Middle School Geography Syllabus

Fall 2015 to Spring 2016

# General Course Information

# *(Adapted from the UK National Curriculum)*

## Description

## A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks andapproaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. This document describes Key Stage 3, hereby referred to as Years 7-9.

## Course Aims

## LIS Geography uses the UK National curriculum, with the difference that we have adapted the course to focus on the locational characteristics of the Bahamas rather than the United Kingdom. The National Curriculum for Years Seven to Nine (KS 3) for Geography aims to ensure that all pupils:

## develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

## understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

## are competent in the geographical skills needed to:

## collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

## interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

## communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

# (Key Stage 1) Year Seven Information

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| Instructor | Email | Website |
| **Cath Hindley** | [chindley@lisbahamas.org](mailto:chindley@lisbahamas.org) |  |

## Year Seven Required Materials

This course is completed using online resources, *with online access at the website above??*. Online textbook is:

* Geog.1 Geography for Key Stage 3, 4th edition, Rosemarie Gallagher et al., Oxford Press

## Year Seven Learning Outcomes

*Locational knowledge*

* name and locate the world’s seven continents and five oceans
* name and locate the islands of The Bahamas
* name and locate the world’s major countries, using maps to focus on Europe (including the location of Russia) The Americas.
* name, locate and identify human and physical characteristics of Africa, specifically the Horn of Africa
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

*Place knowledge*

* understand geographical similarities and differences through studying the human and physical geography of the Bahamas
* use basic geographical vocabulary to refer to:
  + key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  + key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

*Geographical skills and fieldwork*

* use world maps, atlases and globes to identify the Bahamas and its countries, as well as the countries, continents and oceans studied at this key stage
* use simple compass directions (North, South, East and West)
* use the eight points of a compass, four and six-figure grid references, and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* use map symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world . Use contour lines to draw simple cross-sections of landscapes.
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

# Year Seven Course Overview

## Description

This course develops student knowledge about the world, their country, and their locality. They will be taught basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observational methods, to enhance their observational awareness.

Unit One: It’s your Planet!

* Students will be able to identify and use correctly terms associated with early earth formation
* Students will be able to describe how the earth was formed and the timescale associated with these events
* Students will be able to explain the differences between physical and human geography

Unit Two: Maps and Mapping

* Students will be able to construct and use mental maps, sketch maps, grid references, compass and locational scales
* Students will be able to define *Equator, Prime Meridian, Tropic of Cancer and Capricorn, latitude* and *longitude.*
* Students will be able to read an 8 point compass and give directions
* Students will be able to measure distance on a map using the scale.
* Students will be familiar with OS maps

Unit Three: Our Restless Earth

* Students will be able to explain various terms associated with plate tectonics
* Students will be able to describe the differences between earthquakes and volcanoes in terms of the earth’s crust
* Students will be able to explain the causes and consequences of earthquakes and volcanoes
* Students will be able to explain the causes and consequences of a Tsunami
* Students will know case study examples of the above.

Unit Four: Rivers

* Students will be able to explain the water cycle
* Students will be able to use terminology to describe the physical features of rivers
* Students will be able to describe how rivers shape landscapes
* Students will know how various features are formed – *meander, ox-bow lake, waterfall, gorge, rapids, floodplain*
* Students will know the impact rivers have on people
* Students will be able to explain how and why rivers flood as well as consequences of these floods for humans

Unit Five: Africa

* Students will be able to describe the physical location and physical features of the continent of Africa
* Students will be able to explain the role of European nations in creating Africa’s map
* Students will be able to name and locate various African countries
* Students will be able to describe African biomes
* Students will be able to describe population and human features of some African nations

Unit Six: In the Horn of Africa

* Students will be able to locate and describe physical and human features in the horn of Africa
* Students will be able to identify which countries make up the Horn of Africa
* Students will be able to explain features of ways of living in the Horn of Africa
* Students will know about the life of a nomad, coffee farming and salt mining
* Students will appreciate the disparities in development between parts of the Horn of Africa and other countries

# (Key Stage 2) Year Eight Course Information

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| Instructor | Email | Website |
| **Cath Hindley** | [chindley@lisbahamas.org](mailto:chindley@lisbahamas.org) |  |

## Required Materials

This course is completed using online resources, *with online access at the website above??*. Online textbook is:

* Geog.2 Geography for Key Stage 3, 4th edition, Rosemarie Gallagher et al., Oxford Press

## Year Eight Learning Outcomes

*Locational knowledge*

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) The Americas, and Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* review Bahamas map including bodies of water and main settlements
* name and locate the islands of the Caribbean

*Human and physical geography*

* Physical geography, including: weather and weather patterns, hurricanes, climate and global warming
* Human geography, including: population distribution and density, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

*Geographical skills and fieldwork*

* use maps, atlases, globes and digital mapping to locate/describe countries and features
* use a 16 point compass for direction
* use OS maps with confidence, be able to read correctly using symbols and key, give 4 and 6 figure grid references and recognize contour patterns.
* identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

# Year Eight Course Overview

## Description

This course focuses on student’s interactions with and understandings of their local environments. There is an emphasis on physical geography of this region however students learn more about the world around them and begin to investigate geographic systems producing wider consequences, such as climate change and energy consumption, which in turn affect the wider world.

