

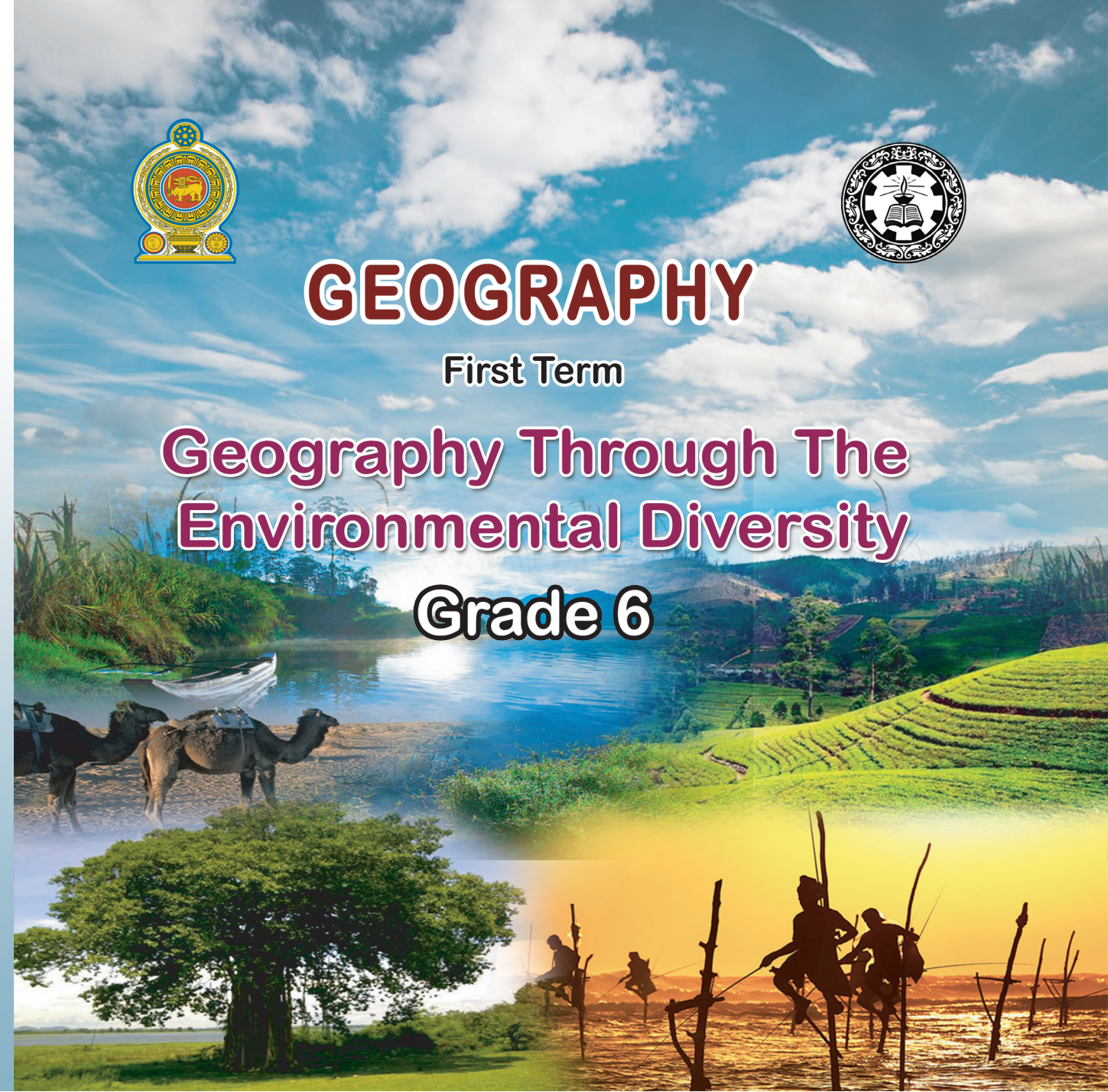


GEOGRAPHY

First Term

Geography Through The Environmental Diversity

Grade 6

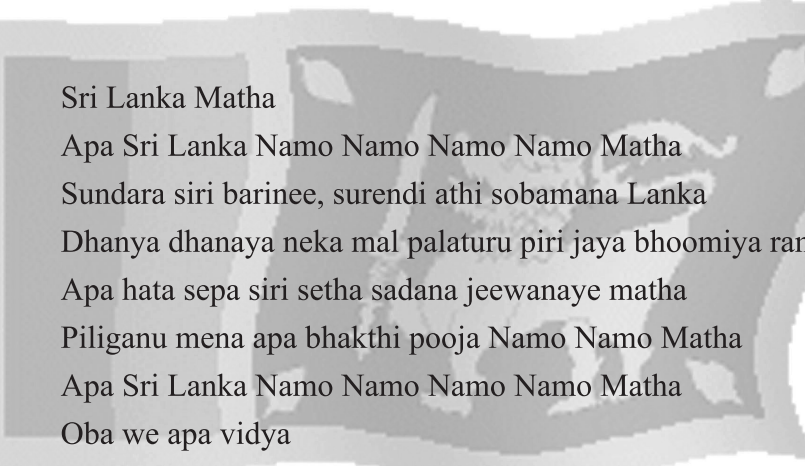


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புவியியல் - முதலாம் தவணை சூழல் பல்வகைமையும் புவியியலும் (ஆ) - தரம் 6
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Department of Social Sciences
Faculty of Languages, Humanities and Social Sciences
National Institute of Education
Sri Lanka
www.nie.ac.lk

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The National Anthem of Sri Lanka



Sri Lanka Matha
Apa Sri Lanka Namō Namō Namō Namō Matha
Sundara siri barinee, surendi athi sobamana Lanka
Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya
Apa hata sepa siri setha sadana jeewanaye matha
Piliganu mena apa bhakthi pooja Namō Namō Matha
Apa Sri Lanka Namō Namō Namō Namō Matha
Oba we apa vidya
Obamaya apa sathya
Oba we apa shakthi
Apa hada thula bhakthi
Oba apa aloke
Apage anuprane
Oba apa jeevana we
Apa mukthiya oba we
Nava jeevana demine, nithina apa pubudukaran matha
Gnana veerya vadawamina regena yanu mana jaya bhoomi kara
Eka mavakage daru kela bevina
Yamu yamu vee nopama
Prema vada sema bheda durerada
Namō, Namō Matha
Apa Sri Lanka Namō Namō Namō Namō Matha

