

MARINA INTERNATIONAL SCHOOL

GEOGRAPHY SCHEME OF WORK

FORM 3 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Topic 1: ENVIRONMENTAL REGIONS 1.1: What factors affect climate?	<p>□ Defining key terms such as: Weather Climate</p> <p>□ Explaining the difference between weather and climate □ Learners must understand that climate is influenced by the following: o Latitude o Distance from the sea o Prevailing winds o Relief</p> <p>□ Explain how the factors listed above affect climate □ Learners must be encouraged to read the diagrams on the topic in order to grasp the basic points. □ Learners must be encouraged to do all the activities on page 7 of the pupil's textbook to consolidate their knowledge and understanding</p>
2.1	Topic 1: ENVIRONMENTAL REGIONS 1.2: What is Britain's climate	<p>□ Recap on previous lesson on the factors affecting climate. This can be applied to the knowledge and understanding of the current lesson □ Describing the main characteristics of Britain's climate such as:</p> <p>□ Cool summers □ Mild winters □ Rainfall throughout the year</p> <p>□ Learners must understand the reasons why</p> <p>□ summers are cool □ winters are mild □ there is rainfall all year round</p> <p>□ Learners understand how rainfall is formed by relief, frontal and convectional processes. □ Identifying places in the world where else this type of climate is found.</p> <p>□ Graph B on page 8 of the pupil's textbook needs to be explained clearly. With more numerate pupils it might be possible to explain why bar graphs should always be used for rainfall figures and why line graphs should always be used for temperatures.</p> <p>□ To consolidate knowledge and understanding of this topic, learners must encourage doing activities on page 9 of the pupil's textbook.</p>
3.1	Topic 1: ENVIRONMENTAL REGIONS 1.3: What are ecosystems?	<p>□ Defining key terms such as:</p> <p>□ Ecosystem □ Non-living environment □ biome</p> <p>□ Understanding the components of an ecosystem. □ Describing the ways these components are interlinked. □ Brainstorm the ways in which climate, soils, vegetation and animals affect each other. □ Reference must be made to diagram A of the pupils' text book to understand how climate, vegetation soils and animals interlink. □ Learners must know that ecosystems vary from place to place. □ Attention must be drawn to diagram B which shows some major world ecosystems. □ Learners are then asked to analyse the photos in great details. They describe the features that can be seen. □ Learners are then asked to read each other's' descriptions and trying to match them to the photographs. This should lead to peer assessment, which should be very valuable and lead to even greater understanding.</p>
4.1	Topic 1: ENVIRONMENTAL REGIONS 1.4: What is the equatorial climate?	<p>□ Start by comparing the graph of the British climate on page 8 the graph on the current topic on page 12 to identify the differences in climatic characteristics between the two types of climate that the two graphs represent.</p> <p>□ Identifying the features of a typical equatorial climate. Pupils should be able to give a detailed description of the equatorial climate by referring to graph A on page 12 of the pupils' text. □ Describing the weather pattern of a typical day in the equatorial region. Attention must be drawn to diagram C on page 12 for learner to understand the weather pattern of the climate. □ Explain the reasons for the high temperatures and the heavy daily rainfall. □ Identifying the locations of the major regions of equatorial climate by using the map on page 13 of the pupils' text. □ Pupils must be encouraged to use an atlas map</p>

