

# MARINA INTERNATIONAL SCHOOL

## GEOGRAPHY SCHEME OF WORK

### YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	MY SCHOOL My Classroom	To encourage students to contrast and compare their own classroom with a picture of a typical school classroom. <ul style="list-style-type: none"><li>• Children collect pictures of classrooms in other parts of the world. They can ask friends and other relatives for help with this. Children then work in small groups and discuss how their classrooms are similar and how they are different from these. Ask children what will they like in their classroom that isn't there already.</li></ul>
2.1	My school Directions	Introduce some more words and phrases used to describe directions left, right, under, on top of, near, far from <ul style="list-style-type: none"><li>• Give children ribbons to tie on their wrists. They should each have two different colours, one colour for the left wrist and the other for the right wrist. Children draw the things to the left and right of where they sit. They can colour the things to match the colours of their ribbons and write the words 'left' and 'right' in large letters at the top</li></ul>
3.1	My School Directions	Ask students what things are on their left when they sit at their tables. Now ask them what things are on their right. Ask them to write two headings as shown below. They should write or draw the things they can see on their left and right.
4.1	My school Directions	Students give directions from the school to their home or if they live a long way from the school, they give direction from the school to the nearest shop or junction.

WEEK	TOPIC	TOPIC DETAILS
5.1	My school Making plans	Ask students to imagine they are looking down on their classroom to make it better. They should draw what their table and chair would look like and then draw the things that are on the tables in their correct position.
6.1	ACROSS THE BOARD	REVISION
6.2	ACROSS THE BOARD	REVISION
7.1	My school Making plans	Ask students how they would like to change their classroom to make it better. On a sheet of paper they draw a plan of their ideal classroom and label the parts of the parts of the plan.
7.2	My school Making plans(My school building)	Students will walk around the school counting how many classrooms? How many toilets? How many taps? etc  Students draw one side of their school building.
7.3	MID TERM	MID TERM
7.4	7.4 MID TERM 7.5 MID TERM	MID TERM
8.1	My school A school map	Students walk around the school in small groups. They listen to all the different sounds. Ask which parts of the school are quietest? Which are noisiest? If one student whispers in a corridor, how well do the other students hear it? What would happen if everyone shouted when they went along the corridor?
9.1	My school A school map(A plan of my school)	<ul style="list-style-type: none"> <li>• Students write a sentence or two saying what they like about the school building.</li> <li>• They write a sentence or two saying what they don't like about the school building.</li> </ul>
10.1	A school map(A plan of my school) cont.	Students draw and label part of their school buildings e.g entrance and one or two rooms near it

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
11.1	ACROSS THE BOARD TEST	REVISION
11.2	ACROSS THE BOARD TEST	
12.1	The school grounds(My school ground)	Students draw a map of their school and its grounds
12.2	My school grounds cont.	Students work in pairs or small groups and use squared paper to draw a map of all or part of the school grounds. They must ensure that the map is drawn to the approximate correct proportions. They colour the map and provide a key. They record any trees and other large plants on the plan. Use a camera to record different areas of the school grounds and display the resulting photographs
13.1	My school grounds cont.	Students look at the plants in the school grounds. Ask: How many plants can students count? Can they name any of them? What do plants need in order to live? Who waters the plants and looks after them? Are any plants growing in unusual places, such as on a wall or roof?
14.1	My school playground	Students name the different things in their playground, Draw a plan of their playground and list all the things they would like to have in it.

# GEOGRAPHY SCHEME OF WORK

## YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	The local area (Where do you live?) -My local area	Students collect photographs and drawings of the local area. They could group the pictures into sets(e.g far, from or near to the school, home, old or new etc.)They could place the pictures in sequence in which they are seen on the route to school. Display all their collections of pictures in the classroom.
2.1	The local area - Village and City buildings	Students write a sentence or two about a town, a city and a village and say what they think it would be like to live in each of these settlement.
3.1	The local area - Village and City buildings	Discuss the functions of the various buildings that feature the in the activities in workbook 1.
4.1	My home(different homes	Students draw a picture or plan of their favourite room in their home.
5.1	Different homes cont.	Working in groups, students and display drawings or photographs of the different styles of houses or apartment seen locally.
6.1	Different homes cont	Arrange a walk around the neighbourhood, looking at the different homes in the area. If possible, arrange a visit to a block of apartments or look around a caravan or mobile home. Discuss the pictures in Students book 1, page18, and use them to show students the types of they did not see on their walk around the neighbourhood. Ask: Who would like live in a tent? Why? Who would like to live in a caravan? Why?