Apa Sri Lanka Namō Namō Namō Namō Matha

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School:.....			
	Name of the Student	Grade	Class Teacher's Signature
2026			
2027			
2028			
2029			

Geography

First term

Geography through The Environmental Diversity

Grade 6

Department of Social Sciences

Faculty of Humanities, Languages and Social Sciences

National Institute of Education

Sri Lanka

www.nie.lk / www.nie.ac.lk

Printing & Distribution - Educational Publications Department

Geography – Grade 6

First term : Module

Geography through The Environmental Diversity

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Message from the Director General

The General Education Transformative Reform Effort in Sri Lanka aims to create a decisive pathway to meet the needs of every learner. The foundation of this reform lies in the modernization of curricula, teaching–learning methodologies, and assessment systems, with a strong emphasis on competency-based learning, critical thinking, creativity, 21st-century skills, technological orientation, and ethical citizenship.

The contribution of the Hon. Prime Minister; the Secretary to the Ministry of Education; Additional Secretaries; Subject Directors; the Commissioner General of Examinations and the staff; and the Commissioner General of the Educational Publications Department and the staff, who worked with exceptional dedication, has been immense in ensuring the quality of the curricula and related learning materials proposed for implementation from the year 2026 for Grades 1 and 6. These materials have been developed by the National Institute of Education through a collaborative dialogue with educationists, interdisciplinary experts, teachers, and various stakeholders.

I also gratefully acknowledge the exceptional commitment of the Council and the Academic Affairs Board of the National Institute of Education during this initiative. The entire staff of the National Institute of Education, who have contributed immensely in accomplishing this task, deserve the respect of the nation.

Prof. Manjula Vithanapathirana

Director General

National Institute of Education

11.08.2025

Message from the Commissioner General of Educational Publications

The world today is progressing at an exceptional pace, driven by innovation and transformation. In parallel, it is the paramount responsibility of everyone involved in the field of education to equip schoolchildren with the skills necessary to face the challenges of the modern world. Accordingly, it must be noted with pride that the opportunity to introduce the module-based learning approach aligned with the new curriculum to be implemented from the year 2026 is a significant achievement.

These specially designed learning aids for each subject aim to strengthen essential skills such as critical thinking, creative problem-solving for complex issues, analyzing information from multiple perspectives, and making logical decisions. I believe these resources will serve as a strong foundation for each subject.

I kindly request all of you to use these learning aids as a guiding light to help realize the noble dreams of a generation of students enriched with wisdom and virtue. I also extend my heartfelt gratitude to everyone who contributed immensely to the excellent task of compiling the modules and activity books.

D. A. Subhashini Dematagoda

Commissioner General of Educational Publications

Educational Publications Department

11.08.2025

Forword

Broad learning areas identified for the entire school curriculum reflect the nation's capacity to address the challenges of sustainable development in a rapidly changing national and global context. Furthermore, it is evident that the broader learning areas have been identified to meet the demands that keep on evolving over time. Similarly, while the subjects in the existing school curriculum are being modernized, new subjects are also introduced. Thus, the teaching–learning process must essentially evolve in line with these changes. The Introduction of learning-based modules for each subject in the new curriculum, scheduled to be implemented from 2026, is a result of this evolution.

New curricula are scheduled to be introduced for Grades 1 and 6 in 2026, and thereafter in Grades 2 and 7, Grades 3 and 8, Grades 4 and 9, and Grade 5 in 2027, 2028, 2029, and 2030 respectively covering both primary and junior secondary stages.

From the Junior Secondary stage, the new modules incorporating modern learning centered pedagogy are developed, and therefore, teachers are expected to provide the necessary guidance to learners while creating an environment that fosters self-learning. These modules are intended to support the development of students' skills and to guide them in applying acquired knowledge and essential concepts. They will also help students learn and reinforce 21st-century skills such as literacy, interpersonal skills, Critical thinking, and values.

Each module provides guidance on the use of new technologies. Furthermore, students will be provided with appropriate assessment tools to evaluate their performance and educational progress transparently. The modules are designed to support realistic learning by encouraging the practical application of new skills and knowledge.

In addition, the contribution of all staff members of the institution involved in the development of these modules, along with the support provided by teachers, teacher educators, directors, and professionals from various fields in both the public and private sectors should also be fondly remembered. Their efforts have significantly contributed to maintain quality of the modules.-

Since feedback on user experience and suggestions for further improvement are considered important, your feedback will be greatly acknowledged.

Dr. S.A.D. Samaraweera

Deputy Director General

Faculty of Languages, Humanities & Social Sciences, NIE

08.08.2025

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Introduction

This module is designed in accordance with the new syllabus. This Grade 6 first term module has been compiled to provide an introduction to the subject of geography, covering its basic concepts of place and location, area, space and interrelationships. It has themes of environmental diversity and geography as well as location of the area and should be completed within the term.

All the activities should be completed according to proper instructions in a way that can achieve 21st century skills. This will enable you to understand the above subject concepts more easily. The conceptual understanding that arises from studying the module will provide you with a pleasant atmosphere for learning the subject of geography.

Mrs. D. H. C. N. Dharmapala

Director, Department of Social Sciences, National Institute of Education

Instructions for using the module

- You should read this module completely as soon as the school term begins and collect the necessary data and information for some activities mentioned in it from the beginning of the term. Your teacher will provide guidance for this.
- You should seek protection and support of parents and adults when conducting exploratory studies in your area.
- You should use the Internet, smartphones, etc. under the supervision of parents, teachers, or adults, and if facilities are not available, use alternative method according to the instructions of teachers.
- You should always present correct information. If you give wrong information your marks will be reduced.
- After engaging in the activities, test your knowledge by taking the self-assessment provided to you. Redo the weak parts and gain the relevant skills.
- This is the module for the first term of Grade 6. You will receive one credit after completing this module.

