

ST. GEORGE'S COLLEGE
DEPARTMENT OF SOCIAL STUDIES
GEOGRAPHY SECOND FORM COURSE OUTLINE 2014-2015

Rationale:

The curriculum is aimed at the second form students to further build and enhance the skills developed at the first form level.

It is intended to provide additional opportunity for the development of all aspects of basic map reading skills.

It is hoped that the curriculum will foster the interest of the students in the world around them, so that they may use these skills to investigate and understand geography. It will promote a wide variety of geographical, cognitive and practical skills.

TERM 1-TOPIC/CONTENT	OBJECTIVES
<p>1 TOPIC: Giving Directions SUB TOPIC: i. Bearings – degrees ii. Grid References – four figure</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Give direction using bearing - Give bearings of each cardinal point - Recognize bearings beyond the sixteen cardinal points given in degrees (using a protractor) - Read grid references accurately - State the two types of grid references - Give location of places and features using four and six figure grid references - Demonstrate an understanding of the techniques in finding grid reference.
<p>2 TOPIC: Scale SUB TOPIC(S): i. Revision of the types of scales ii. Finding distance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Define scales of a map - State/Identify three types of scale used on a map - Calculate the distances from one place to another, measurement along curves - Calculate the distance on the map to that of the real world/on actual ground
<p>3 TOPIC: Representation of height SUB TOPIC: i. Types of representation of height ii. Introduction to contour lines and simple contour landforms</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Identify ways of showing height on a map - Identify simple landforms in map reading, using contour lines - Relate contour lines to types of slopes
<p>4 TOPIC: The Earth SUB TOPIC: i. Earth movements and its effects</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Explain equinoxes and solstices - Explain the effect of earth rotation /revolution - Identify the seasons and how they are caused
<p>5 TOPIC: Latitude (Sun Lines) SUB TOPIC: i. Climatic Zone - Temperature</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - State what are lines of latitude - Identify the major lines of latitude (sun lines) - Explain the importance of the Equator - Tell the importance of the latitude lines - Locate areas/places using lines of latitude - Identify temperature zones - Relate latitude to the climate of a place.

<p>6. TOPIC: Longitude SUB TOPIC: i. Calculating Time ii. International Date Line</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Identify lines of longitude - State the importance of the Prime Meridian - Locate areas using lines of longitude - Calculate time based on longitude using various methods. - Explain the importance of the International Date Line.
<p>TERM 2 TOPIC/CONTENT OBJECTIVES 7. TOPIC: Jamaica: Physical Resources SUB TOPIC: i. Location, size and relief ii. Counties, Parishes, Capitals</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Describe Jamaica's position in relation to the Caribbean and the rest of the world - Demonstrate understanding of relative sizes of Caribbean landmasses - Describe the various relief features found in Jamaica - State the counties in Jamaica - Name the parishes and Capitals - Draw a map of Jamaica, label parishes, capitals and counties - Define the term landform - Locate and identify major mountains - State what is a mountain, hill, plain and plateau - Identify the highest mountain in Jamaica - Name the major rivers found in Jamaica. -Identify, name and describe Jamaica's coastal features -Define the term wetlands -Discuss the importance of wetlands in Jamaica
<p>8 TOPIC: Our Weather, Climate and Hazards SUB TOPIC: i. Weather ii. Climate iii. Jamaica's climate iv. Hazards</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> -Define the term weather and Climate -Name the elements of weather -Describe the instruments of measure for the named weather elements -The causes and characteristics of Jamaica's climate and weather -The causes, effects and precautions for hazards

<p>9 TOPIC: Jamaica: Human Resources SUB TOPIC: i. Population</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> -State the size of Jamaica’s population -Identify the causes of population change -Describe the factors affecting population growth and distribution -Explain the impact of population movement -Define the term migration, Immigration, Emigration -Explain the causes and effects of migration -Identify different types of settlement
<p>10. TOPIC: Tourism SUB TOPIC: i. Tourism / Tourist</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> -Define tourism/tourist -Discuss factors which make Jamaica an important resort /destination -State Jamaica’s main tourist attractions - Assess the method being used to promote tourism in Jamaica - Discuss the advantages and disadvantages of the tourist trade to Jamaica - State the impact of tourism on the environment -Identify, research and discuss careers in tourism
<p>11. TOPIC: Using Our Resources and Related Environmental Matters SUB TOPIC: i. Farming</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Categorize human activities as primary, secondary and tertiary - Define farming - Describe the steps involved in the cultivating and processing of certain products - Assess the part farmers’ play in the country’s economy - State and describe problems faced by farmers - Show appreciation of the importance of the farming industry

Assessment: classwork, homework, tests

Additional Information:

A Geography text book is available for Map Reading, it is a required text. Students will be given required book list, websites and other possible sources of information .Fields trips to enhance the teaching and learning experience.