



GEOGRAPHY

TEACHER'S GUIDE

(To be implemented from 2015)

Grade

6



Department of Social Sciences
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk

G E O G R A P H Y

T E A C H E R S ' G U I D E

GRADE 06

(To be implemented from 2015)

Department of Social Sciences
Faculty of Languages, Humanities and Social Sciences
National Institute of Education
Maharagama
Sri Lanka

Geography
Grade 06
Teachers' Guide

First Print 2014

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ISBN

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Printed by : Press
National Institute of Education
Maharagama
Tel : 011 - 7 601601

Message from the Director General

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 6, and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research base outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation.

These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher's guides.

Director General

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Message from Ven. Deputy Director General

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the adhere of education. That is how the curriculum, syllabi, teachers' guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self-directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning-teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning-teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

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Instructions in using the Teachers' Guide

In this Teachers' Guide, learning outcomes, summary of the subject area and a few teaching learning methodologies for each and every subject unit are presented. Also, a few learning outcomes related to every competency level too are introduced. It is important to give special emphasize to these learning outcomes and understand the limits of the subject areas that have to be imparted essentially. The teacher should be able to motivate the students to find the required information beyond the limits of the subject area specified.

The teaching learning methodologies presented here have to be built up in a creative manner to suit the competency level mentioned, the subject content as well as to suit the number of students in the classroom and the time allotted. Apart from this the teacher has the full freedom to identify other appropriate teaching learning methodologies suitable for the competency levels and plan his or her work. When planning these methodologies it is more appropriate to prepare them in such a way that the students will be able to acquire pleasant and active learning experiences.

The textbooks relevant to the Grade could be used only as a source book. Apart from this, other sources too could be made use of for the teaching learning process. This will enable the students to acquire practical experiences which will pave the way for the students to reach the expected competency levels in learning.

In order to transform information and subject concepts in the syllabus into successful learning experiences, the compilation of programmes which will enable every student in active participation is considered as a responsibility of school management. A few projects related to Geography that could be carried out in schools are given below.

- Setting up a Geographical Society.

This will give the opportunity to organize Quizzes or Do You Know contests, debates, exhibitions, educational tours, seminars of geographical importance. Also, discussions by intelligent panels comprised of students and sramadana activities may be organized. It is also possible to direct students in various tasks such as the preparation of wall newspapers and term publications and also in solving problems related to the subject. It will provide the opportunity to get to know the teachers and students involved in the subject and also to identify students' abilities.

- Putting up a Geography Room

This is most full not only in the development of their knowledge but also in inculcating a sense of intense pride in them. Various publications, maps, learning aids relevant to the subject could be prepared and used. (Refer the Ministry letter ED/01/05/02/02/55AL and dated 2012.05.10)

- Carrying out small scale Research Project

Motivate to collect information from resource persons, institutions from which information relevant to the subject can be obtained, print and electronic media etc and prepare reports.

- Conduct seminars and workshop relevant to Geography.
- Organizing programmes to develop environmental sensitivity among students
- Encourage students to work together with the environmental organizations prevalent in the region.

- Agro forestry projects
 - School green belt and medicinal and herbal gardens
 - Environmental pilot brigade projects
 - Eco-sensitive school dramas promoting the use of eco-friendly products
-
- Awarding colours and prizes for student creations and field note books.
 - Creating opportunities in making models and aids relevant to Geography.
 - Pursuit of suitable action for the development of subject knowledge using electronic media
- CD/ DVD
- Computer Programmes
- Television Programmes

Curriculum Committee

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Geography

Grade 06

Syllabus

**Department of Social Sciences
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National Institute of Education
Maharagama
Sri Lanka**

Introduction

Geography is a Discipline that helps to grasp the dynamism of the bio-world. This dynamism is enclosed in the geographical landscape which is the synthesized product of the interaction between the physical and human environment in space and time. Thus Geography is a Discipline that is concerned with the understanding of environmental and social processes and their interrelationships at local to global levels from a spatial and temporal perspective. It is in this context that the Geography curricula in the schools has been developed.

In the process of developing the curriculum proposed to be implemented from 2015, classroom observations, teacher-student experiences, research findings on the curriculum that was in operation during the past five years have been taken into consideration. It is expected that the proposed curriculum will be able to provide subject knowledge and understanding, skills and attitudes and in particular, the ability of different development options. It is hoped that this curricular will provide insight into managing resources which promote sustainability both in the short and long term.

Furthermore it envisages improving the ability to view the eco-societal interrelationship on the basis of ecological principles.

The syllabi have been formulated paying due consideration to the ten competencies and the seven aims related to the subject and in accordance with the age of the students and the varying competency levels depending on the learning ability. In the process it is expected that the teacher should play an evolving role using interacting teaching methods to develop competencies.

