MARINA INTERNATIONAL SCHOOL

GEOGRAPHY SCHEME OF WORK

FORM 2 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	How is the landscape shaped? What is weathering?	The meaning of the term weathering The processes involved in the different types of weathering ☐ Introduce learners to the following key terms: ☐ Weathering ☐ Erosion ☐ Landscape ☐ Learners must know the processes involved in the different types of weathering including: ☐ Freeze-thaw weathering ☐ Onion-skin weathering ☐ Biological weathering ☐ Chemical weathering. ☐ To know the type of climate region where each type of weathering is most likely to happen ☐ Learners are encouraged to: ☐ make a large copy of diagram D on page 7 of the text, ☐ draw and label simple landscapes on page 7 of the text
2.1	What is erosion ....and can it help to shape the land?	☐ Define the following key terms: ☐ Erosion ☐ Transportation ☐ Deposition ☐ Describe the following agents of erosion: ☐ Rivers ☐ Sea ☐ Ice ☐ Wind ☐ Explain how these agents lead to the processes of erosion ☐ Learners must understand how the processes operate in different environments ☐ Identifying erosion features on photographs and understand what happens in the landscapes shown in the photographs (page 9) ☐ Encourage students to make sketches of the types of erosion and label them.

WEEK	TOPIC	TOPIC DETAILS
3.1	How do rivers shape the land?	☐ Defining the following features of the river: ☐ Source ☐ Spurs ☐ Valley sides ☐ V-shaped valley ☐ Channel ☐ River banks ☐ Riverbed ☐ Load ☐ Learners are encouraged to make a glossary of these key terms. ☐ Describing the main features of river channel and river valleys in their upper section. ☐ To explain how a v-shaped valley is formed. ☐ To identify the various features associated with a waterfall. ☐ To describe the stages in the formation of a waterfall. ☐ Learners make a sketch to of the formation of the v-shaped valley and label the processes and features.
4.1	What causes waterfalls?	☐ Defining the following key terms: ☐ Plunge pool ☐ gorge ☐ Valley sides ☐ Waterfall ☐ learners: ☐ know how a waterfall looks like, and know at least one named example in some details ☐ Understand how waterfalls form ☐ Understand why waterfalls retreat upstream, forming gorges ☐ Further develop their skills at drawing maps ☐ Pupils should be encouraged to use their atlases to find Niagara Falls and other waterfalls. ☐ Descriptive writing of waterfalls can be encouraged.
5.1	What happens on a river bend?	☐ Defining key terms such as: ☐ Currents ☐ Flood plains ☐ River cliffs ☐ Cross-section ☐ Alluvium ☐ Silt ☐ Meander ☐ The lesson then continues with description of photographs B, C and D on 14 of the textbook. ☐ Learners know what happens on a river bend. ☐ Learners understand how processes operate on a river bend. ☐ Describe the features of a river bend including riverbed features. ☐ Explain how human activities are influences by river floodplain features. ☐ To identify the features on a river bend ☐ Learners can then go on to do activities 1 – 3 on page 14 of the pupils' book.
6.1	How does the sea shape the coast?	☐ Identifying different coastal landforms such as: ☐ Caves ☐ Arch ☐ Stack ☐ Stump ☐ Beaches ☐ spits ☐ Let learners understand the erosion and deposition processes along sea coasts. ☐ Identify and describe the landforms created by coastal processes including landforms such as: ☐ Caves ☐ Arch ☐ Stack ☐ Stump ☐ Beaches ☐ spits ☐ Teacher to provide a simple exercise to allow learners to draw and recognize the feature shown on photograph A on page 16 of the pupils' textbook. ☐ Encourage earners to copy the drawings of Spurn Head shown in exercise 2(a), page 17 of the pupils' book. ☐ Emphasize to students the issues involved in the management of coasts.