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- 1.2 Diversity of Sri Lanka
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- 2.1 Geographical factors on which place names are based

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- 4.1 Relative location of a place
- 4.2 Sketch of the school

First term : Module

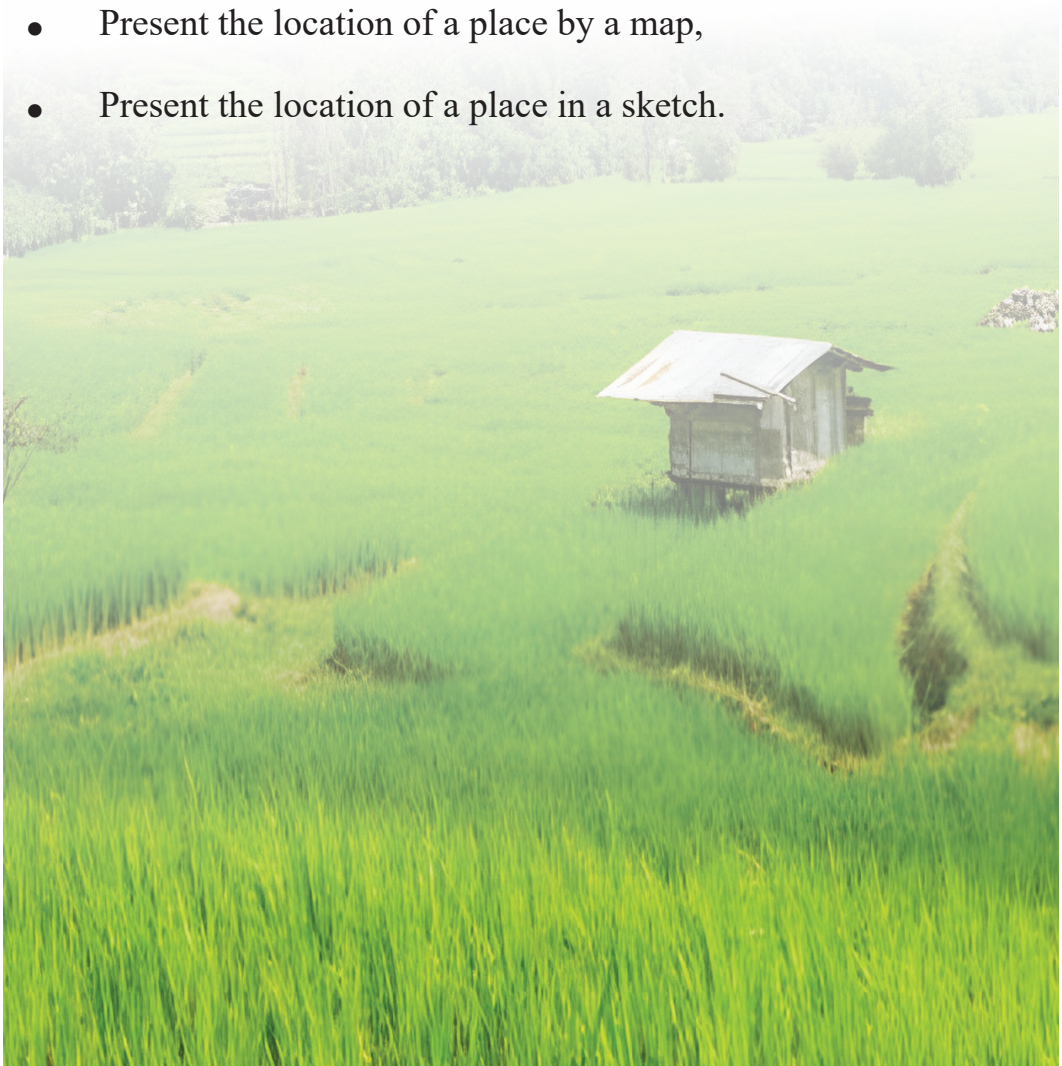
Geography through the Environmental Diversity



Learning Outcomes

By studying this module you will be able to,

- Introduce geography through the environmental diversity,
- Describe the geographical causes that affected naming of villages,
- Present the location of a place by a map,
- Present the location of a place in a sketch.



01

Environmental diversity and Geography

Earth is our home. Therefore, it is very useful for everyone to have knowledge and understanding of the Earth we live in. Many things that have been created on the surface of the Earth can be interpreted as a result of interactions taking place in the nature.

The human landscape on Earth has been built through human-environment inter-relations. Every region of the Earth is different from one another in nature. Let us identify the subject Geography by experiencing the wonder of the Earth with its diversity through this lesson.

Activity 01



06 periods

At the end of this activity, you will be able to,

- Identify the diversity of the area where you live in, as well as Sri Lanka and the world,
- Name the factors that have contributed to the diversity of the environment,
- Experience the beauty and diversity of the environment,
- Introduce what Geography is,
- Develop the skills needed to use the internet and related technology,
- Develop creative skills,
- Develop communication skills and presentation skills,
- Be proud of being a citizen of Sri Lanka, and
- Improve the knowledge of Geographical terminology and English language.

1.1 The diversity in the surrounding area

Focus your attention on the photographs given below before identifying the diversity in the surrounding area.



- Engage in a discussion with the teacher about the common features of the pictures.

Step 01

- According to the instructions of the teacher, divide the class into a few groups and appoint a leader for each group. Then, engage in the following activity.
- Through the internet, download the software Google Earth pro using the following link and identify the area where your school is located. Carefully observe the nature of the surroundings and various places located there.



<https://www.google.com/earth/versions>

- Study the google image carefully and identify the places given there.
- Get an image of the surrounding area of your school with the help of your teacher. Take a print out and name five places as shown in the map above in the surroundings of the school.
- Acting according to the instructions given by the teacher, observe the outer environment of the school (Take photographs).
 - Using a smartphone / tab computer / camera take photographs of the places observed.or else, draw pictures (Three photographs would be sufficient).



- Study with your classmates the photographs taken and pictures drawn on the previous day and identify the diversity of the area surrounding the school as depicted by them.
- Prepare a suitable article to be published in a wallpaper. including the pictures, photographs and information about the diversity. (It should contain information about at least three places).
- Present the details prepared by you about the surroundings of your school to the class.

20 Marks

Assignment 01

1. Taking above information as an example, draw the picture of the surroundings of the area where you live in.
2. Through it, construct three sentences on the diversity of the area.

The above activities on the diversity of the area would have given you a better understanding of the place where you live in. Let us now explore our country in the same way.



