

MARINA INTERNATIONAL SCHOOL

GEOGRAPHY SCHEME OF WORK

FORM 5 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Food production	<ul style="list-style-type: none"> □ To describe and explain: the main features of an □ agricultural system: inputs, processes and outputs □ Farming types: commercial and subsistence; arable, pastoral and mixed; intensive and extensive □ The influence of natural and human inputs on agricultural land use (including natural inputs [relief, climate and soil] and human inputs [economic and social]). Their combined influences on the scale of production, methods of organisation and the products of agricultural systems
2.1	Food production (cont.)	<ul style="list-style-type: none"> □ Recognise the causes and effects of food shortages and describe possible solutions to this problem. □ Natural problems which cause food shortages (including drought, floods, tropical storms, pests) and □ economic and political factors (including low capital investment, poor distribution/transport difficulties, wars) □ The negative effects of food shortages; the effects of food shortages in encouraging food aid and measures to increase output
2.2	Case studies	<p>Case Studies</p> <ul style="list-style-type: none"> □ A farm or agricultural system □ A country or region suffering from food shortages
3.1	Industry	<ul style="list-style-type: none"> □ Demonstrate an understanding of an industrial system: inputs, processes and outputs (products and waste) □ Industry types: manufacturing, processing, assembly and high technology industry. □ Describe and explain the factors influencing the distribution and location of factories and industrial zone. □ The influence of factors including land, labour, raw materials and fuel and power, transport, markets and political factors. Their combined influences on the location, scale of production, methods of organisation and the products of the system □ Industrial zones and/or factories with respect to locational and siting factors
4.1	Industry - case study Tourism	<ul style="list-style-type: none"> □ Case Study • An industrial zone or factory □ Describe and explain the growth of tourism in □ relation to the main attractions of the physical and □ human landscape

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5.1	Tourism (cont.) Case study:	<p>□ Evaluate the benefits and disadvantages of tourism to receiving areas □ Demonstrate an understanding that careful management of tourism is required in order for it to be sustainable.</p> <p>□ Case Study An area where tourism is important</p>
6.1	Energy	<p>□ Describe the importance of nonrenewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; globally and in different countries at different levels of development. □ Non-renewable fossil fuels including coal, oil and natural gas. Renewable energy supplies including geothermal, wind, HEP, wave and tidal power, solar power and biofuels</p> <p>□ Evaluate the benefits and disadvantages of nuclear power and renewable energy sources</p>
7.1	Energy - Case study Topic 3.6: Water	<p>□ Case Study • Energy supply in a country or area.</p> <p>□ Describe methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development. □ Methods of water supply (including reservoirs/dams, wells and bore holes, desalination)</p>
8.1	Water (cont.) Case study	<p>□ Explain why there are water shortages in some areas and demonstrate that careful management is required to ensure future supplies. □ The impact of lack of access to clean water on local people and the potential for economic development.</p> <p>Case Study □ Water supply in a country or area</p>
9.1	Environmental risks of economic development	<p>□ Describe how economic activities may pose threats to the natural environment and people, locally and globally. □ Threats to the natural environment (including soil erosion, desertification, enhanced global warming and pollution [water, air, noise, visual]). □ Demonstrate the need for sustainable development and management □ Understand the importance of resource conservation.</p>
10.1	Environmental risks of economic development - Case study	<p>Case Study □ An area where economic development is taking place and causing the environment to be at risk</p>

GEOGRAPHY SCHEME OF WORK

FORM 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Geographical Map skills.	<ul style="list-style-type: none"> □ To be able to: □ Be proficient in using the key to identify features on the map. □ To know types of maps and how scales are used in measuring actual distances on the ground. □ The use of grid references _ four and six figure) in locating precise positions on maps. □ How to identify and interpret map features.
2.1	Map skills	<ul style="list-style-type: none"> □ How to show directions by the use of the compass. □ The use of contours and how to identify different landforms using contours. □ How to get the gradient of the land and their bearings. □ Recognize essential differences in density of drainage, stream patterns, gradients or sizes of streams in relation to the relief. □ Describe the physical features of coastlines and the shape and form of river channels as they are shown on large-scale maps.
3.1	Map skills	<ul style="list-style-type: none"> □ How to draw cross sections and identify the part of a place that have been cross sectionally cut in a town. □ How to identify vegetation on a map. □ Recognise and analyse patterns of settlement (dispersed, nucleated, linear). □ give reasons for the site and growth of individual settlements □ Recognise communication networks in terms of their type and density in relation to physical and human features.
4.1	Map Skills	<ul style="list-style-type: none"> □ How to identify the different functions and services in a settlement. □ Describe variations in land use □ How to use different types of graphs: pie, scatter, triangular. □ The use of sketches and photographs: how to identify features on a photograph.
5.1	Alternative to Course work.	<ul style="list-style-type: none"> □ Questions on this paper will test knowledge and application of the methodology used in the following range of data-collection enquiry skills. □ How to choose a topic and formulate hypothesis. □ The different ways of collecting data: use of questionnaires, observations. □ The practical considerations of conducting a questionnaire, e.g. the sampling methods, pilot survey and location of survey should also be discussed.

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6.1	Alternative to Course work.	<p>□ How to analyse and present data</p> <p>□ This should include various types of graphs, maps and diagrams (for example line graphs, bar graphs, divided bar graphs, histograms, flow diagrams, wind-rose graphs, isoline maps, scatter graphs, pie graphs, triangular graphs, radial graphs, dispersion graphs, choropleth maps, kite diagrams and pictograms). □ Students should be able to describe the patterns in data presented in graphs and tables of results. □ Reference to relevant geographical knowledge and understanding is often required in the interpretation of the data. □ How to interpret the result and make conclusions. □ Using the evidence from the data, students should be able to make judgements on the validity of the original hypothesis or aims of the assignment.</p>
7.1	Alternative to Course work.	<p>□ How to investigate a river. □ How to investigate a CBD</p>
8.1	Alternative to Course work.	<p>□ How to investigate tourism and leisure. □ How to investigate weather and vegetation.</p>