Geography Curriculum
Levels 1 - 4
GEOGRAPHY CURRICULUM UNITS - FORM 1

GEO 7.1 Map Detectives

GEO 7.2 Exploring Malta (1)

GEO 7.3 Exploring Malta (2)
**Subject: Geography**
**Unit code and title: GEO 7.1 Map Detectives**
**Strand: The Environment – Physical and Human**

**Unit Duration:** 9 sessions of 40 minutes (6 hours)

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<td>map, plan, direction, points of the compass, scale, symbols</td>
<td>Geography stimulates an interest in and a sense of wonder about places and this can be achieved through an enquiry approach to learning which centres more on student activities. The use of group work helps to facilitate the active characteristics of much enquiry work. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.</td>
<td>A range of simple everyday objects such as a cup and saucer. Photographs of these objects. Simple plans of class. Map of ground floor of school, Compass, Board maker symbols Interactive Geography Form1 CD Map of school(schoolyard) from MEPA Google map of school yard Interactive whiteboard</td>
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<td>Teaching Objective</td>
<td>Examples of teaching experiences and activities</td>
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<td>The teacher will support the student to:</td>
<td>The teacher will encourage students to explore their personal space to find objects which are placed within reaching distance of the students or under the desk, on the floor beside the desk, on and below their peer’s desk. The teacher will provide the student with photos of his/her peers. Student will match and hand photo to peer. Then the teacher will provide the students with photos and/or Boardmaker symbols of the different features (windows, door) and objects (cupboard, whiteboard, desks) found in the classroom. Student will match photos/symbols with the feature/objects. The teacher will guide the students to explore the perimeter of different objects and features in the classroom (rectangular shape – teacher’s desk, square shape – students’ desks, circular shape-globe). The teacher/LSA holds student’s hand and supports him/her to trace outline of object e.g. own lunchbox. The teacher will show photographs of familiar objects and drawings taken from above such as table, cup, saucer, pencil, ruler on the interactive whiteboard. Then teacher guides the students to draw simple representation of objects and features found in the classroom such as teacher’s desk, student’s desks, waste paper basket, door and windows. The teacher/LSA holds/guides student’s hand and using a thick crayon or felt pen draws round a familiar object. The students cut their drawings and put them on a rectangular paper that represents their classroom. The teacher projects Google map of schoolyard on interactive whiteboard and encourages students to point out features such as benches, gate etc. Match photos/symbols of features to the map. Then the teacher gives the students a map of the school yard or an aerial photo of the yard and they mark or put symbols/pictures/actual photos on map of such features.</td>
<td>Students will start to recognise familiar objects that are drawn from above. (Level 4) Students use pictures, photos and symbols of familiar objects and place them on a representation of a familiar environment such as their classroom. (Level 3) Students will explore and trace the perimeter of familiar objects. (Level 2) Students encounter activities and experiences. Students will explore objects found in their immediate environment space and surroundings. They may turn head or vocalize when they view object. Students may focus their attention for a short period of time on object presented. (Level 1)</td>
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<td>1.1 to recognise and draw objects found in the classroom as seen from above. 1.2 encounter different environments within the school to consolidate their awareness of human and physical features in their daily surroundings.</td>
<td>Students will follow and measure a simple route. Use simple geographical language to communicate location of objects. (Level 4) Students will learn about the different places within and outside the school premises and will be able to locate one familiar place on a simple map. (Level 3)</td>
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<td>2.1 draw and follow simple routes and measure distances on plans and maps.</td>
<td>Teacher shows Board maker symbols for objects that are found in the classroom plan. The teacher helps students to place them on classroom plan on whiteboard making sure that students understand by pointing to the real objects, the symbols/representations on plan. Teacher asks students or pushes student in wheelchair to perform an action such as going to the door or to a certain window, bringing a particular article from a place. To establish the route, a ball of coloured wool can be taped to the place of departure and it is unwound and taken to the place of destination. The teacher assists students to mark the route taken on the class plan by copying the position of the piece of wool. Then she/he supports</td>
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<td>3.1 locate and be aware of where they are in the school.</td>
<td>The students follow first part of lesson. Then teacher shows compass to students. Teacher helps them to use the compass to find and then mark the position of objects within the classroom, example the window is in the east (E) the door is in the west (W). The same activity is carried out in yard. Teacher hides objects in different places in classroom. Teacher gives the students simple directions to find them e.g. <em>Go near teachers desk, walk 6 steps to the south and 3 steps to the east. Look under the desk.</em> Then she hides objects outside classroom and gives instructions. On map that they had made in previous lessons they mark the position of school and other features. Students in wheelchairs will join a group and will be pushed by LSA or peers.</td>
<td>Students will become familiar with compass points and follow simple directions. (Level 4) Students will find hidden objects following spoken instructions within the school environment. (Level 3) Students will consolidate a sense of place and direction in a familiar environment. (Level 2) Students will be aware of people and their immediate personal space and surroundings. (Level 1)</td>
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<td>4.1 find objects or symbols by the use of two-figure grid references.</td>
<td>The teacher takes students in yard and marks a big grid on the ground with chalk. The small squares of the grid are covered with different coloured papers and various objects are put in the squares. Teacher asks e.g. Where is the basketball? etc. Teacher uses same process but this time marks the horizontal axis with letters of alphabet and vertical axis with numbers. Then the students play a game finding out what the green coloured square is called e.g. A4 by walking first along the vertical axis until they reach the row in which the square is placed and then along the horizontal axis until they reach square. The same process is repeated by placing various objects or symbols in some of the coloured square and they have to say in which square they are found. The teacher follows the same process on the interactive whiteboard but this time using simple symbols found on maps e.g. symbol for church, lighthouse, etc. The teacher encourages students to play similar games to Battleships.</td>
<td>Students will learn to find objects by using 2 figure grid references. (Level 4) Students will use pictures and symbols to show familiar places and what they are for. (Level 3) Students encounter activities and experiences. Students will participate in games looking for objects in a grid. (Level 2) Students will be aware of people and their immediate surroundings. (Level 1)</td>
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Subject: Geography
Unit code and title: GEO 7.2 Exploring Malta (1)
Strand: The Environment – Physical and Human