WEEK	TOPIC	TOPIC DETAILS
7.1	What is the coastal erosion problem? How can coastal erosion be reduced?	☐ Start by identifying the effects of coastal erosion along coastal areas such as on: ☐ Agriculture ☐ Buildings ☐ Transport link ☐ Let learners understand the case study of the coast of Holderness to further understand the problem of coastal erosion. ☐ Provide an opportunity for learners to develop skills in map interpretation as they are encouraged to do activities 2 on page 19 of the pupils' book. ☐ Learners must be made to understand the ways that the coast is protected. ☐ Describe each of the following coastal protection strategies: ☐ Sea walls ☐ Beach rebuilding ☐ Groynes ☐ Rip-rap ☐ Learners understand how these strategies were applied to protect the Holderness coast.
8.1	What types of economic activities are there?	☐ Defining key terms such as: ☐ Industry ☐ Economic activities ☐ Natural resources ☐ Employment structure ☐ Identify and describe the different types of industries including: ☐ Primary industries ☐ Secondary industries ☐ Tertiary industries ☐ Quaternary industries ☐ Identify examples of; ☐ Primary industries ☐ Secondary industries ☐ Tertiary industries ☐ Quaternary industries ☐ Explain the employment structure. ☐ Encourage learners to read a pie chart showing the employment structure.
9.1	What are the main types of farming in Britain?	☐ Defining key terms such as: ☐ Agriculture ☐ Physical factors ☐ Human factors ☐ Introduce learners to the types of farming in Britain such as: ☐ Arable farming ☐ Pastoral farming ☐ Mixed farming ☐ Explain the characteristics of each of the farming types. ☐ Describe and explain physical and human location factors for different types of farming. ☐ Analyse a range of sources for about an arable farm ☐ Present a range of information for pupils to use about an arable farm
10.1	What is a hill sheep farm like?	☐ Present a range of information for pupils to know about a hill sheep farm. ☐ Let learners know where the farm is located and what the location advantages are. ☐ Explanation of how hill sheep farming is done. ☐ Look at examples of hill sheep farming such as the Beckside Farm in the English Lake District. ☐ Encourage pupils to look at the information provided on diagram B on page 32 of the pupils' textbook to understand the factors that encourage hill sheep farming.

WEEK	TOPIC	TOPIC DETAILS
11.1	What is an arable farming like?	☐ Describe the characteristics of an arable farm. ☐ Learners understand what an arable farm is by reading the example of Hawthorn Farm, typical arable farm in East Anglia in Britain. ☐ Describe the problems of an arable farm looking at the example of Hawthorn Farm.
12.1	What is the best for a factory?	☐ Defining the following key terms: ☐ Raw materials ☐ Labour ☐ Power supply ☐ Markets ☐ Site ☐ Transport ☐ Learners should know how the factors listed above combine to influence the location of individual factories. ☐ Learners must be encouraged to summarize the factors contained in diagram A, on page 34 of the pupils' textbook to reinforce understanding. ☐ Describe what goes on in the iron and steel industries. ☐ Learners must understand the way the need for raw materials, energy, labour and access to markets have combined to influence the location of the iron and steel industries. ☐ Discuss the nature of the car assembly plants. ☐ Define the terms: ☐ Assembly ☐ Just-in-time system ☐ Describe the factors that influence the location o f Burnaston car industry
13.1	What is the tourist industry? / Where do tourists go?	☐ Defining the key words used in this topic such as; ☐ Tourists ☐ Tourist industry ☐ Destinations ☐ Describing the reasons for the rapid growth of the tourist industry in recent times. ☐ Identifying the variety of jobs within the tourist industry. ☐ Describing the importance of the tourist industry. ☐ Identifying the ways that the industry affects the environment and people. Where do tourists go? ☐ Identify and describe important places where tourists visit such as: ☐ Barbados ☐ Kenya ☐ Florida ☐ The mountain resort of Switzerland ☐ Encage learners in a series of exercises on the activities on pages 39 and 41.
14.1	What are high-tech industries? Where are high-tech industries located?	☐ Defining key terms and phrases such as: ☐ High-tech industries ☐ Science park ☐ Business park ☐ Greenfield site ☐ Brownfield site ☐ Sunset industries ☐ Sunrise industries ☐ Identifying examples of high-tech industries. ☐ Identifying the difference between; ☐ Science park and a Business park ☐ Sunrise and sunset industries ☐ Describe the advantages and disadvantages of the location of science and business parks. The location for high-tech industries ☐ Describing the factors that attract high-tech industries to locate in particular places. ☐ Give reasons why high-tech industries have been attracted to the M4 corridor in particular.