This curriculum and the Teachers' Guide proposed to be implemented from the year 2015 is the collective effort of a group consisting of Senior University Academics, Educationists, Educators and the Geography Project Team of the NIE. The ten major competencies related to the subject Geography incorporated in preparing this curriculum are mentioned below:

1. Lives with awareness of the nature and processes of the environment in which he lives.
2. Reviews the basic concepts and methodologies which help to understand the physical and human landscape.
3. Acts with awareness of the components, characteristics and processes in the physical and human landscape.
4. Acts with awareness of the manner in which the physical and human interaction impacts on the geographical environment.
5. Uses geographical techniques to collect, analyze, interpret and present data and information.
6. Applies the holistic approach in understanding, analyzing and interpreting the physical and human landscape.

7. Acts with sensitivity inculcating positive attitudes helpful in conserving and maintaining the physical and human landscape.
8. Acts with an awareness of the earth and its people in order to promote a harmonious interrelationship between the environment and society.
9. Fosters special survival skills that help to overcome challenging life situations.
10. Develops skills needed for active participation in the world of work.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony and peace and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect. (Adapted from National Education Commission Report -2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals.

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics : Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency : Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter - personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

- Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment – Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment – Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity.

- To contribute to economic development.
- To discover their vocational interests and aptitudes,
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood.

(v) Competencies relating to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Pleasure, Joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Adopted from National Education Commission Report –2003)

Aims of teaching Geography is to:

1. Act with an awareness of the concepts, characteristics and processes of the physical and human landscape.
2. Study the interrelationships, their patterns and processes in nature and society from a spatial and temporal perspective.
3. Adapt oneself to use geographical techniques to collect, analyze, interpret and present data and information.
4. Comprehend the diversity of the world; adapt oneself to live harmoniously with the environment as well as with one another.
5. Inculcate positive attitudes supportive of conserving and sustaining the physical and human landscape.
6. Foster special survival skills that help to overcome challenging life situations.
7. Develop skills needed for active participation in the world of work.

Competency	Competency Level	Content	Learning Outcomes	Periods
Lives with an understanding of the nature and processes of one's environment	6.1.1 Collects and presents information about one's school and its immediate environs	<p>6.1.1 Inter-relationship between school and its immediate environs</p> <ul style="list-style-type: none"> • Location <ul style="list-style-type: none"> - Grama Niladhari Division - Divisional Secretariat Division - District - Province <p>* Mark the location of School in a map of Sri Lanka showing District boundaries</p> <ul style="list-style-type: none"> • Shape of land on which the school is located • Direction and distance from school to selected places (select a few public places located close to the school) 	<ul style="list-style-type: none"> • Names the hierarchical position of the Administrative Division where the school is situated. • Marks the location of the school on a model map of Sri Lanka. • Explains the inter-relationships between the Administrative hierarchy where the school is located. • Draws the plan of the land where the school is located. • Collects information on the environment where the school is situated. • Prepares a table showing the distances and direction with respect to a few important, selected locations in relation to the school. • Prepares a map showing the location of the school and a few important places in its neighbourhood. 	18
Acts with an awareness of the components, characteristics and processes of the physical and human landscape	6.1.2 Describes the nature of the weather of the immediate environs of the school	<p>6.1.2 Nature of the weather of the environs of the school</p> <ul style="list-style-type: none"> • Temperature • Rainfall • Winds • Clouds 	<ul style="list-style-type: none"> • Defines weather • Names aspects of weather • Constructs equipment suitable for the measurement of rainfall and identification of wind direction. • Measures temperature using a thermometer and notes same. • Measures rainfall using a rain gauge and notes same. 	

Competency	Competency Level	Content	Learning Outcomes	Periods
<p>Uses geographical techniques to collect, analyze, interpret and present data and information</p>	<p>6.1.3 Prepares a sketch map of the geographical landscape of the environs of the school</p>	<p>Describe the weather with information collected by using simple instruments and observations</p> <p>6.1.3 Sketch map of the geographical landscape immediate environs of the school</p> <ul style="list-style-type: none"> • Nature of the terrain • Rivers and streams • Cropland • Roads, junctions • Public buildings 	<ul style="list-style-type: none"> • Expresses the direction of the wind using a wind-vane and notes same. • Maintains a note on cloud cover by observing the sky. • Expresses information regarding special weather phenomena. • Presents statements regarding the daily weather in the area around the school. • Draws the landscape around the school. • Describes the landscape of the neighbourhood of the school. • Identifies the landscape of the school and explains its simplicity or complexity. 	
<p>Lives with an understanding of the nature and processes of one's environment</p>	<p>6.2.1 Explain the nature and diversity of one's home and its immediate environs</p>	<p>6.2.1 Nature and diversity of one's home and its immediate environs</p> <ul style="list-style-type: none"> • Highlands • Plains • Slopes • Rivers and streams • Tanks/reservoirs • Coastline 	<ul style="list-style-type: none"> • Students understand that the surroundings of ones home is different from that of another . • Identifies geographical features of the neighbourhood of ones home. • Explains the topography of the neighbourhood of one's house. • Presents through model the nature of the surface of the neighbourhood of one's home. 	<p>14</p>

