**Term 1- (UNIT 1)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Interpreting Maps and Photographs 2** | 1. Understand human and Physical environmental phenomena and processes relating to Jamaica and other places 2. Using and interpreting a variety of information sources, for example, maps and photographs 3. Presenting and communicating information in a variety of ways including sketch maps and photographs | 1. Formulate a definition for the terms: scale, height, contour, vertical interval 2. Recall the definitions for angular bearing and direction 3. Use Cardinal and Primary Inter-Cardinal Points to find direction on a map from one place to another 4. Use a protractor to calculate angular bearing on a map from one point from another 5. Explain why angular bearing is important 6. Use the linear scale to measure straight line and simple curved distances between two places 7. Express the scale of a map as ratio or a statement 8. Identify Eastings and Northings on maps 9. Find locations using four figure grid references 10. Draw simple maps to scale 11. Reproduce map sections from a base map 12. Identify how height is represented on maps 13. Identify simple landform features from contours 14. Associate the landforms shown on maps to features shown in photographs, satellite imagery and in the natural environments 15. Draw and annotate simple cross-sections from contour lines | 1. Map Symbols 2. Direction and Bearings 3. Measuring Curved Distances 4. Four-figure Grid References 5. Reproducing Map Sections 6. Representing Height-Simple Cross-Sections |
| **Evaluation Activities** |
| * End of month Test * Group Presentations * Worksheets |

**Term 1- (UNIT 2)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Movements of the Earth** | 1. Understand the characteristics of the Earth and its movements in Space 2. Discuss the effect of gravitational pull on objects in Space and on each planet 3. Using and interpreting information from a variety of sources, for example, videos, photographs, textual sources (reading and understanding simple geographical terminology) | 1. Demonstrate the terms ‘rotation’ and ‘revolution’ 2. Identify objects in Space that rotate and revolve 3. Describe the effects of rotation and revolution on the Earth 4. Differentiate between the terms day and daylight 5. Identify the Equator and Prime Meridian 6. Calculate the changes in time using lines of longitude 7. Explain why the International Date Line is not straight 8. Explain the effect of the tilt of the Earth on the length of daylight hours 9. Recognize that the tilt of the Earth does not change 10. Connect the Earth’s tilt and revolution to seasonal changes in atmospheric temperature 11. Determine how changes in the length of daylight hours and temperature affect the environment and human activities 12. Define the term ‘eclipse’ 13. Differentiate between a solar eclipse and a lunar eclipse 14. Appreciate the significance of studying eclipses 15. Examine and test the evidence used to support the shape of the Earth | 1. Rotation and revolution 2. Latitude and Longitude-Calculating Time 3. Eclipses 4. Evidence of the Earth’s Shape |
| **Evaluation Activities** |
| * Multiple choice Quiz * Group Presentations |

**Term 1- (UNIT 3)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Caribbean: Population, Migration and Settlement** | 1. Acquire information and develop an understanding of how physical, social, cultural and economic phenomena interact and the effects of such interaction 2. Using and interpreting a variety of information sources for example, maps, photographs, and graphic art | 1. Compare population size of Caribbean countries 2. Explain, using maps, the general distribution of population in Caribbean countries 3. Outline reasons for the pattern of population distribution across the Caribbean 4. Recall the definitions of the terms ‘population’, ‘migration’, ‘emigration’, ‘immigration’, ‘migrants’, ‘internal migration’, ‘external migration’, ‘settlement’ 5. Explain why people move within the Caribbean region 6. Discuss, with the use of a map, the pattern of migration within the Caribbean 7. Extract information from Flow maps 8. Investigate the various push and pull factors which cause people to migrate within the Caribbean 9. Assess the effects of migration within the Caribbean on both the country of origin and the destination 10. Investigate the challenges of Caribbean intra-regional migration 11. Identify patterns of settlement which form in the Caribbean 12. Cite evidence obtained from maps and photographs to explain reasons for the formation of each settlement pattern 13. Draw sketches to show settlement patterns 14. Identify settlement patterns on maps 15. Use maps to identify the main activities within major settlements in Caribbean countries | 1. Population Size and Distribution 2. Regional Migration 3. Settlement Patterns 4. Mapping Settlement Patterns 5. Dot Maps and Flow Line Maps 6. Statistical Diagrams-Proportional Circles |
| **Evaluation Activities** |
| * End of month Test * Group Presentations * Worksheets |

