

# MARINA INTERNATIONAL SCHOOL

## GEOGRAPHY SCHEME OF WORK

### YEAR 5 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	WATER	<ul style="list-style-type: none"><li>• To explain the importance of water humans and all living things</li><li>• To examine the main use of water for human health and hygiene</li><li>• Ask students to tell you the essential and optional use of water.</li></ul>
2.1	WATER EVERYWHERE	<ul style="list-style-type: none"><li>• Use the globe to explain to pupils that three quarter of the earth is covered by water</li><li>• Identify some of the sources which water is distributed all over the world. Use you tube videos as visual aid</li></ul>
3.1	THE WATER SUPPLY	<ul style="list-style-type: none"><li>• Provide details of how water supply is collected and processed for human consumptions.</li><li>• Construct a simple water filter to illustrate how dirty water is filtered and how water treatment and sewage works.</li></ul>
4.1	DESERT	<ul style="list-style-type: none"><li>• Define desert to students, introduce them to the two kinds of desert, and examine some desert plants and animals and their adaptation to the habitat</li><li>• Mapping of the world's desert</li><li>• Student finds out which desert place people most often visit during their holidays. Student can look at travel agent advertisement and brochures to find out. They should find out what are the attraction of these places to holiday makers.</li></ul>
5.1	LIFE IN THE DESERT	<ul style="list-style-type: none"><li>• Students should be able to tell how desert water comes about, the desert oases and the nomads of the desert.</li><li>• Students should choose a hot desert and describe its weather condition and use internet to investigate about plants and animals that live there</li></ul>
6.1	ACROSS THE BOARD TEST	REVISION

WEEK	TOPIC	TOPIC DETAILS
7.1	REVIEW	<ul style="list-style-type: none"> <li>• Review topics treated in preparation towards across the board test 1</li> </ul>
8.1	TROPICAL RAIN FOREST	<ul style="list-style-type: none"> <li>• Definition of rainforest</li> <li>• To map tropical rainforests and investigate the foods and drinks that comes from rainforest plants</li> <li>• Students make and illustrate a book or wall chart of plants and animals in tropical rain forests.</li> </ul>
9.1	DRAUGHT	<ul style="list-style-type: none"> <li>• Define and examine the causes of long period of drought.</li> <li>• To map the distribution of recent drought in Africa.</li> <li>• Different types of drought</li> </ul>
10.1	SAFE WATER	<ul style="list-style-type: none"> <li>• The importance of safe water in prevention of waterborne diseases</li> <li>• The ways in which water can become contaminated with disease organism.</li> <li>• Students watch video of why water from the deep well is safer from water from a shallow well or a waterhole</li> </ul>
11.1	ACROSS THE BOARD TEST	REVISION
12.1	WHO OWNS? WATER	<ul style="list-style-type: none"> <li>• T calculate how much water is used in a day in an average family.</li> <li>• Student discuss ways of using less water.</li> <li>• Discuss why we pay for the water we use when it actually falls from rain</li> <li>• Students design a poster to help raise money for a water project in countries where there is shortage of clean, safe water</li> </ul>
13.1	REVIEW (WATER)	<ul style="list-style-type: none"> <li>• To explain the importance of water humans and all living things</li> <li>• To examine the main use of water for human health and hygiene</li> <li>• Ask students to tell you the essential and optional use of water.</li> </ul>
14.1	REVIEW (DESERT)	<ul style="list-style-type: none"> <li>• Mapping of the world's desert</li> <li>• Student finds out which desert place people most often visit during their holidays. Student can look at travel agent advertisement and brochures to find out. They should find out what are the attraction of these places to holiday makers.</li> </ul>
15.1	(TROPICAL RAIN FOREST)	<ul style="list-style-type: none"> <li>• Definition of rainforest</li> <li>• To map tropical rainforests and investigate the foods and drinks that comes from rainforest plants</li> <li>• Students make and illustrate a book or wall chart of plants and animals in tropical rain forests.</li> </ul>