Competency	Competency Level	Content	Learning Outcomes	Periods
<p>Acts with an awareness of the manner in which the physical and human interaction impacts on the geographical environment</p> <p>Acts with an awareness of the components, characteristics and processes of the physical and human landscape</p>	<p>6.2.2 Observes flora and fauna of the immediate environs of one's home and explains their diversity</p> <p>6.2.3 Explains the nature of the activities of the human community of the immediate environs of one's school/home</p>	<p>6.2.2 Diversity of flora and fauna of one's home environs</p> <ul style="list-style-type: none"> • Flora • Fauna <p>6.2.3 Activities of human community in the immediate environs of one's school/home</p> <ul style="list-style-type: none"> • Identify the school/home environs by ethnicity and religion (harmonious action within diversity) • Economic activities around one's school/home • Agricultural activities • Types of industries • Services 	<ul style="list-style-type: none"> • Identifies the plants and animals to be seen in the surroundings of one's home. • Prepares a table of the uses of the plants and animal types in the surroundings of one's home. • Describes the importance of the conservation of the plant and animal diversity. <ul style="list-style-type: none"> • Collects information regarding the community around the school. • Explains, based on examples, the importance of the community around the home working co-operatively. • Explains the diversity of agricultural economy of the people living in the neighbourhood of one's home. • Identifies the types of industries in the area around one's school and describes them. • Shows, based on notes the institutions the individuals who provide services in the neighbourhood of one's home. 	

Competency	Competency Level	Content	Learning Outcomes	Periods
Behaves with sensitivity and positive attitudes conducive to conserve and sustain physical and human landscape	<p>6.3.1 Acts to upkeep one's home and its immediate environs</p> <p>6.3.2 Follow beneficial methods of waste disposal</p>	<p>6.3.1 Upkeep one's home and its immediate environs</p> <ul style="list-style-type: none"> • Land – rational use • Water –Stringent use and preventing misuse and wastage • Air – preventing pollution • Energy– Stringent use and preventing misuse and wastage <p>6.3.2 Waste disposal</p> <ul style="list-style-type: none"> • Domestic waste • Agricultural waste • Industrial waste <p>Methods of waste utilization and disposal of waste without adverse impacts on the environment</p>	<ul style="list-style-type: none"> • Describes instances where man makes use of land. • Presents problems of unsystematic use of land. • Describes the procedure to be followed in the systematic use of land. • Lists the uses of water . • Describes procedure that can be followed for the frugal use of water . • Presents information to the effect that drinking/ potable water should be used to ensure its sustainability . • Notes how air is polluted and describes steps that can be taken to prevent it. • Describes techniques that can be adopted for the conservation of power . • Explains what domestic, industrial and agricultural waste are • Classifies domestic waste in terms of the classification given. • Knows and gives expression to correct methods of waste disposal. • Describes the damage caused by the improper disposal of waste. • Explains the uses of proper waste disposal. • Describes how waste can be used as a resource. 	16

Competency	Competency Level	Content	Learning Outcomes	Periods
<p>Review basic concepts and methodologies helpful for an understanding of the physical and human landscape</p>	<p>6.4.1 With reference to a World map identify the location of Sri Lanka and describe its locational characteristics</p> <p>6.4.2 Identifies the location of several important places in Sri Lanka with the help of a map</p>	<p>6.4.1 Location of Sri Lanka</p> <ul style="list-style-type: none"> • Location as an island • Sri Lanka's location relative to the other countries in the Indian Ocean • With reference to (a) map of the World and (b) Globe, identify the location of Sri Lanka <p>6.4.2 Some important places in Sri Lanka</p> <ul style="list-style-type: none"> • Main harbours • Main Airports • Major cities - Provincial capitals • Major entry points to the Expressways <p>* Mark the above in an outline map of Sri Lanka</p>	<ul style="list-style-type: none"> • Presents information to the fact that Sri Lanka is located in a specific position in the middle of the Indian Ocean. • Defines what an Island is. • Describes, with the help of a map, the location of Sri Lanka in the Indian Ocean in relation to other countries. • Classifies islands in terms of their size. • Marks and names several islands, including Sri Lanka on a specimen map. • Identifies several locations of economic importance in Sri Lanka and names them. 	<p>12</p>

Competency	Competency Level	Content	Learning Outcomes	Periods
	<p>6.4.3 Compare Sri Lanka with other islands with respect to their size</p>	<p>6.4.3 Sri Lanka and other islands of the World</p> <ul style="list-style-type: none"> • Madagascar • Greenland • Cuba • Taiwan • Sicily <p>Broadly categorize the above islands as small, medium and large and describe their distribution with the help of a World map</p>		