**Term 1- (UNIT 4)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Pollution, Global Warming and Disease Spread** | 1. Acquire information and develop an understanding of human and physical environmental phenomena and processes relating to Jamaica and other places | 1. Formulate a definition for the terms pollution, pollutant, greenhouse gas, greenhouse effect, global warming, vector, communicable diseases, green technology 2. Categorize pollution as air, water or land pollution 3. Create a list of common natural and anthropogenic pollutants 4. Discuss the effects of different types of pollution on the environment 5. Establish the link among increasing atmospheric temperatures, increasing spread of vector-borne diseases and pollution 6. Associate global travel trends with the spread of diseases and increasing pollution 7. Use models to show how diseases are spread 8. Investigate and suggest ways of reducing pollution 9. Assess maps showing the spread of diseases 10. Link changes in global climate to the spread of emerging diseases 11. Investigate how green technology may be used to reduce pollution in Jamaica | 1. Types of Pollution 2. Impact of Pollution 3. Origin and Spread of Diseases   Influence of Climate Change   1. Green Technology |
| **Evaluation Activities** |
| * End of month Test * Worksheets * Presentation * View video and complete a written exercise |

**Term 2- (UNIT 1)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Weather, Climate and Vegetation** | 1. Acquire information and develop understanding of examples of human and physical environmental phenomena and processes relating to Jamaica and the rest of the World 2. Understand how physical environmental phenomena interact and the effects of such interaction | 1. Recall the elements of weather and their associated instruments 2. Differentiate between weather and climate 3. Use data obtained from a weather station to plot a line graph to show variation in temperature 4. Use data obtained from a weather station to draw a bar graph to show rainfall amounts 5. Simply explain the use of line and bar graphs to represent data 6. Interpret various climographs from Caribbean countries 7. Define the terms ‘precipitation’, ‘rain’, ‘hail’, ‘snow’, ‘sleet’ 8. Differentiate between the following: dew and mist; fog and cloud 9. Investigate the conditions required for clouds to form 10. Identify the conditions necessary for rainfall to occur 11. Differentiate between the following types of rainfall: Convectional; Relief/Orographic; Frontal/Cyclonic 12. Use thematic maps to describe the variations in weather patterns in Jamaica 13. Use maps to analyze the changes in rainfall and temperature patterns in Jamaica 14. Calculate the following: range of temperatures, average (mean) temperatures 15. Describe the characteristics of the vegetation of the Tropical Marine Climate and explain why these vegetation types are important 16. Propose ways to preserve the natural vegetation in vulnerable areas | 1. Types of Rainfall 2. Vegetation in Tropical Marine Climate 3. Statistical Diagrams- Line and Bar Graphs |
| **Evaluation Activities** |
| * End of month Test * Worksheets * Presentation |

**Term 2- (UNIT 2)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Rivers, Groundwater and Sustainable Use of Water** | 1. Acquire information and develop understanding of examples of physical environmental phenomena and processes relating to Jamaica and the rest of the World 2. Understand how physical environmental phenomena interact and the effects of such interaction | 1. Identify major rivers in Jamaica 2. Formulate a simple definition for the terms ‘aquifer’, ‘drought’, ‘river’, ‘groundwater’, ‘well’ 3. Link aquifers and groundwater to the presence of rivers and wells 4. Define the terms ‘conservation’ and ‘sustainable’ 5. Investigate the source of domestic water in the immediate community 6. Outline the importance of rivers and wells 7. Explain the impact of drought conditions on the physical nature of rivers and wells 8. Recognize the impact of drought on the local community 9. Design one method to harvest water for domestic or industrial use 10. Determine ways water may be conserved at home and school 11. Design one method to reduce water loss on farms as well as to obtain water in drought prone areas 12. Propose way for treating and reusing waste-water in Jamaica 13. Appreciate the importance of recycling water | 1. Major Rivers in Jamaica 2. Importance of Rivers 3. Sustainable Use of Water in Jamaica 4. Influence of Climate Change |
| **Evaluation Activities** |
| * End of month Test * Worksheets * View video and complete a written exercise |

**Term 2- (UNIT 3)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Limestone Rocks** | 1. Acquire information and develop understanding of examples of physical environmental phenomena and processes relating to Jamaica and the rest of the World 2. Understand the nature and diversity of the physical environment in Jamaica | 1. Formulate definitions for the terms ‘weathering’ and ‘erosion’ 2. Describe the main characteristics of limestone rocks 3. Identify the chemical composition of limestone rocks 4. List the main types of limestone rocks 5. Investigate how limestone rocks are formed 6. Conduct experiments to show how limestone rocks are weathered 7. Link the formation of surface and underground features to the characteristics of limestone rocks 8. Identify limestone features on Geological maps 9. Describe surface and underground limestone features 10. Citing evidence, explain the value of limestone landscapes 11. Determine the environmental consequence of mining in limestone areas 12. Propose reasons for the barren nature of some limestone landscapes 13. Simply explain the formation of Cockpit Country in Jamaica 14. Propose how resources found in the Cockpit Country area of Jamaica may be used sustainably | 1. Characteristics of Limestone Rocks 2. Weathering of Limestone 3. Limestone Features 4. Value of Limestone Landscapes 5. Geological Maps |
| **Evaluation Activities** |
| * End of month Test * Worksheets * Poster |