1.2 Let's identify the diversity in Sri Lanka



You will be able to understand that Sri Lanka is a country of diverse regions when you observe the following photographs carefully. Look, how diverse Sri Lanka is from one region to another.

Step 02

Experience the diversity of Sri Lanka by engaging in the following activity.

1. The photographs indicate various regions of Sri Lanka. Select what that region is from within the brackets and write it underneath.

(mountainous area, coastal area, rural area, Northern region, urban area, forest area, urban slums, dry zone)

Observe various features of the photograph well to select the region correctly.

2. Mention features that can be identified in each photo on the dotted lines under the picture.

04 Marks



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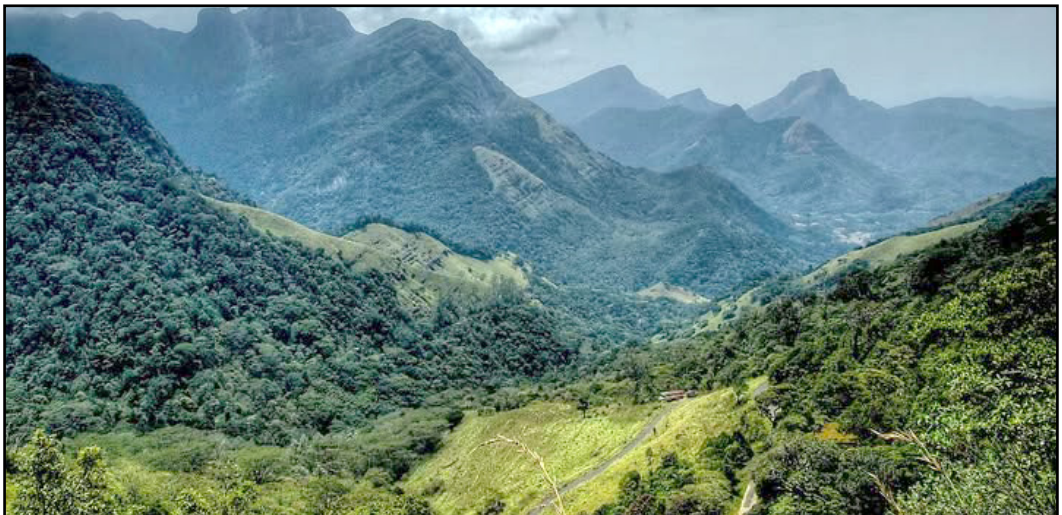
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Step 03

1. Let's collect images that show diversity.
2. This is a group activity. Form groups according to the teacher's instructions.
3. Using newspapers, magazines, and the Internet, prepare a collection of photographs that show the diversity of Sri Lanka and present it to the class. Then, share the collection of photographs with them and study.
4. Write 3 sentences about the diversity of Sri Lanka using the photographs given above.

08 marks

Assignment 02

1. Let's explore the regional diversity of Sri Lanka.
2. Under the guidance of adults, watch the tourist videos made displaying the diversity of Sri Lanka using the YouTube channel on the internet. Collect more important information.
3. Using the pictures collected or using the knowledge gained from watching any video of your choice, prepare an article for a newspaper, including details about the diversity of that area.

Assignment 03

With the help of your Geography teacher, engage in the following activity using The National atlas of Sri Lanka available at your school. Give two examples each to identify the diversity of Sri Lanka's different regions, natural resources etc.

- Topographical zones
- Climatic zones
- Soil types
- Forests
- Mineral resources
- Major rivers

By engaging in the above activities, you will understand the following:

- The existence of Topographical zones
- The topography is not the same in all areas,
- The soil is not the same in all areas,
- The climate is not the same in all areas,
- Different types of vegetations and forests are found,
- There is a diversity in human activities,
- There is diversity in the distribution of mineral resources,

- There is diversity in the form of rural and urban.

Accordingly, from all these factors, it will be clear to you that Sri Lanka is a country of diversity.



Now you are well aware of the diversity of Sri Lanka and the factors that contribute to it. Now let us experience the diversity of the world.

1.3 The diversity of the world

- The YAKUTSK region of Russia, a region of snowfall and extreme cold.





- A mountainous area of Nepal



Desert area



According to the above pictures, it is clear that the environment and human activities in the world vary from region to region. The factors that have influenced the creation of diversity in this way can be indicated as follows.

- Climatic factors - rainfall, temperature
- Water-related factors - oceans, rivers, reservoirs
- Land-related factors or topographic features - mountain ranges, valleys, plains, soil, rocks
- Factors related to living beings- forests, wildlife
- Human and human activities - trade, transport, industries, agriculture, development, poverty

Now, you have understood that there are many factors contributing to the diversity of the world.

Step 04

So, let us engage in the following activity to further study of diversity in the world.

- Form several groups according to the number of students in the class and select suitable topics so that each group gets at least three themes for each group with the help of your teacher.
- Using sources such as newspapers, magazines and the Internet collect photos of following areas and show the lifestyle of the people living in those areas.
 - Desert areas
 - Coldest climatic regions of the world
 - Plains and river basins
 - Dense forest areas
 - Coastal areas
 - The mountainous regions
 - The agricultural areas
 - Regions with water scarcity
 - The poorest urban slum areas
 - Urban areas
- Collect photographs showing the above areas and the nature of the people who live there using sources such as newspapers, magazines and the internet.
- Get together all the members of your group, put together the photographs collected and prepare an album of photos entitled "Diversity of the world" with one page for each region.
- Prepare your pages according to the format given below.
- Finally, answer the questions given below the photos.

12 marks

Model 01 : -

Desert areas and people living there



1. Mention two natural features and two human-related activities that can be identified from each photograph.
.....
2. What is the main factor that affects the decision making with regard to the nature of human activities in the area?
.....

For your knowledge

Do you know that the main factor used for determining a certain area as a desert region is not the temperature but the lack of rainfall?



- Exchange the photo albums prepared by you with other groups and observe them carefully.

According to what you understand by observing the photo albums prepared by you, pay attention to the following aspects and put (√) or (X) in front of your answer.

Pay your attention to following sectors.

♦ There is an environmental diversity in the world we live in.	
♦ The main reason for the diversity of the world is human activities.	
♦ There is a diversity in the people of the world in which we live.	
♦ Human activities may change depending on the diversity in the environment.	