Instructions for the Teaching Learning Process

Unit 6.1 Inter Relationship in the Surroundings of the School

1. Competency : Lives with understanding of the nature and processes of one's environment.

2. Competency Level: 6.1.1. Collects and presents information about one's immediate environs.

3. Period : 06

4. Learning Outcomes:

- Names the hierarchical position of the Administrative Division where the school is situated.
- Marks the location of the school on a model map of Sri Lanka.
- Explains the inter-relationships between the Administrative hierarchy where the school is located.
- Draws the plan of the land where the school is located.
- Collects information on the environment where the school is situated.
- Prepares a table showing the distances and direction with respect to a few important, selected locations in relation to the school.
- Prepares a map showing the location of the school and a few important places in its neighbourhood.

5. Instructions for Lesson Planning:

Competency levels are described under 3 sections 6.1.1, 6.1.2 and 6.1.3

Your school might be located in a rural, estate or urban environment. There are various means by which its location can be shown. One of these methods is the indication of the location of the school in terms of the Administrative hierarchy of its location. It is possible to identify the location of the school in terms of Grama Niladhari Division, Divisional Secretary's Division, District and Province. In such a hierarchy an inter-relationship is evident between various features in it. Similarly, students can be made to understand the location of the school in a such hierarchy. Through the mapping of the location of the school, this unit, proposes to provide elementary understanding of the basic principles of Cartography. Further, if computer and internet facilities are available in your school, it is important that students are provided the opportunity of identifying the location of the school using same.

- It is appropriate to use 06 periods for this purpose for section 6.1.1 of the syllabus. In this regard you could use various learning teaching methodologies. Given below are a few of these methodologies.
- Use of a questionnaire
- Map marking
- Collection of information and creation of maps
- Identification of the location of the school using the computer and internet.

The use of the methodologies above in the same form is not expected of you. You have the freedom to use a methodology appropriate to the achievement of the expected learning outcomes.

“Make sure that the required idea about the direction and distance to identify the informatio presented through a map has been included in the students’ creations.Tell the students its significance to read the map. However, there is no need of using technical terms”.

Use appropriate evaluation criteria for this activity .

Identifying the Location of the School using compurte and internet

To built a correct idea about the location of the school, internet maps can also be utilized. If your school has such facilities, try your level best to get the maximum use of them. If will definately be a step, which improve their knowledge and develop their interest. For this purpose, after obtaining parts of the map via google map. Develop a methodblogy to identify the location of the school.

6.Quality Inputs : A map of Sri Lanka giving provincial and District bounderies
A Map of relevent Grama Niladhari Division
Internet
Text Book

7. Assessment and Evaluation :

Select 05 out of the criteria below, relavent to the lesson planned and award marks.

1. Collects information using the questionnaire.
2. Classifies the collected information correctly .
3. Presents collected information systematically .
4. Marks location of school correctly on a map.
5. Investigates location of the school using the internet.
6. Presents the information on the marked map, correctly .
7. Draws the shape of the school garden correctly .
8. Presents the distances to and directions of locations marked on a map, in relation to the school.
9. Works co-operatively within group.
10. Markes clean and systematic presentations.

1. Competency : Functions with understanding of the components, characteristics and processes of the Physical and Human landscape.

2. Competency Level : 6.1.2. Explains the nature of the weather of the surroundings of the school.

3. Period : 04

4. Learning Outcomes :

- Defines weather .
- Names aspects of weather .
- Constructs equipment suitable for the measurement of rainfall and identification of wind direction.
- Measures temperature using a thermometer and notes same.
- Measures rainfall using a rain gauge and notes same.
- Expresses the direction of the wind using a wind-vane and notes same.
- Maintains a note on cloud cover by observing the sky .
- Expresses information regarding special weather phenomena.
- Presents statements regarding the daily weather in the area around the school.

5. Instructions for Lesson Planning:

The main objective of teaching the subject matter in section 6.1.2 is to provide the opportunity to students to understand the weather condition of the region around the school, simply but scientifically. Building up of the background necessary to understand the main climatic features, such as temperature, rainfall, wind direction and cloud cover is expected here. Similarly development of skills in the construction of simple equipment for the collection of information on weather as well as their use, collection of data on weather, recording same and the ability to arrive at conclusions based on such data, is expected through the study of this section. It is expected to plan the activities provided so as to develop simple understanding of weather, in students.

It is appreciate six periods are devoted to this section. Various learning-teaching methodologies can be used for this purpose. Two of these methods are given below:

1. Identifying a changing weather condition
2. Collection of information on the weather through observation prevailing in the region.

