

MARINA INTERNATIONAL SCHOOL

GEOGRAPHY SCHEME OF WORK

YEAR 2 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	The wider world The Earth	Our Earth is a planet. It is one of the eight planets that orbit, or circle around the sun. Ask students, using reference books or the internet, to find out the names of the other seven planets and what they are like.
2.1	The Earth	Write out these sentences and ask students to copy them. For each one, ask students to write 'True' if they think it is correct and 'False' if they think it is wrong. <ul style="list-style-type: none">• The Earth is round like a coin. (False)• The Earth goes around the Sun.(True) etc.
3.1	Continents	Students use reference books or the internet to find out all they can about the continent on which they live. They should answer these questions as part of their investigations: how many countries make up that continent? What is the climate like? What oceans and seas are there on or around that continent? What language do the people speak?
4.1	Make your own country	Cut out the shapes of some countries with distinctive shapes from an outline world map. Recognisable countries you could choose include: Italy, India, Australia, America, Senegal, Nigeria and Ghana, etc. Ideally stick the pieces onto card of the same shapes. Students identify each country with the help of the world map or atlas.
5.1	Oceans and Seas	Students use an atlas and find out which continents each of the following oceans meet. <ul style="list-style-type: none">• The Pacific Ocean (Asia, Oceania, North America, South America)• The Atlantic Ocean (North America, South America, Europe, Africa)
6.1	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST

WEEK	TOPIC	TOPIC DETAILS
7.1	My Environment	Students say how far away some places are from their homes. Some the places you might suggest are fire station, ambulance station, police station, hospital, restaurant, etc. Rather than ask students to attempt to give distances, they should use three categories near home, a little way away, a long way away. The results could perhaps be display by drawing three concentric circles, with a drawing of a the student's home in the center and the label 'near home', with 'a little way' in the next circle followed by ' a long way' in the outer circle.
7.2	Recycling at home (reusing and recycling)	Discuss what students use every day that is made of paper, plastic, glass and metal. Discuss whether these items are recycled at school or in the immediate neighbourhood.
7.3	MID TERM BREAK	MID TERM BREAK
8.1	An Island home	Discuss with students the meaning of an island: an Island is an area of land completely surrounded by water. Etc.
9.1	Islands (Islands life)	Students imagine they are going to go on a journey around the world. They are going to travel from one Island to another. They should look at a map or globe and decide which Islands they will visit. They then write a list of these islands in the order they will visit them.
10.1	Bahrain, an Island Country	Students write a list of ways in which land and buildings are used in Bahrain. Ask them what are the differences between the ways land and buildings are used in Bahrain and the place they live. They write another list of the differences.
11.1	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
12.1	Island transport (transport from Bahrain)	Causeways and ferry link Bahrain to Saudi Arabia. Collect pictures of causeways and ferries and make a classroom wall display with them. Find out some more places where ferries travel from and to. Draw these ferry routes on a world map. Ask students to find other Islands that have causeways.
12.2	Island transport (transport from Bahrain)	Discuss with students why the forms of transport listed are found on the islands. Encourage students to think of other form of transport that might be found on an Island.
13.1	Island transport	Students use papier mache to make a small model of the Island they have discussed. When it is dry, they paint their model.

WEEK	TOPIC	TOPIC DETAILS
14.1	Revision	A recap of all what have been done.

GEOGRAPHY SCHEME OF WORK

YEAR 2 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Going to the Sea side (at the sea side)	Discuss with the class why people like to visit the sea side. Encourage students to describe a trip to the sea side they have made or would like to make. Use a map to find the sea side location mentioned. Students write sentence or two describing what they did (or would like to do) at the sea side.
2.1	At the Sea side	Students collect pictures of plants and animals that they might see on a trip to the sea side. Display the pictures and label each of them.
3.1	Sea Side cities ,towns and villages(a seaside holiday)	Students match the words "resort", "cliff", " city" and "port" with the phrase below: <ul style="list-style-type: none">• A place where ships load and unload their cargoes.• A big town with lots of people• A place where go for a holiday• A steep wall of rock at the seaside.
4.1	Sea sides around the world	Students use reference books or the internet to find out more about the climate and beaches of Malta, Florida, and Jamaica. They present their findings as shown below. Malta Florida Jamaica Where is it? Island in Ionian Sea Mainland of United States of America Island in Caribbean Sea What is the climate like? What are the beaches like? Students write down what they think the weather is like in Malta, Florida and Jamaica today. They then use newspapers or the Internet.
5.1	Food from the sea	Discuss with students food that we can get from the sea. E.g. Some of our most important foods- fish and shellfish – comes from the sea.
6.1	Animals from the Sea	Students work in small groups to make some model fishing boats. They could use a margarine tub for the hull of each boat. They make the cabin from cardboard and sticky tape. They then paint the boats and give each one a name. They put the models on a cardboard base then paint the base blue to look like water. They build a harbor wall around the edge of the water.