For your knowledge

You can experience the diversity of the world through the following internet links. You will also be able to experience the diversity of the different parts of the world further through the internet with the guidance of your teacher.



Eg: • New York City

- Sahara desert
- Urban shanty area named Dharavi
- Fujiyama volcano
- Amazon Forest

This is a conversation took place among the students studying in Grade 6 after engaging in the above activities. Let us listen to that conversation





When learning about the reasons that contribute to the diversity we understand the interrelationship between man and environment.

Oh yes! Nature helps us all to live and carry out our various tasks.



Now I have a better understanding of what can be learnt from Geography.

After reading the above dialogue well, you may now have an idea of what Geography teaches. Then, engage in the last step of the activity.

Step 05

Write down your thoughts on what you can learn from Geography based on the knowledge gained by engaging in the above activities and reading dialogues.

04 marks



**By studying Geography, you
will be able to**

1. Gain a better understanding of the physical environment.
2. Understand the diversity in human activities.
3. Become accustomed to look at our surroundings with a broader mind.
4. Gain the knowledge and skills needed to act as a generation that loves environment.
5. Get accustomed to be humane.
6. Be concerned about the environmental conservation.

**As a little geographer,
let's begin to learn from
geography.**



**Let's get used to live as a part of environment while interacting with
the physical environment. This will give a good beginning for it.**

By completing the above activity it would become clear to you that,

- there is a very close relationship between the physical environment and man,
- what we identified as physical factors are those that are gifted by nature,
- You and the environmental factors around you are always intertwined,
- Geography is a study of interrelations of man and the environment.

Self - evaluation for

Activity - 1

- Evaluate what you have learnt by filling the chart below with reference to the knowledge you gained about the diversity of your immediate surroundings of school, Sri Lanka and the world.
- You will be awarded one star for each criterion. Check for the number of stars you can obtain. Improve your knowledge by redoing the activities in the specific area in which you were unable to obtain a star under the given criterion.
- Maximum number of stars that can be obtained is 6. Colour the stars that you have obtained as your wish.

No.	Criteria	Stars
1	Can name places, regions and countries around the school, Sri Lanka and the world with diversity.	☆
2	Can find any place, region or a country in the world using “Google earth pro”.	☆
3	Can collect information and pictures using the websites like Google earth pro, YouTube etc.	☆
4	Can name the factors affecting diversity.	☆
5	Can briefly introduce the subject “Geography”.	☆
6	Can take photos and videos using the smartphone	☆

- Number of stars I have obtained is

02

Location of the area

Activity 02



At the end of this activity, you will be able to,



01 Periods

- State the specificity and the identity of a region,
- Explain how the name of the area where you live in/ your school is located came into being.
- Identify the geographical factors on which the place names are based.
- Sort out the place names according to the reasons on which they are based .
- Differentiate the physical and non-physical factors on which the place names are based,
- Suggest a place name according to geographical factors,
- Improve the knowledge of various regions of Sri Lanka.

Do you know?

That every place on the Earth is unique and has its own identity.

- Therefore, the location of the area where you live in/your school is located has a special value.
- Location can be identified based on distance, direction and the placement of each place.
- As such, to identify a place on the Earth, the name given to the place and location are important.

Now, let us study these factors further.

2.1 Geographical factors on place names are based

- When you are asked what the area you live in is, you will answer by saying its name.
- There are specific names for the places we all live in.

The following example shows that there are various factors influencing the formation of every place names.

Have you heard?

MANDARAMNUWARA

The town is known as the “Misty city” as it is shadowed by the adjoining mountain ranges and is shrouded in mist for the most part of the day. Therefore, Mandaram nuwara can be identified as a place that had got its name related to a climatic factor.



Gloomy and dark atmosphere which lacks sunlight is called "mandarama".



Here we are to find out the background factors which forming names of villages. To do this, engage in the following activities.



9. We really like to hear them, teacher. Can you tell us a little more?

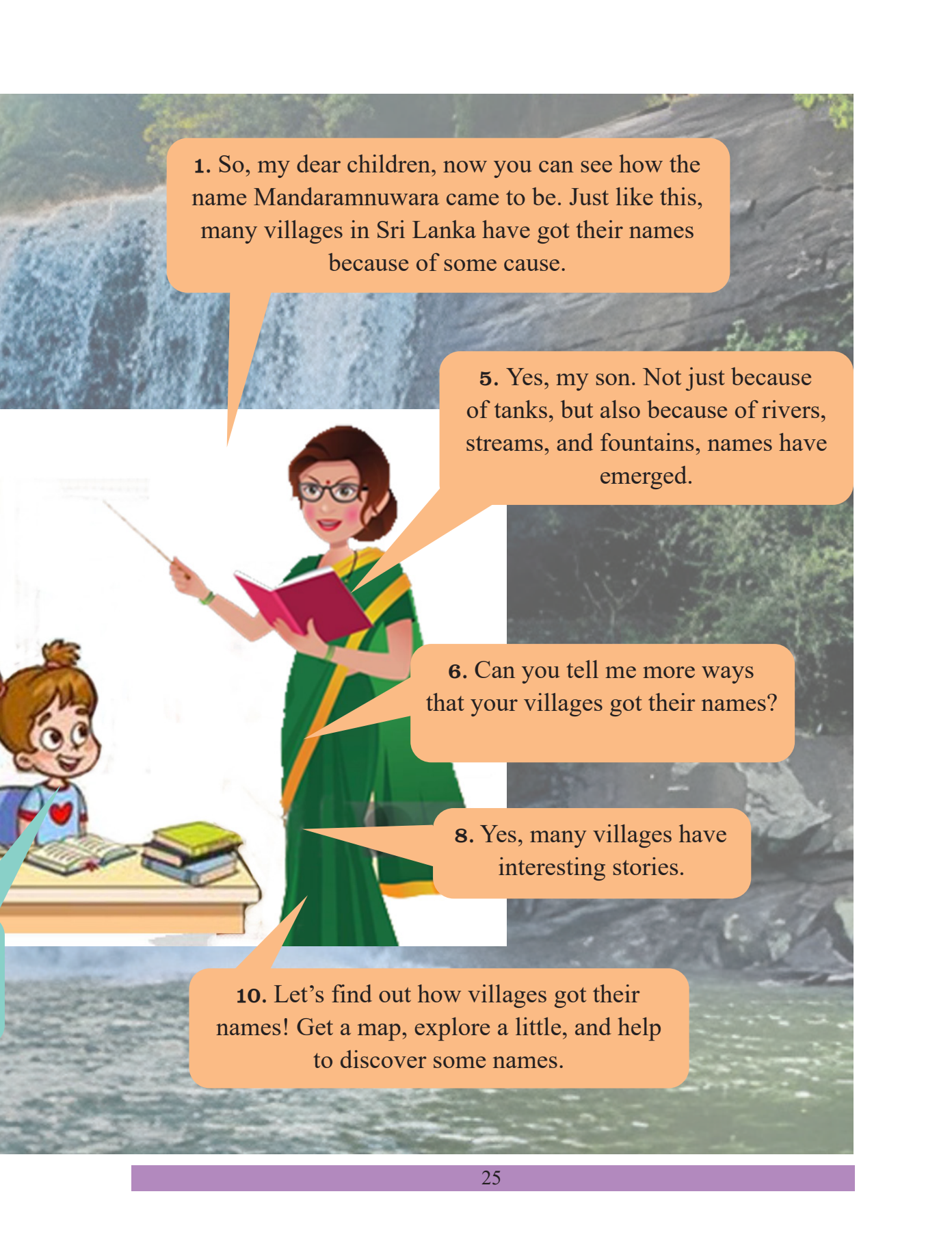
7. Teacher, there's a lovely old story about our village.