It is necessary that information, through a long period of time, is collected in order to arrive at a simple conclusion on the weather in the region. Therefore, since the process of collecting information on the weather initiated at the commencement of teaching this unit has to be continued through a long period of time, it is your responsibility that a suitable procedure is planned and implemented.

data, recording data and arriving at simple conclusions through them. Through these, it is expected

to help student to organize activities so as to build in them a simple idea regarding weather

6. Quality Inputs : Rain Guage, Themometer ,W indvane, Text book

7. Assessment and Evaluation :

Select 05 out of the criteria below, relavent to the lesson planned and award marks.

1. Defines weather correctly .
2. Names weather features .
3. Constructs a Raing Guage correctly .
4. Records rainfall using the rain guage.
5. Constructs a windvane.
6. Explains wind direction using the windvane.
7. Observes the sky and gives a description of clouds.
8. Presents information on weather phenomena.

1. Competency : Uses geographical methods to collect data and information, their analysis, interpretation and presentation.

2. Competency Level: 6.1.3. Creates a sketch of the landscape of the neighbourhood of the school.

3. Period : 06

4. Learning Outcomes :

- Observes the landscape around the school.
- Draws the landscape around the school.
- Describes the landscape of the neighbourhood of the school.
- Identifies the landscape of the school and explains its simplicity or complexity.

5. Instructions for Lesson Planning:

The main aim of this unit is the identification of each of the special features of the landscape around the school and through it, provision of the opportunity to understand the entire landscape.

- Higher land and lower land around the school
- Drainage patterns of rivers and streams
- How the various crops are distributed
- Distribution of forest areas
- Location of roads, junctions, communication pillars etc.
- How human settlements are located.

The landscape of the region is built through the interrelationship of all the information given above. Through this, it is expected to plan the lesson impart this concept in the students. this idea in its activity.

Make for instance

- A picture of the landscape around the school.
 - Use of Google Maps
- Rough sketch of the landscape of the neighbourhood of the school.

Accordingly, it is necessary to give an understanding regarding the inter connection in between the physical and human landscape. For this purpose its better to make a discussion on the above in the classroom.

Guide the students in each group to get better understanding on the landscape of surrounding of the school also emphasis that, it may be simple or complex. It would be useful while drawing the sketh of the landscape of the neighbourhood of the school.

6. Quality Inputs : Internet – Google earth
Text book

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Observes the landscape around the school.
2. Presents correctly the information gathered through observation.
3. Draws a picture of the landscape around the school.
4. Draws a rough map of the landscape around the school.
5. Collects information on the area around the school using internet.

Unit 6.2 Nature and Diversity of the surroundings of the home

1. Competency : Live s with understanding of the nature and processes of the environment one lives in.

2. Competency Level : 6.2.1 Explains about the nature and diversity of the surroundings of one' s home.

3. Period : 06

4. Learning Outcomes :

- Students understand that the surroundings of one' s home is dif ferent from that of another .
- Identifies geographical features of the neighbourhood of ones home.
- Explains the topography of the neighbourhood of one' s house.
- Presents through model the nature of the surface of the neighbourhood of one' s home.

5. Instructions for Lesson Planning:

It is important that students who had identified the weather conditions and the landscape of the surroundings of one' s school should acquire some understanding about the nature of the land in the surroundings where one lives in and about the diversity that can be seen accordingly . This is because, as students learning Geography, the acquisition of a basic understanding of the nature and processes in the environment where one lives is one of the main aims of the subject, Geography . Students coming to school may be coming from various environmental conditions. Be it rural, plantation or urban, it can be diverse according to the changes that can be seen on the surface as high land, plain, a mountain range, a slope, river, waterfall or in relation to tanks, coastal strip etc. Specific features can be identified according to the area it is located in. Similarly, because human activities can very diverse according to the landscape in the surroundings of ones home, a diversity can be identified according to the nature of the surroundings. Accordingly, it is expected to provide students with an understanding of the nature of the land around one' s home and about the diversity built up through it by teaching them to achieve this competency level. Similarly, while it is not expected to teach the entire content since it is important the special attention be given only to the nature of that land of that region.

- The simple view of the land (physical and human) can be taken as the landscape.
- Since there are variations in physical environment from place to place, such variations seen on the surface of the land can be simply identified as relief.
- A high land is a land that is high in another lower lands.
- High land can be seen in mountainous regions as well as in relation to low land.
- A mountain is a peak located at a higher level in relation to another high land.

- A plain is a region that is low in relation to a high land or a region with a low gradient.
- The slope of the land can be decided in terms of the direction in which water flows.
- Waterfalls, brooks, streams and rivers are created out of small streams flowing from mountainous regions.
- A part from the natural flow of water in the neighbourhood of ones home, tanks / reservoirs built by man can be seen.
- Tanks / reservoirs etc. have been constructed, taking into consideration the climatic conditions the slope of the land and economic activities like agriculture in the region .
- According to such features seen on the surface of our neighbourhood, there is a diversity of features from place to place.
- As a result of the diversity that exists in the immediate neighbourhood there are differences in human activities in the socio economic environment.
- At times human activities may be influenced by to the environment where one lives in .