		to identify the areas of the equatorial climate. □ Teacher must emphasize that equatorial climate can be modified by altitude.
5.1	<p>Topic 1: ENVIRONMENTAL REGIONS 1.5: What are tropical rainforests? □ Characteristics □ Adaptation □ wildlife</p>	<p>□ Defining key terms such as: □ Hardwood □ Adapt □ Evergreen □ Lianas □ Buttress roots □ Canopy □ Under canopy</p> <p>Characteristics of the vegetation □ Identify the features of the rainforest vegetation from the textbook. □ Describing the ways in which these features are related to the climate and other features of the vegetation. □ Identifying and describing the layers of the rain forest by using diagram A on page 14 of the pupils' text.</p> <p>Adaptation □ Explaining the ways the rain forest have adapted to the equatorial climate. □ Diagram A is also useful for tis activity. □ Adaptation is the reason for the features of this vegetation, e.g. leaves with drip tips.</p> <p>□ Explaining the ways that the rainforest influence animal adaptations. □ To know the importance of the rainforest as an environmental resource.</p>
6.1	<p>Topic 1: ENVIRONMENTAL REGIONS 1.6: What is a Mediterranean climate? / What is the the Mediterranean vegetation like?</p>	<p>Mediterranean climate □ Understanding the key features of the Mediterranean climate: □ Why are summers hot and dry? □ Why are winters warm and wet? □ Explain reasons why summers are hot and dry and why are winters warm and wet. □ To reinforce learners understanding of the reasons above, teacher must draw their attention to diagrams C and D of the pupils' text. □ Learners' attention must also be drawn to graph B for them to read and interpret the graph. □ Pupils must be encouraged to use an atlas map to identify the areas of the equatorial climate. □ Diagram E can also be of good use to identify areas that experience the Mediterranean climate. □ To consolidate knowledge and understanding of the topic, learners must be asked to do all the activities on page 17 of the pupils' text. Mediterranean vegetation □ Describing the key feature of the Mediterranean vegetation. □ To understand the ways in which these features are related to the climate. □ Explaining the ways that the vegetation has been changed by people.</p>
7.1	<p>Topic 1: ENVIRONMENTAL REGIONS 1.7: What is a hot desert climate? / How do plants and wildlife survive in hot deserts?</p>	<p>Hot desert climate □ Discussing the key features of the hot desert by interpreting the graph A on page 20 of the pupils' text. □ Explaining the causes of high temperatures and high diurnal range experienced in hot deserts. □ Describe the causes of the low rainfall in the deserts. □ Diagrams C and D on page 20 of the pupils' text can be of good use for understanding the characteristics of the hot desert climate. □ Learners attention must be drawn to diagram E for them to identify areas where hot deserts can be found.</p> <p>How do plants and wildlife survive in hot deserts? □ Understanding the key features of the desert vegetation. □ Describing the ways in which these features are related to the climate. □ Learners must understand that the climate and vegetation influence animal adaptations. □ Emphasis must be placed on the fact that is a difficult environment for human survival.</p>
8.1	<p>Topic 2: PLATE TECTONICS 2.1: Where do volcanoes and earthquakes happen? / How do volcanoes and earthquakes happen?</p>	<p>Where do volcanoes and earthquakes happen? □ Defining key terms such as: □ Volcanoes □ Earthquakes □ Identifying the distribution of earthquakes and volcanoes using maps A and B in the pupils' book. □ Using an atlas to research locations of earthquakes and volcanoes. How do volcanoes and earthquakes happen?</p> <p>□ Defining key terms: □ Crust □ Plates □ Plate boundaries</p> <p>□ Map B on page 32 of the pupils' book shows a map of the world with the plate margins. The teacher can use it to ask learners to identify active and inactive zones. □ Emphasize that the activity is concentrated at plate margins. □ Map B on page 32 also introduces learners to the concepts of plate tectonics and the nature of plates and their movements. □ The text on page 33 introduces learners to concept of how earthquakes and volcanoes happen. □ Discussing diagram C to further understand what happens at plate boundaries.</p>
9.1	<p>Topic 2: PLATE TECTONICS 2.2: What are volcanoes? / What happens when a volcano erupts</p>	<p>What are volcanoes? □ Defining key terms such as:</p> <p>□ Vents □ Magma □ Lava □ Active volcano □ Dormant volcano □ Extinct volcano</p> <p>□ Describing the characteristics of volcanoes and volcanic activities. □ Learners attention must be drawn to diagram A (the features of a typical</p>