GEOGRAPHY SCHEME OF WORK

FORM 2 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Population: Are we spread evenly? /What affects where we live?	☐ Defining key terms such as: ☐ Population ☐ Population distribution ☐ Densely populated ☐ Sparse populated ☐ Identifying and describing areas of dense population and areas of sparse population. ☐ Describing a distribution shown a map (diagram A) on page 50 of the pupils' textbook. ☐ Understanding some basic facts about the population of the UK. What affects where we live? ☐ Describing factors that attract both dense and sparse population ☐ Describe physical and environmental factors on photographs ☐ Teacher offer a range of strategies to encourage learners to look closely at the photographs and to describe them accurately. ☐ Learners know how to use adjectives in descriptions of places.
2.1	Where do we live?	☐ Further details in explaining about the world distribution of population, and about the reasons for this distribution. ☐ Describing the distribution of the world's fastest growing cities. ☐ Giving reasons why urbanisation is taking place in many LEDCs ☐ Describing examples of dense and sparse populations such as: ☐ Dense population – Western Europe and Bangladesh ☐ Sparse population – Amazon forest, Himalayan mountains, Sahara Desert and Polar regions ☐ Discussing and explaining the satellite image on page 54 of the pupils' textbook to reinforce learners understanding of the world's population distribution..
3.1	How does population change?	☐ Defining the terms; ☐ birth rate ☐ death rate ☐ population growth ☐ population explosion ☐ Understanding basic facts about the size of the world's population and its rate of increase. ☐ Interpreting a line graph of the world's population. ☐ Calculating the rates of natural increase of population. ☐ Describing the factors influencing birth and death rates in different parts of the world.

WEEK	TOPIC	TOPIC DETAILS
4.1	What is migration? /Who migrates to the UK?	☐ Defining the key terms such as: ☐ Migration ☐ Migrant ☐ Rural-urban migration ☐ International migration ☐ Pull factor ☐ Push factor ☐ Identifying and explaining the reasons why the people in diagram C of the pupils' textbook migrate to places they find themselves. ☐ Understanding the pull factors and push factors of migration. ☐ Identifying the different nationalities that migrate to the UK. ☐ Explain why the UK attracts many migrants. ☐ It might be useful to introduce the work the push-pull model on page 59 by getting learners to discuss their own experiences of migration.
5.1	What are the effects of migration?	☐ Defining the term multicultural society. ☐ To describe the advantages and disadvantages of the movement of people for both the migrants and the host community. ☐ To discuss the different views of groups of people on migration on page 62 of the pupil's textbook. ☐ To discuss different views of people in the cartoon image on the effects of migration on page 63 of the pupil's textbook.
6.1	What is climate change?	☐ Defining key terms such as: ☐ Climate ☐ Ice age ☐ Climate change ☐ Global warming ☐ Greenhouse effect ☐ Identifying and describing the causes of global warming through of diagrams B and C on page 90 of the pupil's textbook. ☐ Identify the greenhouse gases and describing the sources of the greenhouse gases. ☐ Interpreting graph A which shows temperatures and carbon emissions.
7.1	What are the effects of climate change?	☐ Start by doing a recap of the previous topic on climate change to sustain understanding. ☐ Introduce the lesson by explaining the photograph A on page 92 of the pupil's textbook. ☐ Let learners brainstorm on the effect of melting sea ice on the penguins in the Antarctica. ☐ Identifying the effects of climate change on the world by using diagram C on page 92 of the pupil's textbook. ☐ Use information from diagram B (page 92) to further understand how climate change is affecting our world. ☐ Study diagram D and identify the effects of climate change on the UK.
8.1	How can our energy use change?	☐ Defining the term fossil fuels. ☐ Identifying the fossil fuels that still provide 90% of the world's total energy needs. ☐ Identifying energy sources that will continue to be used in the next 15 years. ☐ Identifying and describing energy sources that will survive in the next 50 years. ☐ Giving reasons why some energy sources such as fossil fuels will run out of use in the next 50 years. ☐ Understanding people's attitude to the use of energy. ☐ Trying to understand how this attitude may change future use of energy.
9.1	What is the water problem?	☐ Introduce topic by explaining why Britain has a reliable source of clean water. ☐ Describing the causes of water shortage using the information on diagram A on page 96 of the pupil's textbook. ☐ Explaining the effects of water shortage by using the information on diagram A on page 97 of the pupil's textbook. ☐ Identifying some solutions to the problem of water shortage. Diagram C on page 97 could be of help.

