

# MARINA INTERNATIONAL SCHOOL

## GEOGRAPHY SCHEME OF WORK

### FORM 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	UNIT 1: WHAT IS GEOGRAPHY?	To define Geography as the study of the earth natural features, places, the environment, people and how they interact with their environment.  To understand what is involved in the study of Geography
1.2	What is physical Geography? What is Human Geography?	To be able to identify, record, categorize and learn geographical features relating to physical and human aspects of geography etc.
2.1	What is Environmental Geography?	To be able to identify, record, categorize and learn geographical features relating environmental aspect of geography etc. □ Identifying natural resources. □ Teacher must make use of diagrams A and B in order for learners to recognize the different examples of both physical and environmental geography.
3.1	How can we find out where places are? Lines of Latitudes and Longitudes	□ To better understand, state the similarities and differences between lines of latitude and longitude.  □ Locating places using lines of latitudes and longitudes.  □ Using the globe to locate places and explaining why the globe is used to project the world.  □ Working alone with students in projecting the world map on a flat piece of paper- the world map.  □ To use the contents page and index of an atlas
4.1	How can we use graphs in Geography?	Definition of graph. Stating and describing the parts of a graph Stating, describing and differentiating the four main types of graphs (Pie, Bar, Line and Scattered Graphs). □ Drawing graphs to present data. □ Stating and examining the uses or importance of the four main types of graphs. □ Interpreting graphs to identify geographical patterns etc.
5.1	What is the value and use of Geography?	State and assess the importance of studying geography.  Describing and differentiate the various elements of geography (physical, human, environment and the applications of skills in geography).
6.1	UNIT 2: WEATHER AND CLIMATE How might you observe and record weather?	□ Describing key terms such as: □ Weather □ Meteorology  □ Discussing the importance of weather forecasts. □ Describe weather events. (Temperature, Precipitation, Wind speed, Cloud types, Wind direction, Cloud cover, Visibility and General weather.) □ Stating and understanding the use of some weather instruments and trying to experiment the observation and recording of weather.
7.1	How can local features affect temperatures?	□ Investigating how local features affect temperature and wind (discussing how site conditions affect the weather of a small area such as the school ground.)  □ Describing features that affect microclimates such as physical features, shelter, aspect, buildings, surface and defining a microclimate.  □ To be able to use weather instruments such as wind vane and thermometers compare weather conditions relating physical features.

8.1	What is Britain's weather?	<ul style="list-style-type: none"> <li>□ Defining Climate.</li> <li>□ Identifying differences between weather and climate.</li> <li>□ To state and explain the factors that affect British weather.</li> <li>□ Using maps to describe and explain the climate of the British Isles.</li> <li>□ Summarising variations in climate over Britain.</li> </ul>
9.1	How does it rain?	<ul style="list-style-type: none"> <li>□ To describe how rain is formed.</li> <li>□ Stating, describing and differentiating the types of rainfall. (Relief, Convectional and Frontal rainfalls).</li> <li>□ Using information/vocabulary about the water cycle to identify reasons for different types of rain.</li> <li>□ Pupils produce annotated diagrams to explain the types of rainfall.</li> </ul>
10.1	Forecasting the weather: Anticyclone	<ul style="list-style-type: none"> <li>□ To define Anticyclone.</li> <li>□ Students should be able to read a weather map (understand a weather forecast).</li> <li>□ To state and describe features of anti-cyclones.</li> <li>□ To describe the weather conditions of anti-cyclones (weather conditions in winter and summer when there is an anticyclone.).</li> </ul>
11.1	Forecasting the weather: Depressions	<ul style="list-style-type: none"> <li>□ To define depression.</li> <li>□ To state and describe features of depressions.</li> <li>□ To be able to identify and distinguish a depression from an anticyclone.</li> <li>□ To describe the weather conditions associated with depressions etc.</li> </ul>
12.1	What causes a river to flood?	<ul style="list-style-type: none"> <li>□ Defining flooding.</li> <li>□ To state and describe the causes of river flooding.</li> <li>□ To identify and describe the natural and human causes of flooding.</li> <li>□ Examining the effects of flooding on people and the environment.</li> </ul>

# GEOGRAPHY SCHEME OF WORK

## FORM 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Floods in the UK, 2012 / How does the UK cope with floods	<ul style="list-style-type: none"> <li>□ To identify the effects of floods in the UK.</li> <li>□ To understand how individuals and communities respond to a flood hazard.</li> <li>□ To know how a government agency works to reduce risks of flooding.</li> <li>□ To describe the need and ways that people plan for flooding. (Looking at the 2012 floods in the UK.)</li> </ul>
2.1	How can the risk of flooding be reduced?	<ul style="list-style-type: none"> <li>□ To understand the need to plan for flooding.</li> <li>□ To describe the different types of flood protection schemes (Dams, Forests, Embankments, Concrete linings, Allow flooding, Straight channels, Overflow channels, Wider and deeper channels etc.).</li> <li>□ Pupils evaluating flood protection schemes to draw conclusion on the best ways of reducing the risk of flooding based on their opinions of flood protection schemes.</li> </ul>
3.1	How were the sites for early settlements chosen?	<ul style="list-style-type: none"> <li>□ To know the meaning of the key terms and phrases - 'site', settlement patterns or settlement shape, function.</li> <li>□ To explain the factors that influences the sites of settlements.</li> <li>□ Students should know that sites for early settlements had both advantages and disadvantages but choosing sites for settlements was based on advantages of settlement sites.</li> </ul>
4.1	What different settlement patterns are there?	<p>To state and describe the different patterns of settlement (Dispersed or scattered, Linear or Ribbon development and Nucleated or closed settlements.</p> <p>Identifying the advantages and disadvantages of the three main types of settlement pattern.</p> <p>Also link maps or photograph work with settlement types for students to understand the different types of settlement pattern.</p>
5.1	How do settlements change with time?	<p>Defining keys words and phrases like land use, suburbanized etc.</p> <p>To state and understand the reasons why and how land use change in towns over time.</p> <p>Assessing how different groups are affected in different ways by changes in land use in places over time.</p> <p>The pictures should be discussed and described by students to see how the settlement changed over 100 years and look back to see what 100 years previously was there.</p> <p>Also discussing different attitudes of people to change and suggest why peoples' attitudes vary</p>
6.1	What are the benefits and problems of settlement growth?	<p>Defining quality of life: as a measure of how content people are with their lives and the environment in which they live.</p> <p>Studying drawings to extract information, using empathy to consider how they might fill if forced to move to an area which is different from their present home.</p>