4. Villages get their names because of tanks, right, teacher?

3. Our village is called Udugama because it is at the highest altitude. The village below is Pahalagama.



2. Oh yes, teacher, our granny (Grandmother) also told us how our village got its name.



1. So, my dear children, now you can see how the name Mandaramnuwara came to be. Just like this, many villages in Sri Lanka have got their names because of some cause.

5. Yes, my son. Not just because of tanks, but also because of rivers, streams, and fountains, names have emerged.

6. Can you tell me more ways that your villages got their names?

8. Yes, many villages have interesting stories.

10. Let's find out how villages got their names! Get a map, explore a little, and help to discover some names.

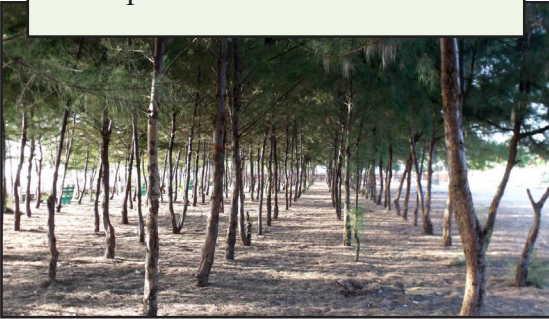
The area named Andapana received its name because a large eel (ආඳා) (விலாங்கு மீன்) emerged there.



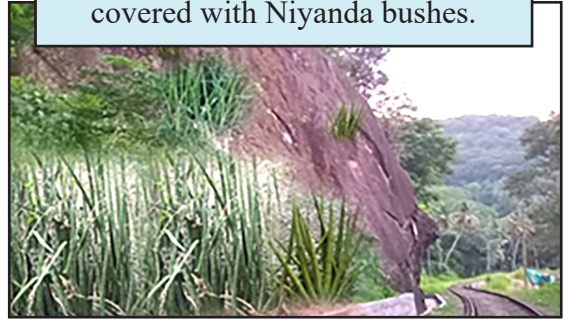
The place called Manalkadu got its name because there are many sand dunes spread (sand - மூடு, மணல், forest - காடு, வනය)



The area named Casuarina received its name because it is covered with a large spread of Casuarina trees.



The area called Niyandagala is named after a huge rock (நெய்யாறை) covered with Niyanda bushes.



According to the information given above, try to know the formation of your village name.

Step 01

A map of Sri Lanka with several village names is shown below. Use it as a guide to carry out this activity.

- Divide into several groups as instructed by the teacher.
- Carefully study the village names shown on the map.
- Complete one table by each group.
- State first, the causes that influenced the creation of village names according to the table.
- All the village names given in the map of Sri Lanka should be classified.
- Present your classified village names to the class.



1.1 Map : Names of villages and provinces of Sri Lanka

Causes that influened the formation of village names

Reasons behind the formation of village names				
Village names 				
				
				
				
				
				
				
				
				
				
				
				
				

01. Find your village using the google map or map book.
02. Identify the province of that area.
03. Select two near by provinces.
04. Study those three provinces well.
05. According to the information given in the above chart, find village names in those as much as possible.

1. Classify correctly the factors that were based in the formation of village names you identified as

♦ **physical factors**

♦ **non-physical factors**

Physical factors that were based for village names	Non- physical factors that were based for village names

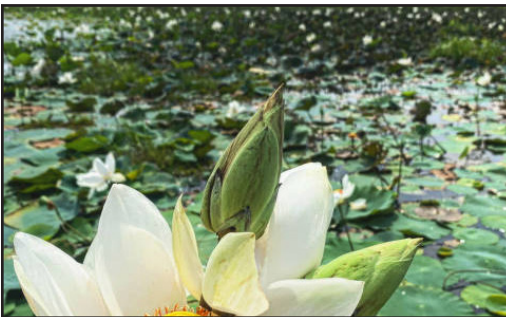
2. Write one conclusion that you identified in this classification.

i.