Unit One: Using GIS

* Students will understand be able to use terminology such as *GIS, software, data* and *layers*
* Students will be able to explain the purpose and general uses of GIS
* Students will understand the differences and benefits of using GIS and paper maps

Unit Two: Population

* Students will understand the various terms associated with population measurements
* Students will be able to describe patterns in population distribution and densities
* Students will be able to explain the impact increasing populations have on the earth and its species

Unit Three: Urbanization

* Students will be able to describe the importance of the Industrial Revolution for modern day urbanization processes
* Students will be able to use terminology of urbanization such as *rural*, *urban,* and *urbanization*
* Students will be able to describe the benefits and disadvantages of increased urbanization
* Students will be able to describe what life is like in a shanty town/slum.
* Students will understand how an urban area can be built in a sustainable manner

Unit Four: Weather and Climate

* Students will be able to use terminology associated with weather patterns and weather
* Students will be able to describe the differences between weather and climate
* Students will be know how different types of rain is formed
* Students will know how Hurricanes are formed, and their impact on places
* Students will know how to use weather instruments to measure weather elements and record their results on a graph
* Students will be able to describe the differences in air pressure
* Students will be able to describe location of different climates and factors affecting climate

Unit Five: Our Warming Planet

* Students will describe global warming and compare to climate change
* Students will understand the greenhouse effect, and the difference between global warming and the ozone layer
* Students will be able to explain how climate change might affect various regions of the world
* Students will be able to suggest ways to reduce impact of carbon dioxide emissions

Unit Five: Asia

* Students will be able to locate and describe the physical features of Asia
* Students will know a brief history of Asia and its past links with Europe
* Students will be able to name and locate numerous Asian countries and biomes
* Students will be able to describe features of human geography in Asia

Unit Six: Southwest China

* Students will be able to describe the features of and reason’s for China’s rapid growth
* Students will be able to describe physical and political features of southwest China
* Students will be able to explain the advantages and disadvantages for economic development in the region
* Students will know about the biodiversity found in southwest China
* Students will have knowledge through case studies of Chonqing and Tibet

# (Key Stage 3) Year Nine Course Information

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| Instructor | Email | Website |
| **Nicole St.Pierre** | [nstpierre@lisbahamas.org](mailto:nstpierre@lisbahamas.org) | www.stpgeography.weebly.com |

## Required Materials

We use one textbook at various times throughout the course, as well as the website above.

* Geog.3, 3rd edition Rosemarie Gallagher et al., Oxford Press

## Year Nine Learning Outcomes

In the Key Stage Three Curriculum students will learn by

* demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts
* extending their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia
* extending from the familiar and concrete to the unfamiliar and abstract
* making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
* working with more complex information about the world, including the relevance of people’s attitudes, values and beliefs
* increasing the range and accuracy of pupils’ investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry
* understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in both human and physical geography

# Year Nine Course Overview

## Description

This course takes students from local geography to investigate the world beyond their nation. Students will extend their knowledge of the world’s major countries and physical and human features. Students will become increasingly aware of the complex geographical systems surrounding them and by doing so develop greater competence in handling topics of controversy such as trade, globalization and sustainability.

Unit One: From the Local to the Global

* Students focus on their sensory experiences here on Grand Bahama and compare them to other world views
* Students investigate the ‘Big Ideas’ behind geography and the global dimension
* Students will investigate and define concepts of human environments, scale, place and space
* Students will have opportunities to undertake local fieldwork focusing on values, attitudes and beliefs

Unit Two: What is Development?

* Students will be able to define ‘development’ and explain some of the Millennium Development Goals
* Students will demonstrate knowledge of different ways to achieve global poverty reduction and development
* Students will be able to build arguments around the merits of different approaches

Unit Three: China and the USA - The World’s Superpowers?

* Students will analyze effects of population control policy in China
* Students will describe and evaluate major environmental concerns in China and the USA
* Students will contrast the worldviews of First Nations people with those of the ‘Western World’
* Students will evaluate to what extent China or the USA are the world’s reigning political force

Unit Four: Globalization – A Positive or Negative Force?