		<p>volcano) on page 34 of the pupils' textbook in order to understand the key features of a volcano.</p> <p>□ Understanding the nature of the types of eruption of volcanoes such as: □ Active volcano □ Dormant volcano □ Extinct volcano</p> <p>□ Explaining the shapes of volcanoes and the nature of their eruption Such as: □ Ash volcano □ Lava volcano □ Shield volcano</p> <p>What happens when a volcano erupts? □ Start by posing the question: What happens when a volcano erupts? Try to get responses from learners and link this to your explanations about what happens when a volcano erupts. Describe what a natural hazard is. □ Identifying the effects of volcanic eruption. □ Describing the physical and human effects of volcanic eruptions. □ Effects could be identified on the text describing the eruption of Mt. Etna in 1983 on page 36 of the pupils' textbook.</p> <p>□ Encourage learners to conduct further research using the internet to produce a leaflet.</p> <p>□ Students must also be encouraged to do the activities on pages 37 and 37 respectively to consolidate knowledge and understanding.</p>
10.1	<p>Topic 2: PLATE TECTONICS 2.3: What happen in an earthquake? / What happen in the Indian Ocean earthquake?</p>	<p>What happen in an earthquake? □ Defining key terms such as: □ Focus □ Epicenter □ Shock waves □ Richter scale</p> <p>□ Identifying the nature and effects of an earthquake. □ Describing an actual earthquake – the earthquake that hit Japan in March, 2011. □ Lesson must be based on the photos and newspaper articles. These explain what happen on that day, and describe some of the longterm effects of the disaster.</p> <p>What happen in the Indian Ocean earthquake? □ Teacher must let learners know what a tsunami is and what causes tsunamis. □ Explaining the causes and effects of the Indian Ocean earthquake. □ Attention must be paid on the text and diagram B on page 40 of the pupil's textbook. □ Using secondary sources of evidence in diagram A to further understand the impacts of the Indian Ocean tsunami and why it is so devastating. □ Learners must know how read and interpret the Richter scale. □ Using the Richter scale to compare different earthquakes.</p>
11.1	<p>Topic 2: PLATE TECTONICS 2.4: How can the earthquake danger be reduced? / Two earthquakes compared</p>	<p>How can the earthquake danger be reduced? □ Considering human responses to hazards posed by tectonic activity. □ Pages 42 and 43 in the pupils' book introduce ways people respond to the dangers provided by an earthquake. □ Diagram A, B and C explain the 3Ps (Predict, Protect, Prepare) give a basic understanding of how people deal with the threat. □ Learners must be introduced to real examples, either by referring to websites that are dedicated to informing people how to prepare for an earthquake, or by investigating how preparation can save lives. □ Teachers can also show series of videos on volcanoes and earthquakes for learners to consolidate knowledge and understanding.</p> <p>Two earthquakes compared □ Identifying and comparing the nature and effects of earthquakes. □ Assessing the relationship between levels of development and impacts of earthquakes. □ Pages 44 and 45 provide a summary of the effects of two earthquake case studies in San Francisco and India. □ Learners must capture the differences in the effects of the two quakes and advance reasons for these differences.</p>

GEOGRAPHY SCHEME OF WORK

FORM 3 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Topic 3: RESOURCES AND THE ENVIRONMENT 3.1: What are non- renewable and renewable resources?	<p>Pages 60 and 61 provide learners with a range of resource that require careful interpretation to suggest an answer to the key question: What are non-renewable and renewable resources? □</p> <p>Defining key terms such as: □ Resources □ Natural resources □ Non-renewable resources □ Renewable resources □ Energy resources □ Fossil fuels</p> <p>Identifying and describing renewable energy resources such as: □ Wind □ Solar □ Water □ Geothermal □ Tidal □ Wave energy □ Identifying the advantages and disadvantages of each form of energy.</p> <p>Describing the difference between renewable and non-renewable resources. □</p> <p>Identifying and describing non-renewable energy resources such as: □ Oil □ Wood □ Natural gas □ Coal □ Nuclear energy</p>
2.1	3.2: Electricity and the environment	<p>Pages 62 and 63 provide an aerial photograph and labeled diagram of a coal-fired power station. These provide support for the teacher to explain how electricity is produced at a thermal power station. □</p> <p>Learners must identify the ways thermal electricity pollutes the environment (diagram B, page 62). □ Identifying location factors for a power station. □</p> <p>Describing the importance of electricity. □</p> <p>Learners must also know the effects on the environment of the use of a resource. □</p> <p>Learners must understand how power stations damage the environment.</p>
3.1	3.3: How can we conserve resources? / Why is soil an important resource?	<p>Explaining the need to conserve the environment. □</p> <p>Describing some of the ways in which non-renewable resources can be conserved, by using diagram A on page 64 of the pupils' textbook. □</p> <p>Learners attention must also be drawn to Page 65 which provides information on some of the ways of conserving resources in the class room □</p> <p>Learners must be encouraged to do all the activities on page 65 to consolidate knowledge and understanding of the topic.</p>
4.1	Why is it important to protect our forests?	<p>Defining key terms: □ Slash and burn □ Deforestation □ Describing the importance of forest as an environmental resource. □</p> <p>Learners must be made to aware that it is the benefits provided by forests that there is need to protect them. □</p> <p>To identifying ways forests are depleted. Page 68 of the pupils' textbook provides with learners of ways that the forests are depleted. □</p> <p>Learners must be made to understand that various human activities cause deforestation. Learners must be encouraged to do a research on the internet to further understand ways that forests can be depleted. Explaining the effects of deforestation in Brazil as a case study. Page 69 of the pupils' textbook offers some explanations of the effects of deforestation in Brazil.</p>
5.1	3.5: How can industry pollute the environment?	<p>A recap on industrial activities. □</p> <p>Emphasizing the fact that industry has helped to increase the wealth of many countries. An outline of some of the benefits of industry must be</p>