12 marks

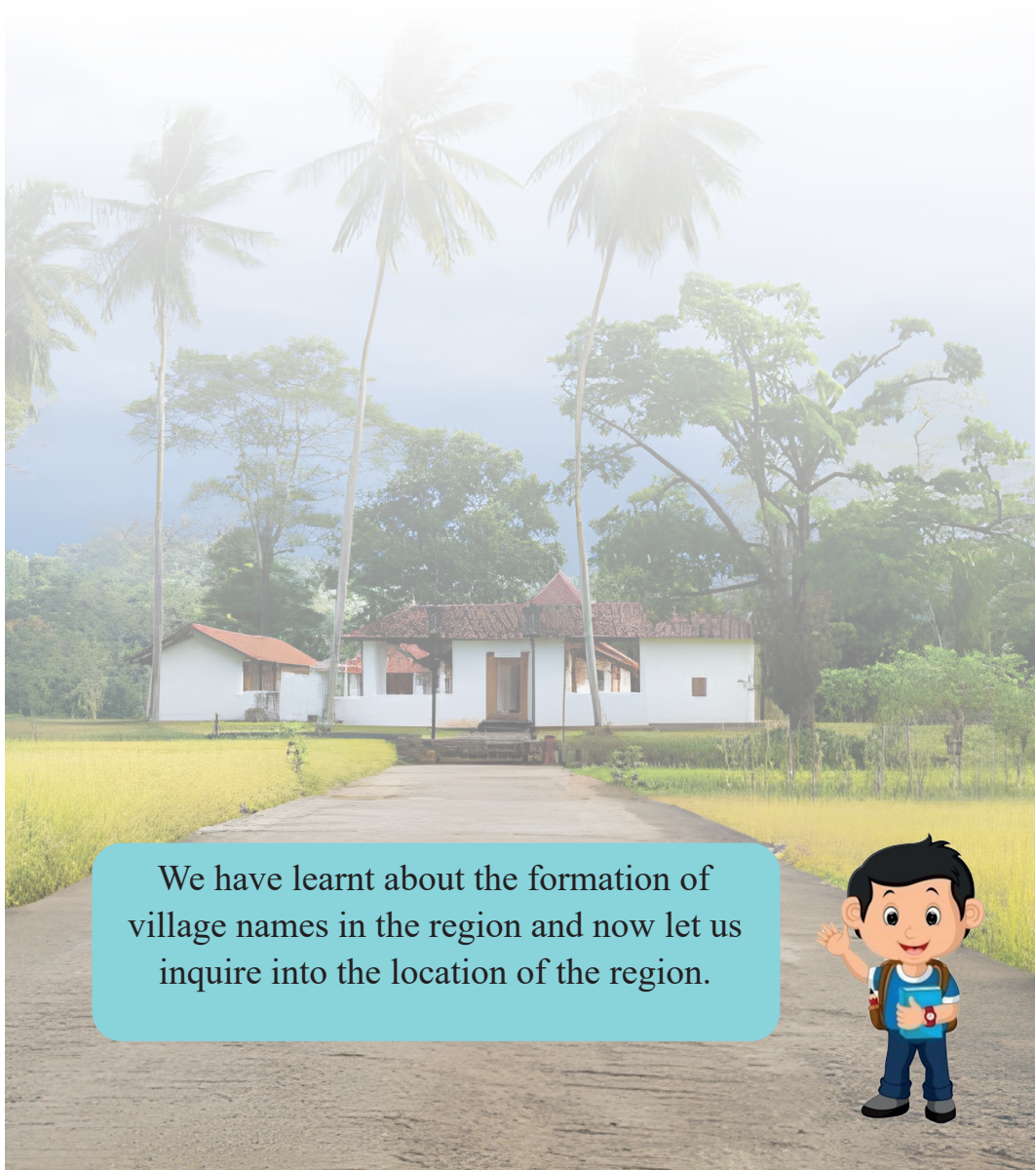
Step 02

Observe each photograph below carefully and suggest a name for each particular region based on its basic geographical factors.



04 marks

According to what has been studied, Topography soil, drainage, climate and vegetation can be identified as physical factors and cultural factors can be identified as non-physical factors. Both these factors are commonly known as geographical factors.



We have learnt about the formation of village names in the region and now let us inquire into the location of the region.



Self-evaluation

Activity – 2

- Use the following table to evaluate the knowledge you have gained about the geographical background on which the names of places were based.
- You will be awarded one star for each criterion. Check for the number of stars you can obtain. Improve your knowledge by redoing the activities in the specific area in which you were unable to obtain a star under the given criterion.
- Maximum number of stars that can be obtained is 6. Colour the stars that you have obtained as your wish.

No.	Criteria	Stars
1	Can state how my village got its name.	★
2	Can state the factors behind the formation of village names.	★
3	Can classify names of the villages based on the reasons on the formation of names.	★
4	Can distinguish and name physical and non-physical reasons for the formation of village names.	★
5	Can suggest a suitable name for a given area using a relevant picture.	★
6	Can explore and find the reasons for the formation of village names in various places of Sri Lanka.	★

- Number of stars I have obtained is

03

Presenting the location of a place by a map

Activity 03



At the end of this activity, you will be able to,



02 period

- Gain a basic understanding about maps,
- Identify the region where your school is located using cartographical method,
- Identify and name various administrative divisions,
- Present views about the location of Grama Niladhari Division in which your school is located,
- Express ideas about the cartographical location of the region in which your school is located.

- Let's use the following conversation to identify the location.
- Denush and Rajinee are students of Grade 6. They met at the Inter-Provincial Geography Competition. This is the conversation that took place there.



I am
Rajinee. Nice to meet
you. My school is Iyakkachchi
Government Tamil Mixed school.

I am
Denush. I'm from Malabe
Boys' School.





Further

Accordingly, like Denush and Rajini, you too can find the location of your school by engaging in the following activities.

From the full name of your school, try to find out whether you can identify the district of your school or the province in which your school is located.



Step 01

Answer the following questions with reference to your school.

1. Full name of your school
2. Name of the Grama Niladhari Division
3. Divisional Secretariat Division
4. District
5. Province

04 marks

Step 02

- Draw the boundary line of the province which your school belongs.
- Colour the district in a light colour.
- Mark and name the largest city closest to your school in the district.
- The website which helps you to mark the map is given below.



08 marks

Further

- Mark and name the other provinces and districts in a map of Sri Lanka.
- Then, identify and name the districts adjoining to the district where your school is situated in.

Now you have got the ability to identify and mark the location of a region accurately. Gain the ability to identify the location of a place based on direction and to construct a sketch of it.

Self-evaluation

Activity – 3

- Evaluate yourself by completing the following chart with reference to your knowledge of map marking.
- You will be awarded one star for each criterion. Check for the number of stars you can obtain. Improve your knowledge by redoing the activities in the specific area in which you were unable to obtain a star under the given criterion.
- Maximum number of stars that can be obtained is 6. Colour the stars that you have obtained as your wish.