**Term 2- (UNIT 4)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Fieldwork and Investigation 2** | 1. Acquire information and develop understanding of examples of human and physical environmental phenomena and processes relating to Jamaica and the rest of the World 2. Understand how physical environmental phenomena interact and the effects of such interaction | Students should be able to:   1. Generate a series of steps to study a selected problem/topic 2. Design a simple data collection instrument 3. Use an appropriate method to determine sample size or area 4. Recall the definition of the terms ‘population’ and ‘sample size’ 5. Collect and record data using appropriate techniques 6. Summarize data using appropriate statistical diagrams 7. Analyze data collected using appropriate methodologies 8. Produce a report of findings 9. Show willingness to ask precise questions, listen attentively to answers and precisely record the answers. | 1. Simple Fieldwork Techniques 2. Conducting Fieldwork 3. Drawing conclusions 4. Ethics in Research |
| **Evaluation Activities** |
| * Group work |

**Term 3- (UNIT 1)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Resources and Secondary Economic Activities** | 1. Acquire information and develop understanding of examples of physical environmental phenomena and processes relating to Jamaica and the rest of the World | 1. Recall the definition of the terms ‘resources’, ’renewable’, non-renewable, ‘economic activity’ 2. Define the concept value-added 3. Define the term ‘secondary economic activity’ 4. Identify the types of secondary economic activities in Jamaica 5. Outline the types of resources used in secondary economic activities 6. Establish the relationship between primary and secondary economic activities 7. Assess how value is added to products as they move from primary industry to a secondary industry 8. Formulate a definition for the concept economic linkage 9. Explain simply the importance of establishing economic linkages | 1. Definition of Resources 2. Types of Resources Used in Secondary Economic Activities 3. Types of Secondary Economic Activities in Jamaica |
| **Evaluation Activities** |
| * End of month Test * Worksheets * Group Presentation |

**Term 3- (UNIT 2)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Jamaica: Agro-Processing** | 1. Acquire information and develop understanding of examples of physical environmental phenomena and processes relating to Jamaica and the rest of the World | 1. Formulate a definition for the concept of agro-processing 2. Outline the various types of agro-processing 3. Discuss the importance of agro-processing 4. Develop logical arguments to explain the location of agro-processing plants 5. Investigate the various ways food and other products are processed from agricultural items in Jamaica 6. Differentiate between food preservation and processing 7. Explain the importance of food processing 8. Suggest new ways agricultural items may be processed 9. Suggest environmentally friendly ways of processing agricultural products 10. Conduct a case study of an agro-processing plant in Jamaica | 1. Importance of Agro-Processing 2. Methods Used to Process Food 3. Economic and Land- Use Maps 4. Statistical Diagrams-Pie Charts |
| **Evaluation Activities** |
| * End of month Test * Worksheets * Group Presentation (Case study) |

**Term 3- (UNIT 3)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Summary of Content** |
| **Climate Change: Causes, Effects and Conflicts in Small Island Developing States** | 1. Acquire information and develop understanding of examples of physical environmental phenomena and processes relating to Jamaica and the rest of the World 2. Understand how physical environmental phenomena interact and the effects of such interaction | 1. Simply explain how the Earth’s atmosphere is heated 2. Formulate a definition for the concept of climate change 3. Outline the concept of climate change 4. Identify the most common greenhouse gases and generate a list of their possible natural and anthropogenic/human origins 5. Define the term ‘greenhouse gas’, ‘greenhouse effect’, ‘carbon credit’, ‘carbon footprint’ 6. Identify indicators of a warming world and determine which indicators apply to Jamaica 7. Outline the various activities in Jamaica which may contribute to climate change 8. Assess the benefits and challenges of preserving and using forest resources 9. Connect changes in vegetation to temperature changes on Earth 10. Propose possible changes to weather elements and weather systems in the Caribbean due to increases in greenhouse gases in the atmosphere 11. Suggest how changes in climate will affect the natural and human environments in Jamaica 12. Discuss the impact that human-induced climate change will have on the coastal resources in Jamaica 13. Suggest possible benefits of climate change 14. Interpret maps which forecast changes to the physical landscape in Jamaica due to sea-level rise 15. Calculate the carbon footprints generated from various human activities 16. Implement measures to reduce the carbon footprint of the school or household 17. Propose ways in which the negative effects of climate change maybe reduced or prevented 18. Recognize the possible impact of climate change on the global community | 1. Conflicts in the Use of Forest Resources 2. Impact of Manufacturing and Refining Industries 3. Reducing Jamaica’s Carbon Footprints 4. Indicators of a Warming World 5. Influences of Climate Change on Jamaica’s Resources |
| **Evaluation Activities** |
| * End of month Test * Worksheets * View video and complete a written exercise |