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7.1	Animals from the sea	Many of the fish we eat are caught with nets. Discuss with students why it matters how big the holes in the net are. Asks students what will happen if the holes in the net are very small. Put some large-, medium- and small-sized pieces of cork. Or something similar such as small pieces of expanded polystyrene (e.g. a piece of ceiling tile) or balsa wood, in an aquarium or large bowl of water.
7.2	MID TERM BREAK	MID TERM BREAK
8.1	Animals from the sea	Ask students to imagine the corks are young, medium and old fish. Use a net with fairly large mesh and another with very small mesh to catch the 'fish'. Explain how fish stocks are reduced by catching young fish in small-mesh nets.
9.1	On the beach	Ask students to sift carefully through some sand on the beach. They look at it with a magnifying glass. Ask: what can you see? What is sand made of? Students shake up a little beach sand with clean water in a jar and let it settle out. Ask: what can you see?
10.1	MID YEAR ASSESSMENT	MID YEAR ASSESSMENT
11.1	On the beach	Students play beach games: <ul style="list-style-type: none"> • Building sand castles • Throwing and catching • Filling the bucket with sand / water, etc.
12.1	Revision	Going over the important points.
13.1	Revision	Writing short stories on what happens at the sea side. Drawing and coloring items seen at the sea side

GEOGRAPHY SCHEME OF WORK

YEAR 2 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	How we learn about the world	Making sense of the world: <ul style="list-style-type: none">• Students learn about the five senses• Compare two places using the senses of sight, hearing, smell and touch
2.1	My senses	Local survey Discuss with the class how our senses protect us from danger. Students write poem about going to a birth day party. They describe what they: <ul style="list-style-type: none">• See• Taste• Touch• Smell• hear
3.1	My senses	Students create a classroom frieze of the local area, showing the different sights, sounds and smells. They should include pleasant and unpleasant examples for each category.
4.1	Helping our eyesight	Students examine some of the ways in which we can help our senses when we try to find out more about our environment.
5.1	Helping our eyesight	Students think about some of the things that help us to learn more about the world. Explain to students that some people cannot see. They are blind. Ask: what do you think it would be like to be blind? Would you be able to do all the things you now?
6.1	Helping our eyesight	Students work in pairs. Each student draws a picture of the other's eyes. They colour the picture and label these parts: pupil, iris, eyelid, eyelashes. Ask students what each of these parts of the eye does. Students write a short sentence next to each label.

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7.1	Helping our eyesight	Students make a simple magnifying glass by following these instructions: <ul style="list-style-type: none"> • Find a clear plastic lid, such as the lid of a coffee tin. • Make a small hole in the middle of it with a drawing pin(adult help will be needed here) • Carefully cover the hole with one drop of water. • Look through the water drop at the print in a newspaper or magazine. Ask students what they see.
8.1	Globes, Maps and atlases	Students look at some very old maps of the world. Ask: Which things are shown correctly? Which things are wrong? Which countries have changed their names?
9.1	End of year Assessment	Revision
10.1	Passport of the world: Climate(Hot and cold places)	Students think of ways in which we need the heat and light from the Sun. They write a list of as many ways as they can think of and draw pictures of them.
11.1	The global supermarket	Discuss with students why we need food and why it is that many people in the world do not have enough food to eat.
12.1	China , Living in Shanghai	Students work in small groups to collect some things that were made in China or that are associated with life in China. E.g coins food, toys games etc Ask students to draw on a map of the world how they would get from Paris, France to Shanghai, China by ship. Ask which oceans and canals they would sail on.
13.1	REPORTS AND END OF TERM	REPORTS AND END OF TERM