WEEK	TOPIC	TOPIC DETAILS
7.1	What is a home for?	Discuss with students, in very simple terms, what a home is for. Ask them what kinds of things people do at home. Point out that the main functions of a home are to provide shelter from the weather, a comfortable place to sleep, a place for the family to eat and a place to keep things. Students Book 1, page 21, also shows a cartoon- style picture of a wild animal being kept at bay by a home. It is worth mentioning that the biggest dangers students face are inside the home. This could lead to a discussion on what we can do to make our homes safe and in which rooms students need to be particularly careful.
7.2	MID TERM	MID TERM
7.3	MID TERM	MID TERM
7.4	7.4 MID TERM 7.5 MID TERM	MID TERM
8.1	What is a home for cont.	<p>Record sound effects of everyday activities that take place in particular rooms in your home, for example the noises made by:</p> <ul style="list-style-type: none"> <li>• Someone washing up</li> <li>• A television</li> <li>• Cleaning your teeth</li> <li>• A pan sizzling</li> <li>• A doorbell ringing</li> <li>• Someone snoring (real or simulated)</li> <li>• A family eating a meal</li> <li>• Someone walking up and down the stairs</li> <li>• Children playing a game indoors</li> <li>• A toilet being flushed.</li> </ul> <p>Tell students you have recorded some sounds of things that happen in different parts of your home. Ask them to listen carefully and then tell you where these things happen in their own homes.</p>
9.1	Homes around the world	<p>Use scraps materials or a modeling or construction kit to make models of the houses in other countries featured in this unit. Display the models around the classroom.</p> <p>or</p> <ul style="list-style-type: none"> <li>• Students describe, or write briefly what they think it would be like to live in one of the houses featured in this unit.</li> </ul>
10.1	MID YEAR ASSESSMENT	REVISION
10.2	MID YEAR ASSESSMENT	REVISION
10.3	MID YEAR ASSESSMENT	REVISION

WEEK	TOPIC	TOPIC DETAILS
11.1	Building we use	Students collect photographs or pictures of buildings around the world. They sort them into places for living, places for working, places for worship and places for leisure. Discuss the differences that students notice. Ask them whether they would like to live in these buildings or visit them. Ask them to explain why.
12.1	Local jobs(people at work)	Students write a list of the jobs they have seen e.g The school Head teacher, teachers, cleaners, school secretaries, nannies etc. Ask students what they think these people do when students are not at school.
13.1	The jobs people do	<p>Ask students to think about all the adults they meet or know. Students copy the headings below into their exercise book and write about as many people as they can think of.</p> <p>People who help me How?</p>
14.1	My changing area(How streets change)	As a class, visit the street outside the school. Students observe and collect information on the types of buildings, signs, street furniture, and other permanent features of the street. They draw one thing they saw in the street. Arrange an exhibition in the classroom of the drawings and photographs of the streets

# GEOGRAPHY SCHEME OF WORK

## YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Going places (Travelling around The local traffic)	Make some simple road signs. Cut out some thin cardboard circles and triangles. You could use large buttons or coins for the circles. Paint road signs onto the shapes. Cut a short slit at one end of a piece of drinking straw. Push a cardboard shape into this slit. Push the other end of the drinking straw into a piece of modeling clay. Students use the road signs on a model road or village.
2.1	Moving goods and people	Discuss with students the types of transports that mainly move people e.g aircrafts, car, buses, trains etc. and types of transport that mainly move goods are the oil tanker ship, ship etc.
3.1	Going to school	Students sketch a map of the area around their home or school. They label their home or school and any other important buildings. They should show on their map the things they think would help to make the area safer.
4.1	It's my world	Students question a friend about his or her favourite kind of journey. Ask them to use these words in their questions : Why? Where to? When? How far? They should record the answers for the rest of the class to listen.
5.1	MID TERM	MID TERM
5.2	MID TERM	MID TERM
5.3	MID TERM	MID TERM
6.1	Going on holiday	Students write two lists of items they would pack for a summer holiday and a winter holiday. Compare the two lists
6.2	I 'm on Holiday	Students use reference books or the internet to discover, and draw, the flags of the various countries they have been.

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
7.1	Holiday weather	Students help you compile a class list of all the 'weather words ' they can think of: Some examples are 'sunny','hot','cold','cloudy'.
8.1	Holiday weather cont.	As a class, watch the weather forecast on television. See how the weather differs from one part of the country and one part of the world to another. Students work in pairs or small groups and discuss what they have learnt.
9.1	END OF YEAR EXAM	REVISION
9.2	END OF YEAR EXAM	REVISION
9.3	END OF YEAR EXAM	REVISION
10.1	Different landscapes	Students use reference books, an atlas or the internet to find out the height of ten very high mountains around the world . Ask students which country each of these mountains is in.
11.1	Animals of the hot desert	Using reference books or the internet, Students find out about the animals that can live in a forest, a desert and high on a mountain. They write a list of animals that can live in each of these places.
12.1	REVISION	REVISION
12.2	REVISION	REVISION
12.3	REVISION	REVISION
12.4	REVISION	REVISION
13.1	REPORTS AND END OF TERM	REPORTS AND END OF TERM
13.2	REPORTS AND END OF TERM	REPORTS AND END OF TERM
13.3	REPORTS AND END OF TERM	REPORTS AND END OF TERM

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
13.4	REPORTS AND END OF TERM	REPORTS AND END OF TERM