No.	Criterion	Stars
1	I can name the Province, District, Divisional Secretariat and Grama Niladhari Division in which my school is located.	★
2	I can name the provinces surrounding the province in which my school is located.	★
3	I can name the districts surrounding the district in which my school is located.	★
4	I can identify and name the nearest main city in the district of my school and mark it in a map.	★
5	I can draw the boundary line of the province where my school is located in and colour the district of my school.	★
6	I can collect information by using the internet for marking maps.	★

- Number of stars I have obtained is.....

04

Preparing a sketch



03 Periods

- **At the end of this activity you will be able to,**
 - Identify and name locations according to direction,
 - Gain a proper understanding about the school premises and the surroundings,
 - Draw a sketch of the school and its surroundings using colours, letters, and symbols.

Let's get ready to prepare a sketch of your school considering the facts that we learnt so far about the location of regions.

A sketch is

- presenting a location of a region or a place using basic symbols or a few colours.
- Drawn with reference to direction and approximate distance.

Steps in drawing a sketch

identification of the location of a region apporoximately

- Direction detection
- Understanding the school premises and surroundings.
- Searching by direction the places located around the school
- Constructing a sketch
- Drawing rough plan from a sketch

In a sketch,

- location of a region is represented roughly.
- very simple symbols and a few colours are used.

4.1 Relative location of a place

Direction

We need direction to identify the relative location of any place.



1. For that, it is important to know how to identify the direction.
2. The correct method to identify the direction is to use a compass.
3. The direction of sunrise can be used to identify a location of a place when a compass is not available.

Let's try to develop our ability on drawing a sketch of a certain area with reference to the understanding about sketch and direction

Step 01

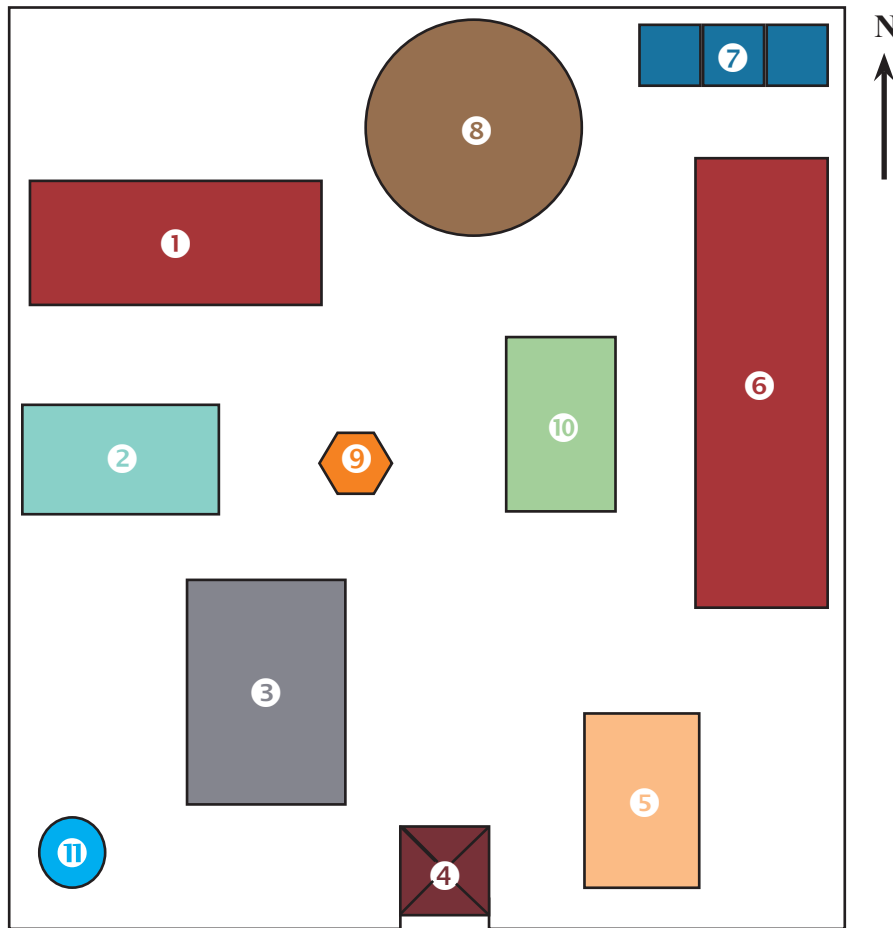
Instructions

Let's try to develop our understanding about a sketch and the ability to indicate the location of a region in a sketch.

1. This is a group activity. Form groups according to the teacher's instructions.
2. Draw a direction map on a paper and indicate the four cardinal directions and four minor directions.
3. Go to a place where the school is clearly visible and align the East direction of your direction map with the East direction of the area. Then, all the directions on your direction map will match the directions of the area correctly.
4. Identify the location of the school buildings and other special places you see according to the direction and relative distance.
5. Name those locations and mark them on the sketch.
6. Go to the classroom and draw a sketch of school premises.
7. Given below is a sketch drawn so. From it you can get this clarified further.

16 marks

4.2 Sketch of the school



1. Building - A

2. Canteen

3. Office

4. Gate

5. Laboratory

6. Building -B

7. Toilets

8. Playground

9. Shrine room

10. Library

11. Well

Various kinds of symbols have been used here. But it is not necessary to use the same symbols in representing those locations. You can use your own colours and symbols as you like. You may use them meaningfully.

Step 02

- Identify and record eight locations around the school according to the directions, based on your experiences of the sketch of the school you have drawn.
- It would be better if those places are closer to the school.
(Include approximate distance)
- Calculate the relative distance to those places from the school and draw a sketch using colours and symbols (according to teacher's instruction) of the school surroundings.

08 marks

Confirm the understanding that you have got about the region where you live in by engaging in the following activities.



Self-evaluation

Activity 4

- You can evaluate yourself by the number of stars you get according to the table given below.
- You will be awarded one star for each criterion. Check for the number of stars you can obtain. Improve your knowledge by redoing the activities in the specific area in which you were unable to obtain a star under the given criterion.
- Maximum number of stars that can be obtained is 4. Colour the stars that you have obtained as your wish.

No.	Criteria	Stars
1	I know the steps of preparing a sketch. (relative location, knowledge about the distance)	★
2	I know the main points of a sketch. (direction, key, title)	★
3	I can identify the location with reference to a sketch.	★
4	I have the knowledge of instances where a sketch can be useful.	★

- **Number of stars I have obtained is**