GEOGRAPHY SCHEME OF WORK

FORM 2 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Food – too little or too much?	☐ Introduce the topic by explaining the unequal global distribution of food. ☐ Identifying countries with plenty food, example the high income countries ☐ Identifying places that experience food shortage, e.g. poor countries. ☐ Let learners understand that societies where food is abundant can have health problems. Identify these health problems, e.g. obesity and heart diseases. ☐ Explaining the consequences of food shortages on poor societies. ☐ Using photographs showing plenty food and another showing little food of depicting a malnourished person can initiate discussion in class. ☐ Identifying the problems of malnourishment such as: Acute malnutrition Chronic malnutrition ☐ Identifying and describing the causes of food shortage in poor countries. ☐ Explaining some solutions to food crisis.
2.1	What is the poverty problem? How might poverty be reduced?	☐ Defining key terms such as: ☐ Poverty ☐ Extreme poverty ☐ Cycle of poverty ☐ Debt ☐ Introduce the lesson by reading the text on diagram C on page 100 of the pupil's textbook. ☐ Allow learners to discuss the issues read on the text. ☐ Explaining the cycle of poverty by using diagram B on page 100 of the pupil's textbook. ☐ Identifying and describing some causes of poverty. ☐ Learners should be encouraged to look at Diagram D on page 101 0f the pupil's textbook and identify some causes and effects of poverty. ☐ How might poverty be reduced? ☐ Describing some of the ways poverty can be reduced. ☐ Allow learners to go through all the photographs on pages 102 and 103 of the pupil's textbook. This to identify and understand the ways that poverty might be reduces. ☐ Link this exercise to the activities of the lesson and encourage learner to complete the activities.

WEEK	TOPIC	TOPIC DETAILS
3.1	How can we describe physical features on a map? / How can we describe human features on a map?	☐ Defining key terms such as: ☐ Atlas ☐ Physical maps ☐ Political maps ☐ Index ☐ Learning different ways to use an atlas. ☐ Identifying and describing types of atlas maps. ☐ To be able to identify and describe both physical and human feature from a given map. Diagram A on page 106 will be of help to identify the types of atlas maps. ☐ Learners must be encouraged to identify different types of atlas maps. ☐ Encourage students on how to read an atlas by taking notes on the following: ☐ table of content ☐ index ☐ map key ☐ scale How might we use atlas to identify and describe features? ☐ To develop skills on how to describe feature on maps. ☐ Introduce learners to diagram A on page 110 of the pupil's textbook in order to identify and describe human features
4.1	How can we describe human features on a map?	☐ Introduce learners to diagram A on page 110 of the pupil's textbook in order to identify and describe human features. ☐ Emphasize to learners that that physical features include: ☐ Relief ☐ Drainage ☐ vegetation ☐ Human features include: ☐ Settlements ☐ Communication lines ☐ Land use patterns. ☐ Developing skills on how to describe features from a photograph or on ordinance survey maps. ☐ Developing skills on how to read a contour map in order to identify and describe features.
5.1	What do choropleth maps show?	☐ Defining the term choropleth maps. ☐ Identifying choropleth maps. ☐ To understand how to interpret a choropleth map. ☐ Learners must know the uses of choropleth maps. ☐ Learners must be encouraged to use diagram B page 113 of the pupil's textbook to be able to understand how to read a choropleth map. ☐ Describing the advantages and limitations of choropleth maps ☐ Learners must be encouraged to know how to draw choropleth maps. ☐ Ask learners to do activities 1, 2 and 3 on page 113 to reinforce understanding.

WEEK	TOPIC	TOPIC DETAILS
6.1	How can we use diagrams in Geography?	☐ Diagrams show information in a simple and clear way. ☐ Emphasis must be placed on the fact that diagrams present facts and explain ideas and concepts in a visual way. ☐ Identifying the key structure of a diagram such as: ☐ Illustrations ☐ Key words ☐ Learners must know the three types of diagram such as: ☐ Flow diagram ☐ Star or spider diagram ☐ Circular flow chart ☐ Learners must be encouraged to develop skills on how to draw a diagram by the use of diagram A on page 114 of the pupil's textbook. ☐ Interpreting diagrams in geography.
7.1	What are population pyramids?	☐ Defining key terms such as: ☐ Bar graph ☐ Age-sex pyramid ☐ Learners must be able to identify the age-sex pyramid ☐ Distinguishing the age-sex pyramids of LEDCs and MEDCs. ☐ Describing the features of an age-sex pyramid by using diagram B on page 116 of the pupil's text. ☐ Skills in reading the age-sex pyramid ☐ Drawing the age-sex pyramid