

DAWOOD PUBLIC SCHOOL
Course Outline for 2011-2012
Subject Geography
Class VIII

Introduction to the Subject Geography

Geography is the study of the world around us. It introduces pupils' to the impact which people have on their environment and also the impact of their environment on people's work and daily lives.

Introduction to the series:

- Geography for Pakistan Book 2. By Doreen Crawford
- Environment of Pakistan by Huma Naz.

By following this course pupils' can have the opportunity to participate activity in their own learning process. This will encourage their interest in Geography.

The underlying aims of this series are.

- To encourage the pupils' interest and understanding of the world around them.
- To develop pupils' ability to think independently and objectively.
- To develop the pupils' analytical skills.

The specific geographical aims of this series are:

- To provide pupils' with a framework of location knowledge of Pakistan and the rest of the world.
- To develop pupils' understanding not only of physical and human geography as separate topics, but also to develop pupils' ability to identify and understand the important relationship between physical and human factors and processes.
- To develop the pupils' ability to study the geographical factors that affect people and places on local, regional & world scales.
- To encourage pupils' to be aware of and to value their own as well as other environment.
- To develop pupils' ability to interpret information in maps, graphs, diagrams, statistics and photographs.

Months	Chapter	Topics
August	TRADE (BOOK 2) (Book 2, By Doreen Crawford)	<ul style="list-style-type: none"> • Meaning of various Terms • Why do people trade? • How do we trade? • Difference between A container ship and an Oil Tanker • Description of An Oil Terminal and an Container Terminal • Pakistan’s main imports and Exports • Differences between balance of trade and balance of Payment • Why does Pakistan has a negative balance of trade? • Role of Export Processing Zones and Export Promotion Bureau. • Pakistan’s Trading Groups.
	<p>Objectives</p> <ul style="list-style-type: none"> ○ To increase the knowledge of location of Pakistan trading partners. ○ To Show the trade routes by sea between Pakistan and these countries. ○ To add to the pupils knowledge of some countries studies earlier with regard to topics other than trade. ○ To increase pupils knowledge of Pakistan trade in exports and the factors which may affect it? ○ To Show the relevance of their studies of farming in Pakistan to trade. ○ To develop pupil’s ability to make comparisons. <p>Projects and Assignments: Students will prepare the map of Pakistan to show its trade corridors and boarder links.</p>	
September	MORE ABOUT INDUSTRY (Book 2, By Doreen Crawford)	<ul style="list-style-type: none"> • Importance of each of Primary, Secondary and Tertiary Industries. • Factors that may influence the development of an industry. • Primary _ Natural gas in Pakistan. • Secondary _ Small Scale manufacturing and household industries Engineering In Punjab. • Medium _ Scale Manufacturing – Doors in Karachi. • Large _ Scale Manufacturing – Iron and Steel in Pakistan.
	<p>Objectives:</p> <ul style="list-style-type: none"> • To develop the pupil’s analytical skills. • To emphasis the 3 categories of industry. • To reinforce the factors that may influence the development of a manufacturing Industry. • To show that some factors have a greater influences, good or bad than other. • To reinforce the pupils understanding of the formal and informal sectors of manufacturing industry. • To increase pupils locational knowledge. • To give practice in using a table to draw a graph. • To teach pupil’s to apply their knowledge • To develop writing skill to express their views clearly. • To consolidate knowledge of factors affecting the development of tourism. • To raise the pupil’s awareness of an interest in issues arising from the development of tourism. 	
	<p>Projects and Assignments: Activity sheet, some research work and questions will be given.</p>	

