

GEOGRAPHY

STANDARD SIX



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

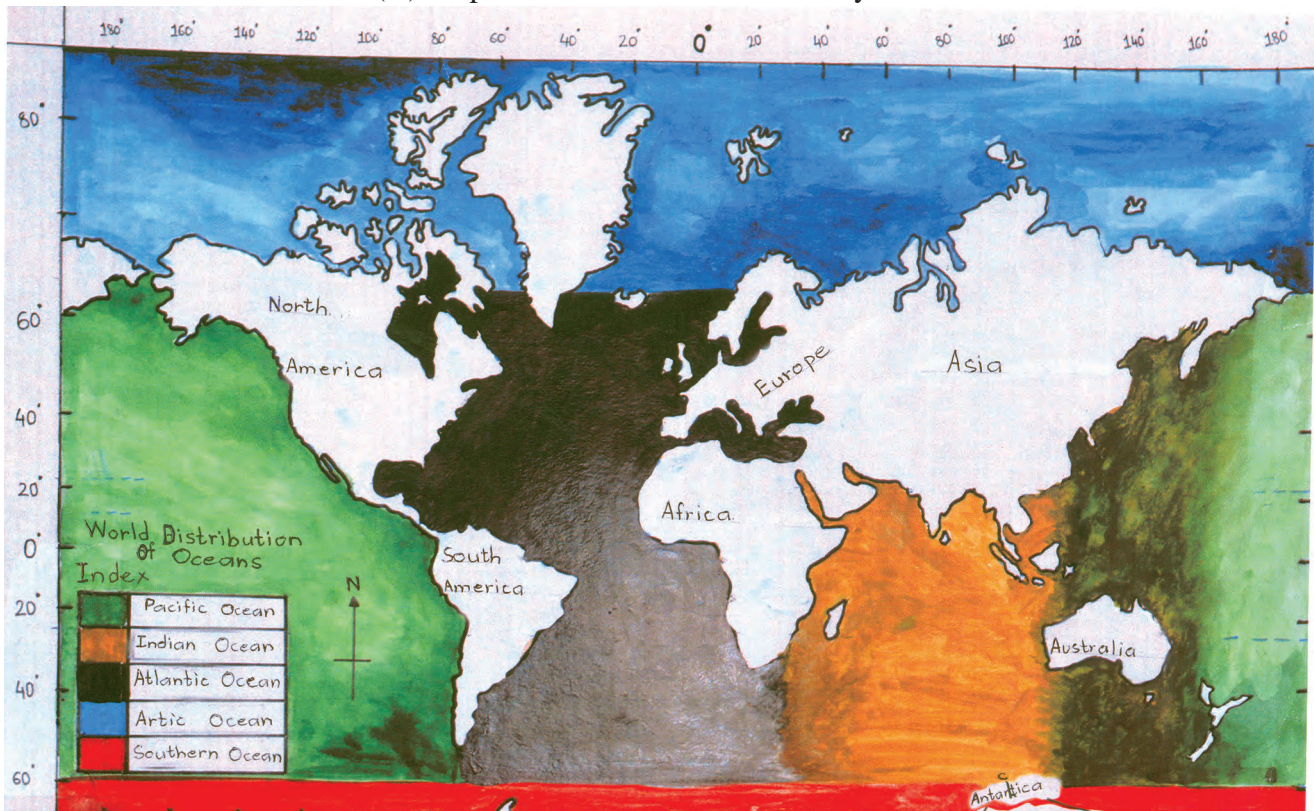
- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Chart depicting the temperature details of Solapur City, MARCH 2016

Date	Temperature			Date	Temperature		
	Max (° Celsius)	Min (° Celsius)	Difference in temp. (° Celsius)		Max (° Celsius)	Min (° Celsius)	Difference in temp. (° Celsius)
1 st March 2016	34	24	10	16 th March 2016	38.4	23.5	14.9
2 nd March 2016	37	21	16	17 th March 2016	40	22	18
3 rd March 2016	34	21	13	18 th March 2016	41	24	17
4 th March 2016	35	23	12	19 th March 2016	41	26	15
5 th March 2016	36	23	13	20 th March 2016	41	24	17
6 th March 2016	37	24	13	21 st March 2016	40	24	16
7 th March 2016	38	23	15	22 nd March 2016	41	24	17
8 th March 2016	38.3	25.1	13.2	23 rd March 2016	42	23	19
9 th March 2016	37.6	24.6	13.0	24 th March 2016	42	24	18
10 th March 2016	39.2	24.2	15.0	25 th March 2016	41.6	28.1	13.5
11 th March 2016	40.7	24.5	16.2	26 th March 2016	41.3	27.9	13.4
12 th March 2016	40	25	15	27 th March 2016	41.3	27.9	13.4
13 th March 2016	37.4	25.4	12.0	28 th March 2016	39.7	25.5	14.2
14 th March 2016	36.7	20.5	16.2	29 th March 2016	40.9	25.0	15.9
15 th March 2016	36.7	18.9	17.8	30 th March 2016	40.2	24.8	15.4
				31 st March 2016	40	22.00	18

Source: The internet and Solapur edition of the Daily Divya Marathi

(A) A Specimen of a Student's Activity Sheet



(B) A Specimen of a Student's Activity Sheet

(This is a specimen, not a model sheet. Help the children to correct their errors, if any.)

