <li>☛ Location</li> <li>☛ Boundaries</li> <li>☛ Political divisions (countries with capitals)</li> <li>☛ Major Physical features</li> <li>☛ Locating the above on the map (details given in the table below).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Mind mapping and encouraging children to locating Europe, Africa and Australia and on the World map.</li> <li>➤ Locating the different countries Europe, Africa and Australia on the political map.</li> <li>➤ Providing opportunities to children to share their experiences if they have visited any countries in the 3 Continents being focussed on in the theme and make flags of a few countries of Europe, Africa and Australia.</li> <li>➤ Encouraging discussions on the life of people in these continents.</li> <li>➤ Making a scrap book (individually) about the people of different continents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Map of Europe, Africa, Australia and Antarctica</li> <li>➤ Mind mapping</li> <li>➤ Flags</li> <li>➤ Scrap book</li> <li>➤ Political outline map</li> <li>➤ Project Work</li> </ul>

**Integration:** Biology, Languages, history, Arts Education

**Life Skills:** Sensitivity towards environment

Name of the Continent	Physical Features	Map Pointing
<b>Europe</b>	<b>Mountains</b>	Alps
		Ural
		Scandinavian highlands
		Elbrus
		Pyrenees
		Caucasus
<b>Africa</b>		Atlas
		Drakensberg
		Ethiopian Highlands
<b>Australia</b>		Great Dividing Range
<b>Europe</b>	Plateaus	Meseta
	Plains	Great European Plains
<b>Africa</b>	<b>Deserts</b>	Kalahari, Sahara, Namib
<b>Australia</b>		Great Australian Desert
<b>Water Bodies</b>		
<b>Africa</b>	Lakes	Victoria, Malawi, Chad
		Great Rift Valley
<b>Europe</b>	<b>Rivers</b>	Ural, Danube, Volga
<b>Africa</b>		Nile, Congo, Niger, Zambezi, Orange
<b>Australia</b>		Murray Darling