For an example natural disasters as floods, earth slips, tsunami and cyclones.

Use the methodologies below in the learning teaching process.

- Drawing a picture / rough sketch of the surroundings of one's home
- Creating a model of the surrounding of one's home.

6. Quality Inputs : Collect the material necessary in relation to the lesson planned such as maps, diagrams and models.

Text book

Clay

Water Colours

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Observes the environment around one's home and collect information.
2. Presents the information collected.
3. Create a Picture of the surroundings of one's home.
4. Draws a rough diagram of the surroundings of one's home.
5. Constructs 3D model of the surroundings of one's home.
6. Presents information creatively.
7. Appreciates the beauty of the surroundings of one's home.

1. Competency : Acts with understanding of how the interaction between the geographical and human activity influences the environment.

2. Competency Level : **6.2.2 Observes the plants and animals in the surroundings of the house and explains diversity.**

3. Period : 04

4. Learning Outcomes :

- Identifies the plants and animals seen in the surroundings of one's home.
- Prepares a table about the uses of the plants and animal types in the surroundings of one's home.
- Describes the importance of the conservation of the plant and animal diversity.

5. Instructions for Lesson Planning:

In the surroundings near the house, plants and animals are seen. Although various trees and animals can be seen in a rural environment trees and animals can be seen only to a limited extent in an urban environment. The environment you live in is pleasant because of these trees and animal community.

There is a close relationship between the trees and animals in the environment. Trees help animals to get the food they need, provide them with shade and to build nests. Not only are trees like kottamba, mango, kadju spread by animals in various areas but seeds like apala, love grass etc. attach themselves to the skin of animals and are spread over wide areas of land. Not only this, pollination necessary for trees to bear fruits is provided by butterflies and bees as well as other insects. From this it is quite clear that there is a strong bond between animals and trees.

The activities given below can be prepared for this unit.

- Observe the surroundings near your house and prepare a document including a classification of animals.
- Observe the trees found in the school grounds and prepare a table including the various needs and uses of the flora.
- Prepare a group activity under the theme "Flora and animal community are a part of the environment".

6. Quality Inputs : According to the lesson planned, make use of diagrams, models and natural substances.
Text Book

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Observes the surroundings one's home and records information of plants [flora] and animals [fauna].
2. Classifies the information collected and tables same.
3. Presents the uses of plants and animals.
4. Expresses that the plant and animal diversity should be conserved.
5. Presents information to the fact that the plant and animal.
6. Community form a part of the environment.
7. Conforms to the instructions given.

1. Competency : Acts with an awareness of the components, characteristics and process of physical and natural landscape.

2. Competency Level : **6.2.3 Explains the nature of the human activities of the human community around the school/ home.**

3. Period : 08

- 4. Learning outcomes :**
- Collects information regarding the community around the school.
 - Explains, based on examples, the importance of the community around the home working co-operatively.
 - Explains the diversity of agricultural economy of the people living in the neighbourhood of one's home.
 - Identifies the types of industries in the area around one's school and describes them.
 - Shows, based on notes the institutions the individuals who provide services in the neighbourhood of one's home.

5. Instructions for Lesson Planning:

While familiarising the home and school surrounding it's very important to obtain a clear understanding about the community who live there. In Sri Lanka since the ethnic groups such as Sinhalese, Tamils, Muslims (Moor, Malay) and Bugar live the area surrounding the school too may reflect such a diversity.

In some areas this may not be seen so prominently while some areas show a distribution of a single ethnic group.

The school surrounding may consists of only one ethnic group or multi-ethnic group. Since such as differences in attitudes, beliefs and ideas it is important that conflicts may occur frequently where the multi-ethnic group live.

Also important there should be co existence between the school and the surrounding community is to know the economic activities of school surroundings. Accordingly, it is useful to obtain a clear understanding about the agricultural, industrial and other services. By studying this lesson it is possible to understand how the community and the economic activities of the community has contributed to the development of the village and the school.

There is a diverse ethnic community living with in the surroundings of one's home and school. From this lesson it is expected to give an understanding about the manner in which the community live while contributing to the development of the region as well as the country.

- Where single or multi-ethnic group may live hence plan the lesson in such a way to give an understanding about the other religious and ethnic groups.
- Guide the students to collect and categorize data about the economic activities surrounding the home.
- Evaluate the importance of the services and their value.
- Guide and give the required informations for the students to do a role play about how the diverse ethnic groups act collectively in relation to the situations given.
- Make the students by role play how multi-ethnic people living mutual understanding.
- In the role play guide the students to represent every ethnic group.
- List out the crops which are using as industrial raw material which are cultivating in the home surrounding.
- Use the DVD which is attached with the Teachers' Guide before starting the lesson and between the lesson.
- Make the students to tabulate crops grown in the home or school surrounding which are useful as industrial raw materials.
- Plan a field trip or assignment to identify the industries surrounding school area.

