The General Studies Department

Unit Plan for CAPE GEOGRAPHy

Required Texts: Geography: for self study and distance learning. UNIT 1 (Nelson Thornes)

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| TERM 1 CAPE GEOGRAPHY UNIT 1 Unit 1 Module 1. |
| Students should be able to: |
| General Objective1. Students should understand the factors affecting the growth and distribution of human populations and the forms and functions of their settlement.
2. Develop an understanding of demographic processes
3. Utilize appropriate skills and techniques in Human Geography.
 | Specific Objectives:1. Explain the factors that influence population distribution
2. Assess the methods that depict population distribution (Dot Maps; Lorenz Curves)
3. Analysis of the components of population Natural means of population change.
4. Population Change - Migration

Analyse the components of population structure. Specific reference to LDCs and MDCs. 1. Assess the methods of depicting population density.
2. Analyse the types, patterns and factors affecting the location of rural settlements.
 | Summary of Content* Population distribution is the spread of people within an area. Factors which affect Population distribution may be classified as Physical (Climate; Soil; Relief; natural resources) OR Human /Economic Factors ( Government Policy; Communication; State of the Economy).
* Dot Maps usually display counts with each dot representing a specific value. They allow the reader to identify areas with higher or lower concentrations of people.
* The Lorenz Curve is a graph which represents inequality. It may be used to show inequality in the distribution of population, income, food, medical care to name a few.
* Most countries will undertake a population census once every 10 years. Data on the age, sex, number of births and deaths, the rate of natural increase, anti natalist polices and pro natalist policies contribute to an understanding of how population changes in composition.
* The Demographic Transition Model is applicable to the understanding the nature of population change in developed and developing countries. The Model depicts five (5) stages

File:Demographic-TransitionOWID.png - Wikimedia Commons* Migration is movement from one place to another usually across a political boundary. Migration may be permanent, semi permanent, forced or voluntary. There are several migratory patterns, most popularly
1. Step Migration
2. Chain Migration
* The causes of migration may be economic, social, political, physical, cultural.
* The construction of Flow Lines are useful for showing volume and direction of movements.
* GIS Journal: Module 9: Flowline Mapping
* The composition of a population can be displayed in a population or age-sex pyramid. This is a bar graph which shows the number or percentage of the population by age and sex.
* Generally the structure of LDCs is marked by a higher percentage of young persons, with a sharp decrease in numbers for the older age cohort.
* The population structure in More Developed Countries tend to show a narrow base. Which typifies a smaller population of the young. Birth rates are low and very often replacement levels are not realized.
* There are four critical aspects of interpreting population pyramids
1. Shape
2. Base to height ratio
3. Relative size of the 15 – 65 age group
4. Differences in male and female population by age groups.
* Population density describes relationship between the number of persons living in a square area of a location at a given time and the size of said location. One way of depicting population density is with the use of chloropleth maps. Density reflects the intensity or concentration of people.
* Choropleth maps use intensity of shades of the same colour of line shading to reflect differences in the density of a population.
* When there is an imbalance between population and resources under population or over population occurs. Optimum population depicts the ideal situation in which the resources are used to produce a very high quality of life.
* Carrying Capacity.
* Models of Population Growth in Relation to the resources.
1. Thomas Malthus (1798)
2. Esther Boserup (1965)
* The definition of a rural settlement will vary from country to country. Generally a rural settlement may be distinguished from an urban settlement based on the size and density of the population and the availability of certain resources and services.
* There are FOUR (4) categories of rural settlements
1. Compact/Nucleated Settlements
2. Semi-compact Settlements
3. Hamlets
4. Dispersed Settlements
* Physical and Human factors affecting the location of rural settlements
* The Processes and problems of urbanization in MDCs and LDCs
1. Size rule
2. Urban primacy
* Causes and consequences of sub-urbanization, counter urbanization, re-urbanization, or gentrification in MDCs.
* Urban Models
1. Burgess
2. Hoyt
3. Ullman & Harris
* Solutions to urban growth in MDCs and LDCs.
 | Learning Activities * Briefly discuss any three (3) reasons people may avoid heavily forested of marshy/wetland areas to live in.
* Assess four (4) advantages and four (4) disadvantages of using the Dot maps and Lorenz curves as methods of depicting population distribution.
* Students will construct a dot map for Barbados
* Prescribed Text page 16 (Activity 2.1)
* Page 18 (Activity 2.2)

 * Assess Internal migration data for Barbados (Page 21) Highlight the trends year to year and suggest possible reasons for the results.
* Essay: With reference to specific examples, state four (4) social problems in the destination country that are associated with international migration.
* Prescribed Text Pg. 33

