

MARINA INTERNATIONAL SCHOOL

GEOGRAPHY SCHEME OF WORK

YEAR 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Improving the Environment. i. Our Environment. ii. Natural Resources iii. Non-renewable resources	<ul style="list-style-type: none">*Discussion about their environment (surrounding)*Learners should know the differences between renewable and non-renewable resources.*Learners should be able to distinguish between the human and physical features in the local area. <p>Non-renewable resources can only be used once because we cannot make any more of them after they have been used. Examples are coal, oil, etc.</p>
2.1	Improving the Environment. i. Renewable Resources ii. Identifying raw materials for renewable and non-renewable resources.	<ul style="list-style-type: none">*Discussions about renewable and non-renewable resources.* Renewable resources can be replaced. Examples are animal, plants etc. <p>*Learners should be able to identify renewable from non-renewable resources.</p>
3.1	Our Environment	<ul style="list-style-type: none">*Strengthen learners knowledge on the environment using the Geography Workbook.
4.1	Rubbish and Litter. I. What is Rubbish and Litter?	<ul style="list-style-type: none">*Learners should be able to distinguish between rubbish and litter and to examine their impact on the environment.*They should carry out a survey on the amount and types of litter in two areas of the school grounds or local neighborhood.*Learners should also investigate the distribution and contents of rubbish bins in the school grounds. <p>Note: Rubbish is anything we do not want or need. Litter is any rubbish we do not put in a bin or recycle.</p>

WEEK	TOPIC	TOPIC DETAILS
5.1	Why is litter dangerous?	<p>*Learner should know the dangers of litter and the problems they can cause to our environment.</p> <p>*Learners should list different reasons why litter is dangerous.</p>
6.1	Across the board.	Across the board.
7.1	Mid-Year Break.	Mid-Year Break.
8.1	Rubbish and Litter. Litter Survey	<p>*Learners will choose two place out of the class to do a survey and fill in the details in their Geography Workbook.</p> <p>*Learners will also answer more questions in their Geography Workbook about the survey they have done</p>
9.1	Recycling Rubbish.	<p>*Learners should be introduced to ways of saving materials and energy by reducing waste, and by recycling and reusing objects.</p> <p>*Learners should identify the materials from which some everyday objects were made.</p>
10.1	Recycling Rubbish and The three 'Rs'	<p>*They should also know what the 3R's stand for.</p> <p>R-Reduce R-Reuse R-Recycle</p> <p>They should think about how we can produce less rubbish and waste if we reduce the amount of materials we use, or recycle or reuse objects and materials.</p>
11.1	Across the Board.	Across the Board.
12.1	Oil and the environment.	<p>*Learners should know how oil is formed and extracted using the oil rig.</p> <p>Note: Oil can be found on land and at the bottom of the sea.</p> <p>Note: Crude oil was formed from tiny plants and animals that lived in the sea millions of years ago.</p>

WEEK	TOPIC	TOPIC DETAILS
13.1	Oil and the environment.	<p>*Learners should know the importance of oil in our everyday lives and problems associated with its extraction, transport and use.</p> <p>*Learners should know the advantages and disadvantages of relying on crude oil as a source of fuels and other materials.</p>
14.1	Relying on Oil.	*Strengthen learners knowledge on the environment using the Geography Workbook.
15.1	Reinforcement on the topics treated.	*Worksheets will be given to students to answer questions based on topics treated.
16.1	END OF TERM	END OF TERM

GEOGRAPHY SCHEME OF WORK

YEAR 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Energy and The Environment. Fossil fuels and its uses. Air rain and smog	*Children will examine the problems caused by burning fossil fuels, and to look at ways of reducing these problems. *They should also know what fossil fuels are. Note: Fossil fuels are formed in the earth from remains of plants and animals that lived long ago.
2.1	Energy and The Environment. Global warming and saving energy.	*Definition of global warming. The buildup of carbon dioxide and other gases in the atmosphere that traps the sun's heat, so causing the earth's temperature to rise and its climate change. *Learners should know the causes and effects of global warming. *They should also know some ways of saving energy.
3.1	Global warming and saving energy. Reinforcement using the Geography workbook	*Learners will be referred to the workbook to read discuss and answer the questions.
4.1	It's a Noisy World.	*Learners will look at the causes and harmful effect of noise. *Learners will carry out a survey of the sounds and noise in the local environment. Note: Noise can be a particular type of pollution. It's a sound we do not like or do not want and it also spoils the environment.
5.1	It's a Noisy World. Reinforcement using the Geography workbook	*Learners will be referred to the workbook to read discuss and answer the questions.