October	<p>FISHING INDUSTRY</p> <p>Environment of Pakistan</p> <p>(Huma Naz Sethi)</p>	<ul style="list-style-type: none"> ➤ Introduction, Fishing areas; ➤ Marine and inland fishing, a primary industry; ➤ Fishing methods, including fish farming; ➤ Main types of fish caught; ➤ Fish Marketing; ➤ Socio-economic benefits of developing fish farming; ➤ Fishing ports (Fisheries at Gwadar); ➤ Future development of fishing and its sustainability; ➤ Problems of the fishing industry.
	<p>Objectives:</p> <ul style="list-style-type: none"> • To develop in students an understanding about the fishing areas its methods and their types- • How these resources are formed? - Where they are located? • To investigate their uses and importance. • To explore the factors affecting the development of fishing. • To familiarize the students with the location of these resources through maps. • To identify the role of these resources in the social and economic development of Pakistan. • To highlight the problems that is facing these resources recent days. • To work out the ways for the sustainability of these natural resources. 	
	<p>Projects and Assignments:</p> <p>Steps of artificial fishing will be shown through presentation and students will write a report on it. Work sheet will be provided on the port development and fish export. Students will also prepare the soft board on the ports and their functions in Pakistan.</p>	
November	<p>FORESTS IN PAKISTAN</p> <p>Environment of Pakistan</p> <p>(Huma Naz Sethi)</p>	<p>Forest, a major natural resource (importance and uses of forests);</p> <ul style="list-style-type: none"> ➤ Types and distribution. ➤ Plantations and Afforestation. ➤ Effects of deforestation, including problems and solutions. ➤ The value of forests as a resource and their sustainability
	<p>Objectives:</p> <ul style="list-style-type: none"> • To reinforce pupils’ knowledge of types of natural vegetation and their relationship to climate. • To increase pupils’ observation. • To develop pupils’ skills in interpretation of photos. • To increase pupils’ knowledge of natural vegetation in Pakistan. • To make pupils’ aware of issues of social responsibility. • To develop pupils’ analytical skills by identifying different points of view about the issue of deforestation. • To illustrate the effects of deforestation. • To make pupils’ more aware of the need for the conservation of wild life. • To explain the term “desertification. • To explain the relationship between physical and human factors. 	

December	Mid Year Examination	
January	MINERAL RESOURCES Environment of Pakistan (Huma Naz Sethi)	<ul style="list-style-type: none"> ➤ What are minerals? ➤ How minerals ➤ f minerals uses of limestone, gypsum and rock salt – other metallic and non-metallic mineral; ➤ National Mineral Development Policy; ➤ Resources of Pakistan and to what extent they can be exploited; ➤ The plight of miners in Pakistan; ➤ Environmental problems and sustainability of mineral extraction.
	Objectives: <ul style="list-style-type: none"> • To develop in students an understanding about the natural resources and their types- • How these resources are formed? - Where they are located? • To investigate their uses and importance. • To explore their impact upon the human being. • To familiarize the students with the location of these resources through maps. • To identify the role of these resources in the social and economic development of Pakistan. • To highlight the problems that are facing these resources recent days. • To work out the ways for the sustainability of these natural resource. 	
	Projects and Assignments: Students will collect the information about different types of mining practices in Pakistan. Research and data collection on “Fossil Fuel in Pakistan” will be done.	
February	WEATHR AND CLIMATE (Book 2, By Doreen Crawford)	<ul style="list-style-type: none"> • Meaning of various Terms. • The difference between weather and climate. • The composition of the atmosphere. • The chief elements that make up the weather. • Working of various instruments. • How is air heated? • Land and sea breezes. • How is air cooled to form rain fall? • Different types of rain fall. • Interpretation of climographe • What is cyclone? • Different types of climatic zones and their characteristics. • Reasons for difference in climate.
	Objectives: <ul style="list-style-type: none"> • To focus the pupil’s attention on the extent to which the weather influences pupil’s lives. • To develop the pupil’s ability to identify aspects of Geography in material written for the public. • To increase the pupil’s locational & knowledge. • To give pupils practice in understanding and using weather records. • To reinforce understanding of weather terms. To develop further pupil’s analytical skills to identify climate characteristics from a climate graph. • To use general principles about the world’s climate Zones. • To apply what they have learned about land heating and cooling. • Convectional currents and rain fall. • To make the pupil’s aware of ongoing problems affecting large regions of the world. 	
	Projects and Assignments: Work Sheet will be provided and some activities will be given to the student with the reference of data collecting of weather, question of the chapter.	

March	BASIC SKILLS (Book 2, By Doreen Crawford)	<ul style="list-style-type: none"> • Maps. • Photographs. • Graphs. • Diagrams. • Statistics.
	<p>Objectives:</p> <ul style="list-style-type: none"> • To practice map reading. • To study direction, distance and location of Pakistan. • To give practice in working out lines of latitude and longitude. • To increase locational knowledge of the world. • To develop pupils ability to study and understand photos and pictures. • To give practice in drawing a bar graph. • To give the pupil's practice in becoming familiar with the atlas and interpreting information in the atlas. 	
	<p>Projects and Assignments:</p> <p>Photo interpretation will be taught and work sheet will be provided on it. Students will also prepare the key of basic elements of map.</p>	
April	Revision	
May	Final Examination	