# GEOGRAPHY SCHEME OF WORK

## YEAR 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	TRANSPORTATION	<p>To examine the importance of transportation and the advantages and disadvantages of the different methods of transport.</p> <ul style="list-style-type: none"><li>• Carry out a survey of the methods used by students of marina to travel to school. To consider the advantages and disadvantages of each method of travel.</li><li>• To consider the local transport provision from the view point of an elderly person who doesn't have access to c</li></ul>
2.1	To examine the importance of transportation and the advantages and disadvantages of the different methods of transport. • Carry out a survey of the methods used by students of marina to travel to school. To consider the advantages and disadvantages of each method of travel. • To consider the local transport provision from the view point of an elderly person who doesn't have access to c	<ul style="list-style-type: none"><li>• To consider the importance of the road network in moving goods and people and in encouraging economic development.</li><li>• To compare the ways that different transports move goods and people.to write about the advantages and disadvantages of each one.</li></ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
3.1	TRANSPORT (TRAFFIC PROBLEMS)	<ul style="list-style-type: none"> <li>• To examine the problem caused by road traffic, including traffic jams, accidents and air pollution.</li> <li>• To analyse the result of survey traffic problem near the school.</li> <li>• To carry out a survey of the problems caused by parked vehicles near the school. To observe, recognise and describe the main ways in which vehicles are parked</li> </ul>
4.1	ACROSS THE BOARD TEST	REVISION
5.1	TRANSPORT (SOLVING TRANSPORT PROBLEM)	<ul style="list-style-type: none"> <li>• Students examine some of the methods used to reduce congestion and pollution caused by the use of motor vehicles in town.</li> <li>• Encourage students to compare the advantages and disadvantages of the different methods used to control traffic in towns.</li> </ul>
6.1	TRANSPORT (DO WE WANT A NEW ROAD)	<ul style="list-style-type: none"> <li>• Examine the advantages and disadvantages of a new road and also on local residents and businesses.</li> <li>• Advantages and disadvantages of motorways.</li> <li>• Students investigate what materials roads are made from. They find out where these materials come from. They investigate the effect obtaining these materials has on the environment using internet as guide.</li> </ul>
7.1	MID TERM BREAK	MID TERM BREAK

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
8.1	COASTS (COSTAL FEATURES)	<ul style="list-style-type: none"> <li>• To introduce the variety of costal scenery, the importance of coast and the threat of coast by pollution of various kinds.</li> <li>• Encourage students to identify some important features of the costal landscape.</li> <li>• To interpret a map, of part of the costal line, using grid references.</li> </ul>
9.1	COAST (THE MOVEMENTS OF THE OCEAN)	<ul style="list-style-type: none"> <li>• To examine the way in which the water in the oceans is constantly moved by waves, tides and currents.</li> <li>• To understand oceans waves, tides and currents.</li> <li>• To consider the potential dangers o</li> </ul>
10.1	COAST AND BEACHES (WAVES AT WORK)	<ul style="list-style-type: none"> <li>• Examine the land forms created when waves erode the coast.</li> <li>• To predict what will happen to the cliffs as it is eroded by the waves.</li> <li>• Recognise and explain the formation of some costal landforms.</li> <li>• Examine formation of different kinds of beaches and and movement of each beach sand.</li> </ul>
11.1	REVIEW AND CORRECTIONS	REVIEW AND CORRECTIONS
12.1	REVIEW AND CORRECTIONS	REVIEW AND CORRECTIONS

# GEOGRAPHY SCHEME OF WORK

## YEAR 5 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	COSTAL SETTLEMENTS (TYPES OF COSTAL SETTLEMENTS)	<ul style="list-style-type: none"><li>• To examine why and where settlements develop on the coast and how they affect the environment.</li><li>• Carry out survey and analysis on people holiday preference</li></ul>
2.1	COSTAL SETTLEMENTS (A COSTAL HOLIDAY RESORT)	<ul style="list-style-type: none"><li>• To examine the growth of development in certain holiday destination.</li><li>• To research the landscape, climate, buildings, employment, tourism, and attractions.</li><li>• To calculate the cost of an imaginary holiday to a destination of your choice.</li></ul>
3.1	COSTAL SETTLEMENTS (THE COSTAL CITY OF AQUABA)	<ul style="list-style-type: none"><li>• To introduce the holiday resort and port of aquaba.</li><li>• To add labels of map of Jordan and its locations.</li></ul>
4.1	COSTAL SETTLEMENT (THE CONTAINER PORT OF JEBEL ALI)	<ul style="list-style-type: none"><li>• To study the range of activities carried out at port of jebel Ali in united emirates.</li><li>• To locate and identify ten major ports.</li><li>• To identify ten of the world's largest ports and research their cargoes.</li></ul>
5.1	COSTAL SETTLEMENT (SINGAPORE)	<ul style="list-style-type: none"><li>• To introduce Singapore as an island state and world class port.</li><li>• To research basic geographical facts about Singapore</li></ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
6.1	GATEWAY TO THE EAST AND COASTAL SETTLEMENT ROTTERDAM, GATEWAY TO EUROPE)	<ul style="list-style-type: none"> <li>• To introduce Rotterdam as the biggest port in Europe.</li> <li>• To answer a series of questions about Rotterdam and Netherlands.</li> <li>• To study the foods and other items in home to determine their countries of origin. To show the importance of trade between countries.</li> </ul>
7.1	WIND (USING THE WIND, WIND DIRECTION, HURRICANES TORNADOES)	<ul style="list-style-type: none"> <li>• To explain the form• To identify useful and harmful effects of wind.</li> <li>• Examine ways of estimating and measuring wind speed and direction.</li> <li>• To encourage students to record and map instances of hurricanes, tornadoes and other damaging winds reported on the news media.</li> </ul>
8.1	END OF YEAR ASSESSMENT	END OF YEAR ASSESSMENT
9.1	REVIEW OF TOPICS TREATED	• Topics treated during the term.