* Students will develop knowledge of the basic elements of globalization
* Students will investigate reasons for migration and reasons for increasing movement of people around the world
* Students will analyze the impact of Transnational Corporations on globalization
* Students will critically evaluate the positive and negative effects of globalization

Unit Five: Global Trade – Free Trade and Fair Trade

* Students will be able to define the concepts of free trade versus fair trade
* Students will be able to explain the arguments for fair trade in multiple countries
* Students will critically evaluate arguments for and against subsidies and tariffs
* Students will be able to describe the role of the WTO in world trade and evaluate its effectiveness

Unit Six: How Can Tourism At Home and Abroad Change Our World?

* Students will evaluate effectiveness of unsustainable versus sustainable tourism in the Bahamas
* Students will compare and contrast the industry of tourism in different countries to that of the Bahamas
* Students will draw on statistical information to produce an arguments regarding tourist trends worldwide
* Students will be able to analyze the impact of tourism upon the natural environment

# All Middle School Course Assessment

## Description

A ‘mixed economy’ of assessment opportunities can be built in to test a range of pupils’ capabilities and different aspects of achievement in geography. Assessment is most effective when it takes into account a broad range of evidence that shows what pupils can do independently. Assessment evidence will include:

* geographical enquiries
* shorter focused pieces of writing in a variety of different forms for a range of purposes
* analysis and interpretation of a variety of maps at different scales
* text annotation or visual organisers such as thought mapping, storyboards, concept mapping or timelines
* oral work such as pupil presentations to the class, contributions to class discussions, drama activities or discussions with teachers
* drawing of sketch maps, diagrams, field sketches
* pupils’ self-assessment.

According the UK National Curriculum, there are three aspects of pupils’ achievements in geography:

* contextual world knowledge of locations, places and geographical features

(UNDERSTANDING PLACES)

* understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space

(EXPLORING INTERCONNECTIONS AND CHANGE)

* competence in geographical enquiry the application of skills in observing, collecting, analysing, mapping and communicating geographical information

(ENQUIRING AND COMMUNICATING)

## Assessment of Progress

We use an adapted version of the APP (Assessing Student Progress) program standards to evaluate student accomplishment. Beginning in Year Seven at Level 1, students should gradually obtain the skills laid out in the chart below accomplishing two levels of progress for each year of study in Years Seven through Nine.

|  |  |  |  |
| --- | --- | --- | --- |
| Level | Understanding Places | Exploring Interconnections and Change | Enquiring and Communicating |
| Using their geographical knowledge, spatial understanding and practical experiences in a range of contexts, pupils: | | | |
| 1  (Year 7) | • identify physical and human features of localities  • express views about the environment of a locality | • identify changes in environments | • ask and respond to questions about places and environments  • make observations about places and environments |
| 2  (Year 7) | • describe the physical and human features of different localities at a local scale  • recognise features of places beyond their own locality  • express views about the environments of localities | • identify some ways in which people affect environments  • describe how physical and human features give environments their character | • select and use information from resources and their own observations  • use information and their own observations to ask and respond to questions about places and environments  • use some geographical vocabulary |
|  | | | |
| 3  (Year 8) | • compare the physical and human features of different localities at a local scale and give reasons for the locations of some of these features  • identify similarities and differences between places  • make some accurate observations about localities | • identify some actions people take to improve and sustain environments  • make simple connections between processes and their impact on environments | • ask and respond to a range of geographical questions about localities and offer reasons for their observations  • use geographical skills and sources of evidence to form views and judgements  • use geographical vocabulary when communicating ideas information and findings |
| 4  (Year 8) | • describe physical and human features of different places  • describe how features of places are influenced by physical and human processes  • locate places that are studied | • describe ways in which the lives of people are affected and changed by physical and human processes  • describe simple geographical patterns  • identify how people improve or damage environments | • ask relevant questions and select sources of evidence when investigating places and environments  • describe a range of views and suggest plausible conclusions showing awareness of bias  • communicate ideas, information and findings effectively using a range of appropriate forms and vocabulary |
|  | | | |
| 5  (Year 9) | • compare the distinctive physical and human characteristics of different places  • draw on a range of locations, contexts and scales in explanations of the characteristics of places | • explain how physical and human processes interact to create diversity and change in places  • analyse geographical interconnections in a range of locations and contexts and at different scales  • compare different approaches to managing environments | • organise and sequence enquiries and investigations to provide answers to questions and issues they have raised  • identify potential bias, appreciating that different values and attitudes, including their own, lead to different outcomes  • reach conclusions drawing on a range of evidence and communicate ideas, information and findings using a variety of forms |
| 6  (Year 9) | • analyse physical and human features of places in order to draw out their distinctive characteristics    • draw on their knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places | • analyse complex interactions within and between physical and human processes and how these impact on diversity, interdependence and change in places and environments  • explain sustainable and other developmental approaches, analysing actual and possible causes and consequences of changes to environments now and in the future | • sequence enquiries and investigations to reach substantiated conclusions  • critically evaluate sources of evidence and understand that many factors influence people’s decisions    • communicate well-argued findings based on secure evidence, using accurate vocabulary and a wide range of appropriate forms |