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GEOGRAPHY

STANDARD SIX



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



3UB2XL

The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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Preface

The '**Primary Education Curriculum - 2012**' was prepared in the State of Maharashtra following the '**Right of Children to Free and Compulsory Education Act, 2009**' and the '**National Curriculum Framework 2005**'. This syllabus approved by the State Government is being implemented from the academic year 2013-2014. In the syllabus as well as in the textbooks for Std III to V, 'Geography' was included in 'Environmental Studies'. However, Std VI onwards, it is included separately. This textbook has also been prepared accordingly. We are happy to place it in your hands.

Our approach while designing this textbook was that the entire teaching-learning process should be child-centred, the emphasis should be on self-learning and the process of education should become enjoyable and interesting. In this process of teaching-learning, the specific competencies that children are expected to achieve at the various stages of primary education should be outlined clearly. That is why, the expected competencies regarding Geography have been given in the textbook.

As this is a Geography textbook, the Committee have given a thought to the following points: The textbook should not be a burden, but at the same time, it should introduce essential geographical concepts and skills. It is a right of the student to achieve modern contemporary education and that is how we have tried to introduce Geography to the student. The maps, graphs, charts, etc. given in this textbook are designed in such a way that they will help the children to acquire skills useful in their daily life.

The world, the earth, the graticule, the biosphere, the weather and the environment are all abstract concepts but the students are always curious about them. We have tried to take these concepts closer to the students. The conventional structure of exercises has been replaced with open-ended, thought-provoking questions. Special instructions have also been given to the teachers. To make teaching more activity-oriented, projects have been provided.

This book was scrutinized by teachers, educationists, and experts from all parts of the State to make it as flawless and useful as possible. Their comments and suggestions have been duly considered while finalizing the book.

The Geography Subject Committee and the Study Group of the Textbook Bureau, and the artist have taken great pains to prepare this book. The Bureau is thankful to all of them.

We hope that this book will receive a warm welcome from students, teachers and parents.

Pune

Date : 9 May 2016,
Akshay Tritiya
Indian Solar Year :
Vaishakh 19, 1938



(Dr. Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune



The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

ENGLISH GEOGRAPHY- STANDARD VI - LEARNING OUTCOMES

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/individually and encouraged to :	The learner-
<ul style="list-style-type: none"> • Understand concepts like angular distance, latitudes and longitudes, etc. • Using globe for understanding latitudes and longitudes. • Using map/technology to find out the location of country/state/district/ village/school, etc. 	<p>06.73G.01 Visualizes the angular distances in three dimensions.</p> <p>06.73G.02 Identifies latitudes and longitudes, for example, the Poles, the equator and the tropics.</p> <p>06.73G.03 Shows location and extent with the help of latitudes and longitudes in the map and globe.</p>
<ul style="list-style-type: none"> • Explaining the climate of a place with the help of daily winds. • Discussing various elements of weather. • Identifying the average temperature of a place with the help of isotherms on a map. • Correlating the distribution of sunrays and the temperature zones. • Making note of temperatures in the newspapers and with the help of thermometers. 	<p>06.73G.04 Differentiates between climate and weather.</p> <p>06.73G.05 Explains the factors affecting temperature.</p> <p>06.73G.06 Thinks about the curvature of the isotherms on the map.</p> <p>06.73G.07 Understands / explains the global distribution of temperature on the basis of thermal zones.</p> <p>06.73G.08 Records temperatures accurately and interprets them.</p>
<ul style="list-style-type: none"> • Understand the importance of oceans and discuss the reasons behind marine pollution. • Using maps to show oceans on world outline maps. 	<p>06.73G.09 Explains the importance of oceans to mankind with examples.</p> <p>06.73G.10 Shows oceans on maps and globes.</p>
<ul style="list-style-type: none"> • Collect various types of rock samples. • Obtain information regarding the rocks found in the surrounding, rocks used in making historical monuments, houses, etc. • Explain the distribution of rock types in Maharashtra with the help of a map of Maharashtra. 	<p>06.73G.11 Explains differences in rock types.</p> <p>06.73G.12 Identifies rock types with the help of pictures.</p> <p>06.73G.13 Explains the rock types in Maharashtra with the help of map.</p>
<ul style="list-style-type: none"> • Explaining the use of natural resources giving examples. • Discussing that the judicious use of the reserves of natural resources is necessary. • Collect information regarding the distribution of various natural resources like land, soil, water, natural vegetation, minerals, energy resources, etc., and relating it with India and the world. 	<p>06.73G.14 Analyses the uneven distribution of natural resources on earth.</p> <p>06.73G.15 Explains the dependence of living organisms on natural resources.</p> <p>06.73G.16 Supports the judicious use of natural resources.</p>