6. Quality Inputs : Questionnaire
Data collection sheet
Pictures and diagrams

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Collects information relevant to the questionn aire, Data collection sheet.
2. Presents creatively information on the community around the school/ home.
3. Presents information economic activities in the neighbourhood of the school and home.
4. Enacts a role play on the community in one's neighbourhood .
5. Expresses the importance of Co - existance with one's neighbourhood
6. Classifies the agricultural crops in the neighbourhood of the school and home.
7. Presents their uses.
8. Classifies services and appreciates the importance of all services.
9. Presents information collected on the industries in the neighbourhood, through a field trip.
10. Presents the uses got from industries.

Unit 6.3. Maintains the Environment around one's home, well

1. **Competency** : Acts to upkeep one's home and its immediate environment.
2. **Competency Level** : **6.3.1. Takes action for the maintenance of one's home and its environment.**
3. **Period** : 16
4. **Learning outcomes** :
 - Describes instances where man makes use of land.
 - Presents problems of unsystematic use of land.
 - Describes the procedure to be followed in the systematic use of land.
 - Lists the uses of water .
 - Describes procedure that can be followed for the frugal use of water .
 - Presents information to the effect that drinking/ pottebel water shoud be used to ensure its sustainability
 - Notes how air is polluted and describes steps that can be taken to prevent it.
 - Describes techniques that can be adopted for the conservation of power .

5. Instructions for Lesson Planning :

It is essential that the environment of one's house and its surroundings are maintained and well-kept for man to lead a good life. The basic features of our environment Land, water and air while they have to be maintained well.

Making use of energy resources is an essential factor in maintaining human activities. Power is also produced utilizing resources in the environment. Man has to utilize the resources in the environment. Therefore, the primary aim of this unit is the development of attitudes in the minds of students on the importance of the use of resources while safeguarding the environment. As mentioned above, since power is produced using resources in the environment the conservation of power both at home and outside contributes to the conservation of resources.

The maintenance of basic features as land, water and air in good form and the motivation of students to conserve power are good qualities that should be developed in them.

Similarly, it is we ourselves who will have to experience the consequences of improper use of the resources above. Therefore, engaging in our activities of life so as to safeguard the environment we live in, is an essential factor .

The inculcation of good habits and attitudes for the maintenance of a good environment in students, who will be the future generation is expected through teaching this lesson unit.

- This unit (6.3) comprises competency levels 6.3.1 and 6.3.2. While 16 periods have been assigned for this purpose, 12 periods have been provided to reach the actualization of the competency level 6.3.1.

- In the subject content of unit 6.3.1

Four basic themes 'land', 'water', 'air' and 'power' are included. Prepare learning teaching activities for these themes land, air, water and power to reach the learning out comes.

- Preparation of a wall newspaper on the themes given below

"Land is our wealth"

"How the resource of land is destroyed."

"Let us safeguard our resource of land."

- Under the theme "maintenance of the environment around one's home well" prepare an activity on water resources, their uses, problems related to their usage, frugal usage of water resources and the conservation of water and water resources.
- Plan a suitable activity activity on "avoid pollution of air" give attention on the subject matter given below.

Air : Uses

- It's necessary for existence of life including man.
- It's necessary for the environmental equilibrium.

The means of air pollution :

- Industrial activities
- Agricultural activities
- Burning of domestic waste

The methods of preventing air pollution :

- Prevention of deforestation
- Reforestration
- Planting trees in home gardens
- Avoid burning domestic waste
- Recycling
- Plan an activity to develop awareness among students on energy sources, economical use of energy in day to day life at home and actions to be taken to get rid the energy waste at home.

6. Quality inputs:

Text book , Posters [Environment]

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Presents information on the surroundings of one's home'
2. Describes how the land is made use of.
3. Describes the problems that arise through the unsystematic use of land.
4. Expresses that land should be used properly .
5. Appreciates the value of water resources.
6. States that drinking water should be sustainably used .
7. Names sources of water .
8. Presents the uses of sources of water .
9. Writes expressions to the effect that sources of water should be conserved.
10. Describes methods of preventing Water pollution.
11. Describes how the air is polluted.
12. Describes methods of preventing air pollution.
13. States about instances where energy is made use of.
14. Describes how energy can be used frugally .
15. Presents wall news paper creatively and systematically .
16. Acts co-operatively .

1. Competency : Behaves sensitively with positive attitudes that help in the conservation and maintenance of the Physical and Human Landscape.