		To understand descriptions of life in growing cities, looking at the benefits and problems of life in cities due to settlement change.
7.1	Why are there different land use patterns in towns?	<p>Learning the meanings of key words and phrases like (Commerce, Industry, Residential, Urban model, CBD, Inner city, Inner suburbs and Outer suburbs etc.)</p> <p>Discussing ideas bringing out the fact that all towns have functional zones which are also similar in most towns.</p> <p>Students using correct words and phrases to describe features of the zones, then describe pictured housing areas.</p>
8.1	Why does the land use in towns change?	<p>To understand the reasons why land use change in towns.</p> <p>To be able to explain how this change affects people and the environment discussing features in terms of attractions and problems of living and working in such an environment.</p> <p>Further develop students' understanding of how geographical patterns have changed over time.</p>
9.1	Where do we shop?	<p>To understand the meaning of the key words and phrases: (convenience goods/low order goods', 'comparison/ high order goods and corner shops etc.).</p> <p>Students should be able to understand the relevant concepts of types of goods bought from different shopping areas (to sort out goods that could be bought from a corner shop and goods that could be bought from the city centre the reason why.).</p> <p>Students should be able to carry out a piece of fieldwork and later compare results with secondary data.</p>

# GEOGRAPHY SCHEME OF WORK

## FORM 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	How is shopping changed?	<p>□ Understanding the meanings of the key words and phrases: (City Centre, Traditional Shopping areas, Out of town shopping, urban fringe, etc.).</p> <p>To identify changes and reasons for changes in the local shopping area in terms of space, modernization etc.</p> <p>Students are to state and discuss the similarities and differences between shopping in city centre and out of town shopping.</p> <p>Students should be able to evaluate the advantages and disadvantages of the traditional and out of town shopping areas. (Looking at accessibility, protection, entertainment, space, people's livelihood, modernization etc.)</p> <p>Students should understand the effects of the out of town shopping area on people's livelihood in the urban fringe.</p> <p>Students should be able to do the activities in their text book.</p>
2.1	Traffic in Urban areas – why is it a problem? / Traffic in Urban areas – is there a solution?	<p>Defining and knowing the meanings of key terms such as Rush hour, private transport, public transport etc.</p> <p>To state and assess the geographical causes of traffic built up in cities.</p> <p>Also recognizing the problems associated with traffic built up in cities.</p> <p>Addressing possible management strategies and societal contribution to deal or solve the issue of traffic in cities.</p> <p>Applying knowledge and understanding of issues in one area to the management of similar issues in another area.</p>
3.1	How can we show direction?	<p>Understanding the main compass points (Four and eight compass or cardinal points, North, East, South, West, Northeast, Northwest, Southeast and Southwest.).</p> <p>To be able to give and use compass directions on maps.</p> <p>To state and differentiate the four main types of maps (Street, Road/Route, Atlas and Ordinance Survey Maps.), students should be able to understand the importance or uses of the maps in terms of giving direction.</p>
4.1	How can we measure distance?	<p>Understanding the meaning of the idea of scale and how scale is shown by a scale line on a map.</p> <p>Students to understand the skill of measuring distances (Straight lines or edges including a ruler and curve edges with the use of a string or cotton.).</p> <p>Students should be able to experiment the use of a scale to measure distances.</p>
5.1	What are grid references?	To understand grid lines on maps (Vertical and Horizontal lines.).

		<p>To give and use four-figure grid references (by first stating the figure on the vertical line then the figure on the horizontal line.) etc.</p> <p>Students are to experiment on the presentation of four figure grid references.</p>
6.1	How do we use six figure grid references?	<p>To give and use six-figure references by equally dividing vertically and horizontally the square into (10) ten smaller squares giving the sum of (100) one hundred squares etc.</p> <p>Students should work through the activities carefully to give and use six figure grid references accurately.</p>
7.1	How is height shown on maps?	<p>Defining words relating to heights in geography like relief etc.</p> <p>Students should be able to identify the different methods of showing heights on maps (Spot heights, Layer colouring and Contours.).</p> <p>To identify different ways to show height on maps.</p>
8.1	How do contours show height and relief?	<p>Students should be able to define and describe contours and contour intervals.</p> <p>To be able to recognize simple common contour patterns and draw simple contour lines.</p> <p>To recognize and describe landforms using contours</p>
9.1	How can we use key questions? / How can we describe places	<p>Students should be able to identify various ways of asking questions in an enquiry.</p> <p>Students should develop skills of asking questions.</p> <p>Students Should apply skills to describe places based on enquiries through asking questions.</p>