<ul style="list-style-type: none"> • Give examples of process-based and substance-based energy resources. • Suggesting measures to conserve energy resources. 	<p>06.73G.17 Classifies energy resources. 06.73G.18 Shows the distribution of important energy resources like mineral oil and coal.</p>
<ul style="list-style-type: none"> • Correlating on the basis of the differences between various occupations. • Interpreting the pie charts showing various occupations. • Visiting an occupation in the locality, collecting information and discussing it. 	<p>06.73G.19 Classifies various human occupations. 06.73G.20 Correlates various human occupations.</p>
<ul style="list-style-type: none"> • Understand the difference between uses of maps and globes. 	<p>06.73G.21 Tells the difference between a globe and a map. 06.73G.22 Uses maps and globes.</p>
<ul style="list-style-type: none"> • Collecting information regarding various occupations by visiting them and correlating them. 	<p>06.73G.23 Verifies the information regarding occupations through field –visits.</p>

CONTENTS

S. No.	Chapters	Area	Page No.	Expected Number of Periods
1.	The Earth and the Graticule	General Geography	01	10
2.	Let us Use the Graticule	General Geography	10	10
3.	Comparing a Globe and a Map; Field Visits	Practical Geography	16	12
4.	Weather and Climate	Physical Geography	19	06
5.	Temperature	Physical Geography	23	10
6.	Importance of Oceans	Physical Geography	31	10
7.	Rocks and Rock Types	Physical Geography	40	10
8.	Natural Resources	Human Geography	45	10
9.	Energy Resources	Human Geography	51	10
10.	Human Occupations	Human Geography	60	10
	Glossary		66-69	

S.O.I. Note : The following foot notes are applicable : (1) © Government of India, Copyright : 2016. (2) The responsibility for the correctness of internal details rests with the publisher. (3) The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line. (4) The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh. (5) The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the “North-Eastern Areas (Reorganisation) Act. 1971,” but have yet to be verified. (6) The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India. (7) The state boundaries between Uttarakhand and Uttar Pradesh, Bihar and Jharkhand and Chattisgarh and Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.

DISCLAIMER Note : All attempts have been made to contact copyright holders (©) but we have not heard from them. We will be pleased to acknowledge the copyright holder (s) in our next edition if we learn from them.

Front Cover : A girl and a boy hugging a globe. Back Cover : Various photographs according to the content of the chapters. (1) Mining (2) Samples of rocks (3) Modern weather instruments (4) Bhedaghat (5) Power generation centre (6) Collection of rubber latex (7) Coconut grove (8) Agriculture (9) Water transport (10) Pollution of sea water and air due to oil spill and fire.

- For Teachers -

- ✓ To begin with, get familiar with the textbook yourself.
- ✓ Please plan carefully and independently for the activities in each chapter. Please do not teach without planning.
- ✓ The teaching-learning interactions, processes and participation of all students are very necessary and so is your active guidance.
- ✓ Please use the geographical teaching aids in the school as required for the appropriate understanding of the subject. It is necessary to use the globe, the maps of the World, India and the State, atlases and thermometers.
- ✓ Though the number of chapters has been reduced, the number of periods required for each chapter has been given a thought. Abstract concepts are difficult to follow and therefore you are expected to use the given number of periods fully. This will help the students to assimilate the content without feeling the 'burden of learning'.
- ✓ Like other social sciences, geographical concepts too are not easy to understand. Major concepts of geography have a scientific base and they deal with abstractions. Encourage group work, learning through each other's help, etc. Facilitate peer learning as much as possible by reorganizing the class structure frequently.
- ✓ You will find that the character 'Globee' appears in different boxes and instructions given in the chapters. Please ensure that it helps to create interest in the subject.
- ✗ The present book has been prepared for constructivist and activity-based teaching. Please do not teach the lessons in the book by just reading them aloud.
- ✓ Follow the order of the chapters as given in the contents because the concepts have been introduced in a graded manner to facilitate knowledge-building.
- ✓ Do not use the boxes titled 'Do you know?' for evaluation.
- ✓ A glossary is given at the end of the book. Detailed information of important geographical terms / concepts in the chapters is given in this glossary. The words are given alphabetically. The words included in the glossary are enclosed in blue highlights in the chapters, e.g. Bhuvan (Chapter 1, Page 7)
- ✓ Some websites have been given for reference at the end of the chapter and the glossary. Also, a list of references used is also given. You as well as the students are expected to use these references. These references will surely help you to go beyond the textbook. Please bear in mind that extra reading is always helpful for understanding any subject in depth.
- ✓ Use thought-provoking, activity-oriented, open-ended, multiple choice questions for evaluation. Some examples are given at the end of the chapters in the 'exercises'.

- For Students -

The character '**Globee**' will meet you in every chapter. Have you guessed who he is? He will help in the various tasks you are expected to do. Try to follow his instructions.