		<p>made. □</p> <p>The photographs and texts on Diagram A on page 56 of the pupils' textbook provide some basic information on the causes of industrial pollution. □</p> <p>Discussing the effects of industrial activities on the environment and people. □</p> <p>Explaining ways to reduce industrial pollution. □</p> <p>Learners must be encouraged to do all the activities on page 57 of the pupils' text to consolidate knowledge and understanding.</p>
6.1	<p>Topic 4: INTERNATIONAL DEVELOPMENT 4.1: Too many people?</p>	<p>□ Defining key term such as: □ Development □ Living standards □ Quality of life □ Overpopulated □ Birth control</p> <p>Identify, describe and attempt to explain patterns of development at various scales. □</p> <p>Identifying patterns and differences in development within and between countries. □</p> <p>Consider the effects of differences in development on the quality of life of different groups of people within a country and in different countries. □</p> <p>Analyzing photographs of contrasting localities to identify similarities and differences in the quality of life of residents. □</p> <p>Attention must be drawn to Diagram A on page 92 of the pupils' textbook which shows the distribution of population in the world. Identify the growth of population and corresponding living standards and quality of life. □</p> <p>Diagram B focuses on the impact of population on development comparing population change in India and China. □</p> <p>Identify the reasons why so many children in India, and why the one-child policy in China.</p>
7.1	<p>4.2: How do jobs affect development?</p>	<p>Help learners to recall what they understand they understand by the following terms: □ Primary industry □ Secondary industry □ Tertiary industry □ Employment structure</p> <p>Diagram A on page 94 of the pupils textbook provides explanations of different employment structures and the jobs they provide. This gives learners an idea of how levels of development determine the kind of jobs that people do. □</p> <p>Map B on page 95 shows the distribution of job categories in a selection of countries. Learners need to analyse what patterns are shown in the map and group the countries into three levels of development shown in diagram A. □</p> <p>Learner must do all the activities on page 95 to consolidate understanding of how a country's job structure can be used as an indicator of development.</p>
8.1	<p>4.3: How does trade affect development?</p>	<p>Defining key term such as: □ Trade □ Exports □ Imports □ Primary goods □ Manufactured goods</p> <p>Introduce inequalities in world trade such as: □ Rich countries trade in manufactured goods with high value products. □</p> <p>Poor countries trade in primary goods with low value products. □</p> <p>The pupils' book on page 97 provides a variety of images to help learners understand three main ideas:</p> <ol style="list-style-type: none"> 1. The total value of exports from developed countries is much greater than the value of exports from developing countries. 2. Developing countries mainly exports low value primary goods and developed countries mainly export high value manufactured goods. 3. Many developing countries rely on single commodity exports, which results in an unstable economy. □ <p>Learners must do all the activities on page 97 of the pupils' book to consolidate understanding.</p>
9.1	<p>4.3: Is development spread evenly? / How can the rich help the poor</p>	<p>Diagram A can be used as the basis of class discussion about what is meant by development and how it should be measured. □</p> <p>Learners investigate the distribution of three indicators of development across broad world regions presenting and analyzing distribution patterns. □</p> <p>Teacher must emphasize the fact that development is not evenly spread around the world. □</p> <p>Learners must understand that: □</p> <p>The developed countries are richer and their citizens earn more. Other</p>

countries are poorer and their citizens earn less.