(Tutor Marked Assignment – a, b & c.)* Prescribed Text. Page 30 (Activity 4.1)
* Student will collect population statistics on Jamaica Norway and China. This data will be used to construct population pyramids
* Students will construct Flowline maps to show migration into the Caribbean and Migration patterns out of the Caribbean
* Explain how the term ‘optimum population’ refers to a quality of life.
* Compare and contrast the principles of Malthus and Boserup regarding population growth and the available of resources.
* Observe the world map on page 42, Showing the worldwide distribution of the population(Prescribed text). Complete questions 1,2, & 3.
* From the same map account for two factors which may result in the variation in density of the population in South America.
* Pg 54. Activity 6.2 # 1, 2 & 3
* Pg 55 – End Test # 1 & 2

  | Assessment | Specified Readings |
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| TERM 2: CAPE GEOGRAPHYUNIT 1 MODULE 2 |
| STUDENTS SOULD BE ABLE TO:  |
| General Objectives | Specific Objectivees | Summary of Content | Learning Activities | Assessment |
| Students should be able to:1. Develop an understanding of demographic processes.
 | 1. Explain the concepts, flows and processes associated with the hydrological cycle, fluvial, coastal and limestone environments
2. Examine Coastal Processes and Landforms

3. Analyse the processes and Landforms in Limestone Environments | * Key Terms:

Hydrological Cycle, water states, water storage, river basin, water flows, evotranspiration, storm hydrographs and water budgets, interception, infiltration capacity, precipitation, drainage density, drainage pattern, stream ordering, channel morphology, wetted perimeter* Fluvial Processes and landforms.
1. Erosion
2. Transportation
3. Deposition
* Major flows and processes operating within the river channel; types and variation of flow.
* Stream channel morphology
* The characteristics of the Stream Channel
* The influence of the physical, biotic and geological factors which affect the long and cross profile of rivers.
* The measurement and calculation of stream velocity, stream width and channel geometry.
* Weathering and its influence on river basins.
* Aerial and sub-aerial processes.
* Wave formation; structure and type.
* Major flows (longshore drift)
* Coastal processes (erosion, transportation and deposition) and the resultant landforms.
* The influence of Human and Geological factors on coastlines.
* The influence of Sea level changes on Coastlines.
* Formation Distribution and Types of Coral Reefs.

3. Analyse the processes and Landforms in Limestone Environment* Characteristics of limestone as a rock.
* Chemical weather processes and limestone
* Characteristics and development of limestone landscapes (Cite specific examples)
* Factors affecting the development of limestone landscapes
 | * Page 71 – Activity 8.1
* Page 73 – Activity 8.2
* Page 74 Activity 8.3
* Demonstrate how the shape of the storm hydrograph reflects factors operating within the drainage basin.
* Prescribed Text Pg 95. (Activity 9.3)
* Explain how fringing, barrier and atoll reefs are formed.
* Name and locate one barrier reef in the Caribbean.
* With reference to specific examples, explain how two different types of human activities threaten coral reefs.
* Identify and name one rock that has more than 70% calcium carbonate. (Other than limestone). This rock must also be susceptible to chemical weathering by carbonation.
* Describe the processes by which limestone is chemically weathered.
* Describe two significant features of limestone.
* Explain how the two characteristics mentioned above make the rocks susceptible to limestone.
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| TERM 3 CAPE GEOGRAPHY UNIT 1UNIT 1: MODULE 3 |
| General Objectives | Specific Objectives | Summary of Content | Learning Activities | Assessment |
| 1. Demonstrate an understanding of the differences between natural events and natural hazards
 | 1. Distinguish among a natural event, a natural hazard and a disaster.
2. Describe the types of hazards.
3. Explain as natural events the formation of tectonic plates and the processes involved in the movement of plates.
4. Describe the impact of floods, volcanoes and earthquakes as hazards.
5. Use topographical maps to analyze the vulnerability to hazards.
 | * Key Concepts: natural event; hazard; disaster; geomorphological; precipitation events.
* Types of hazards: technological, tectonic; climatic and geomorphological.
* Continental drift and plate tectonics
* Plate margins and hotspots
* Earthquakes and volcanoes in relation to plate margins
* The formation of island arcs and the origin of fold mountains.
* The positive impact of earthquake and volcanic activity
* The value of folded and faulted landscapes
* The primary and secondary effects of earthquakes. The factors influencing these effects.
* Types of volcanic eruptions, characteristics of the volcanic material and the nature of the hazard.
* Identify current capabilities in predicting earthquake, flooding and volcanic activity
* Individual and collective response to earthquake, flood and volcanic hazard: before and after the occurrence
* Government response to hazards.
 | * Explain the casual process behind a
1. Avalanche
2. Flood
3. Volcano
4. Landslide
5. Nuclear leak
* Briefly explain the theory of Continental Drift.
* Describe two pieces of evidence used to support the idea of sea floor spreading.
* Explain the formation of the islands of St. Vincent and Barbados.
* Give a brief description of ant three topographic features resulting from seafloor spreading.
* Compare divergent plate margins with convergent plate margins under the headings: Movement; Landforms; Volcanic activity
* Suggest reasons why flooding may follow the eruption of volcanoes.

Describe three post-disaster activities that should be undertaken by Government and individuals as immediate responses to earthquakes.  | * Essays
* Structured responses test
* Drawing diagrams
* Photo analysis
* Case studies
* Map anayysis
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