2. Competency Level : 6.3.2. Practices useful methods of waste disposal.

3. Periods : 16

4. Learning outcomes :

- Explains what domestic, industrial and agricultural waste are
- Classifies domestic waste in terms of the classification given.
- Knows and gives expression to correct methods of waste disposal.
- Describes the damage caused by the improper disposal of waste.
- Explains the uses of proper waste disposal.
- Describes how waste can be used as a resource.

5. Instructions for Lesson Planning:

It is essential that the waste material collected in the house in the course of day to day activities are disposed of properly, for the welfare of the house and its surroundings. Yet this has become a grave problem in most houses today. In finding a solution for this problem it is essential that not only adults but students also have some understanding in this regard. Therefore, it is quite important that children develop an aptitude for keeping one's house and its surroundings clean, from their early childhood.

Accordingly, it is necessary to give an understanding regarding the importance of harmful effects caused through the discharge of various kinds of waste collected in the course of the day to day activities in the house and the importance of proper waste management before discharging it, are the of teaching this unit.

Disposal of waste

- Household waste
- Agricultural waste
- Industrial waste
- Damage caused through the unsystematic disposal of waste
- Use of waste as a resource
- Disposal of waste without caring adverse effects on the environment.

Household waste is all waste discharged from the house. Agricultural waste is all waste discharged from crop lands and farms. Industrial waste is waste in relation to industries or industrial products.

There can be agricultural or industrial waste within household waste. Greater attention is paid through this activity to household waste. A similar activity can be developed with focus on industrial and agricultural waste.

Plan an activity to categorize the solid waste (disposals) as decomposition and undercomposition waste materials.

6. Quality Inputs : Leaflets, Diagrams, Text book

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Defines garbage/ refuse/ waste.
2. Classifies garbage.
3. Classifies household garbage.
4. Expresses correct methods of garbage disposal.
5. Disposes garbage in the school properly.
6. Expresses the outcomes of improper garbage/ waste disposal.
7. Expresses how waste can be made use of.

Unit 6.4 The Location of Sri Lanka

1. **Competency** : Investigates basic concepts and methodologies that help to understand the physical and human landscape.
2. **Competency Level** : 6.4.1 Identifies the location of Sri Lanka on a map of the world and describes its nature.
3. **Periods** : 16
4. **Learning outcomes** :
 - Presents information to the fact that Sri Lanka is located in a specific position in the middle of the Indian Ocean.
 - Defines what an Island is.
 - Describes with the help of a map, the location of Sri Lanka in the Indian Ocean in relation to other countries.
 - Classifies islands in terms of their size.
 - Marks and names several islands, including Sri Lanka on an outline map.
 - Identifies several locations of economic importance in Sri Lanka and names them.

5. Instructions for Lesson Planning:

As a Sri Lankan it is essential that every student learning Geography, should require some understanding of the correct location of Sri Lanka on the surface of the earth as well as its nature. Specially, Sri Lanka is a centrally located island on the Indian Ocean. It is important to make students understand the fact that Sri Lanka can be easily approached from any point on earth because of the specific nature of its location.

Another aim of this unit to give an understanding to identify the location relative of Sri Lanka on a outline map of the world or on a globe and make them understand the shape of Sri Lanka and its size.

Further, people all over the world, have shown an interest in this island from the distant past because of its physical features, conducive climate, natural beauty, natural resources and bio-diversity. All of this importance can be attributed to the nature and location of this island. It is expected to provide learning activities necessary to compare it with several other islands in the world and make them understand its relative location and that it is comparatively a medium size island. Since in most schools use of the computer is at a satisfactory level, maps can be studied using the computer. It is important that maps of Sri Lanka should be specially downloaded and provided to students to study and observe.

Further, a number of locations of economic importance have been developed at present. Through this, it is expected that students should identify on the map of Sri Lanka, several such selected locations. In the course of this activity, greater attention is expected to be paid to the main highways, harbours, main urban environments and the main approach roads to express ways.

Through this activity students are expected to mark places of economic importance on a map of Sri Lanka showing provincial demarcations and to paste relevant photographs around the borders of the map.

Further, start discussion on development activities to represent all the provinces of Sri Lanka during the teaching-learning process.

- Plan an individual activity to identify the relative location of Sri Lanka.
- Plan an individual or group assignment to identify the Sri Lanka and the prescribed Islands.
- Plan an activity to prepare a learning board, and mark the economically important places on a Provincial map of Sri Lanka and paste the pictures in the places on the map.

6. Quality Inputs : photos, pictures, World and Sri Lanka maps, video clips and Text book

7. Assessment and Evaluation :

Select 05 out of the criteria below, relevant to the lesson planned and award marks.

1. Observes the globe/ World map and points out the location of Sri Lanka.
2. Makes and names the location of Sri Lanka and the map of the world.
3. Defines "Island" correctly.
4. Describes the relative location of Sri Lanka.
5. Makes and names islands on a world map.
6. Classifies Islands in terms of size.
7. Makes and names economically important locations in Sri Lanka.

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