GEOGRAPHY SCHEME OF WORK

FORM 3 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	4.4: How can the rich help the poor?	<p>□ Defining key terms such as: □ Aid □ Short - term aid □ Long - term aid</p> <p>Pages 100 and 101 identifies different sorts of aid to help developing countries and the sorts of projects it is best suited to. □ Diagram A summarizes a number of conflicting viewpoints. Learners and teachers must discuss these viewpoints. □ Learners must be made to understand that aid is given by different organisations. □ Describing the advantages and disadvantages of short term aids. These must be for both donor countries and countries receiving countries.</p>
2.1	Topic 5: KEY SKILLS – ENQUIRIES 5.1: How can we use questions in Geography?	<p>□ The topic introduces learners understanding questions in different context. It enables learners to develop skills on how to ask questions in an enquiry. □ Diagram A on page 106 of the pupils' book gives some examples of different types of questions. □ The questions that geographers often ask in an enquiry include words like: □ Who □ What □ Where □ How □ Why □ when □ Learners must be made to understand that these words will be used when trying to make enquiry about a geographical phenomenon. They be applied to things like: □ people □ processes □ events □ time of occurrence □ asking for reasons or explanations</p>
3.1	5.2: How can we design a questionnaire?	<p>□ Defining the key term 'questionnaire'.</p> <p>□ Page 108 provides basic information on what a questionnaire is, and how to design one. □ Learners must go through the diagram to better understand the steps to design a questionnaire. □ Diagram B on page 109 contains information about the features of a good questionnaire and a poor questionnaire. □ Learners must be made to understand that there two types of questions on a questionnaire such as: □ Open questions □ Closed-ended questionnaires.</p> <p>□ Examples of these types of questions must be understood by learners. □ Learners must be asked to do all the activities on page 109 to consolidate understanding.</p>
4.1	5.3: How can we measure shopping quality	<p>□ Defining the key term 'quality of environmental survey'. □ undertaking a quality environmental survey such as: □ Main shopping areas in the CBD. □ Investigating shops</p> <p>□ Understanding what have been the advantages and disadvantages of pedestrianisation of city centre streets? □ Are the facilities for car parking adequate? □ Investigate the sizes of shops and the types of goods sold. □ Comparing shops in the city centre with those in the inner city. □ Encourage learners to do all the activities to consolidate understanding.</p>
5.1	5.4: What is a Geographical enquiry?	<p>□ Looking the difference between an enquiry and investigation □ Understanding the types of enquiry □ Diagram A on page 112 provides useful information about several examples of enquiry topics. Some of these are descriptive in nature while some may be used at issues that affect people. □ Teacher must briefly explain the main steps in an enquiry such as: □ Choosing a topic □ Formulating a hypothesis □ Choosing a sample □ Collecting data □ Presenting the data □ Interpreting results.</p>
6.1	5.5: What are the key sections of an enquiry?	<p>□ Pages 114 and 115 provide basic sections of an enquiry. These include: □ Introduction □ Main part □ conclusion □ Teacher and learners must go through the stages in a form of class discussion. □ Learners must do all the activities on page 115 to consolidate understanding.</p>
7.1	5.6: How should an enquiry be presented?	<p>□ Understanding how an enquiry should be presented. □ Learners develop skills on writing an enquiry □ Page 116 gives useful information and an example on how to present an enquiry. □ Added features of the presentation may include: □ Graphs □ Diagrams □ Tables □ Maps □ Photos □ Presentation must be orderly</p>

		and the style of writing must be good. □ Students must be encouraged to undertake a school based enquiry as a term project. TESTS
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