WEEK	TOPIC	TOPIC DETAILS
6.1	Improving our Environment.	<p>*Learners will look at the ways in which the internal and external environment of the school can be improved.</p> <p>*Children will talk about things that spoil a favorite local area and also suggest ways of improving the area.</p>
7.1	Mid Term Break.	Mid Term Break.
8.1	Improving our Environment.	<p>*Learners will go around the school campus and suggest different ways of improving certain areas in the environment.</p> <p>*Learners will come back to class to answer questions in the Geography workbook on what they have learnt.</p>
9.1	Improving our Environment	<p>*Students draw up a plan to show how they will turn one small area of the school grounds into a nature reserve.</p> <p>*Students will be asked to bring seedlings in a small vase that will be used to beautify an area.</p>
10.1	Mid-Year Assessment.	Mid-Year Assessment.
11.1	Village Settlers. Early Villages and sorting buildings.	<p>*Learners should know where and why the earliest villages were built and how they changed over time.</p> <p>*Children will also categorize the different types of buildings in a settlement.</p>
12.1	A new settlement	<p>*Definition of a settlement It's a place where people live. Examples: villages, town and cities.</p> <p>*Learners will also consider the features necessary in a site to be a good settlement.</p>

GEOGRAPHY SCHEME OF WORK

YEAR 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Balad Sayt Village.	<p>*Learners should know the location and geography of Balad Sayt village.</p> <p>*Examine the geography of an oasis village in Oman.</p> <p>Note: An oasis is a fertile or green area in an arid region (such as a desert)</p>
2.1	Balad Sayt Village. Oman fact file.	<p>*Research the basic geographical facts about Oman.</p> <p>*Reinforcement work will be done in the Geography workbook.</p>
3.1	Check Point Exams.	Check Point Exams.
4.1	How a village grows.	<p>*Students should know where Abu Dhabi is.</p> <p>*Learners should know how Abu Dhabi grew from a small village to become the capital city of the United Arab Emirates.</p> <p>*Investigate how different kinds of villages grow and change.</p> <p>*Learners would be encouraged to observe the changes in two pictures of a village, one showing 60 years ago and the other showing it today</p>
5.1	Mid-Term Break subject to Eid-al-Fitr	Mid-Term Break subject to Eid-al-Fitr
6.1	A School Trip to a village.	* Children in Year 4 will go on a school trip to a village to explore things that can be found in a typical village.

WEEK	TOPIC	TOPIC DETAILS
7.1	What's in the news? Earthquakes and volcanoes.	<p>*Learners will be introduced to the internal structure of the Earth and the significance of the Earth's tectonic plates.</p> <p>Note: The Earth's crust is not just one huge outer layer of rock. It is made up of 7 giant pieces, and at least 12 smaller ones, called plates.</p> <p>*Students should also collect details of earthquakes and volcanic eruptions from the news media and present them to the class.</p> <p>Note: Definition of some terms.</p> <p>Earthquake: A movement or shaking of the Earth's crust, often caused when the Earth's plates move against each other.</p> <p>Volcano: A hole or tear at a weak spot in the Earth's crust from which gases and hot, molten rock flow.</p> <p>Mantle: The layer of the Earth, immediately beneath its crust. Some of the mantle is made of solid rock, while some of it is molten rock.</p> <p>Magma: The hot, runny rock found under the surface of the Earth. If it escapes onto the surface it is then called lava.</p> <p>Crust: The Earth's outer layer of rock on which we live.</p> <p>Core: The center of the Earth made of metals iron and nickel.</p> <p>Lava: The molten rock that comes out of a volcano.</p>
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9.1	Earthquakes and volcanoes.	*Reinforcement work will be done in the Geography workbook

WEEK	TOPIC	TOPIC DETAILS
10.1	Earthquakes	<p>*Learners should know what earthquakes are.</p> <p>Earthquake: A movement or shaking of the Earth's crust, often caused when the Earth's plates move against each other.</p> <p>*Learners should know that earthquakes are natural disasters that can cause damage, disruption and even loss of life.</p> <p>*Learners should also know the causes of earthquakes.</p>
11.1	NAT Year 3.	NAT Year 3.
12.1	Volcano	<p>*Students should know what volcanoes are.</p> <p>Volcano: A hole or tear at a weak spot in the Earth's crust from which gases and hot, molten rock flow.</p> <p>*For volcanoes also, learners must also know that it's a natural disaster that can cause damage, disruption and loss of life.</p> <p>*Learners should know what causes volcanoes.</p> <p>*They should also know what active, dormant and extinct volcanoes are.</p> <p>*Students should also name the parts shown in a section of a volcanic cone and find out the names of some volcanoes.</p>