Objectives at attainment Level 5, 6, 7 and 8
The teacher will:
1. use resources to enable students locate the Maltese Islands, the Mediterranean and European countries, their islands and capital cities.
2. use resources to help students observe and record the local weather;
3. help students discover the characteristics of the geological formation of the Maltese Islands;
4. encourage students to explore the karstic features created by water as it flows through permeable rocks.

Objectives at attainment Level, 1, 2, 3 and 4.
The teacher will support students to:
1.1 understand the location and component parts of the Maltese Islands and its position in the Mediterranean;
2.1 learn about, observe and record the local weather;
3.1 become familiar with different kinds of rock in the Maltese Islands;
3.2 explore how sedimentary rocks are formed;
4.1 explore some of the features created by water.

Key Words
thermometers, rain gauge, wind vane, meteorologist, rocks, caves, pillars, stalactite, stalagmite

Points to Note
Geography stimulates an interest in and a sense of wonder about places and this can be achieved through an enquiry approach to learning which centres more on pupil activities. Students should be active in the learning process through fieldwork or through resources such as maps, photographs, items from the internet and statistics. The use of group work helps to facilitate the active characteristics of much enquiry work.

When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally.
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<td>The teacher will help students:</td>
<td>Teacher provides map of Malta and helps students to understand that Malta is made up of three islands. Then teacher provides big political map of the Mediterranean. Teacher assists students to locate Malta on the map. Teacher will help students to read some names on the map and shows pictures/video clips that will identify each country, e.g. flag of Spain and picture of bullfight, flag of Italy and picture of Colosseum. Teacher helps them to paste them on the map in correct place. Teacher provides a copy of same map as a jigsaw puzzle. Teacher helps students to recognise outline and to place puzzle pieces on the political map. Teacher helps students to realise that countries have different size and to learn the position and neighbours of some countries, e.g. Italy, France and Spain. Teacher encourages students to bring souvenirs from various countries that they or their parents might have brought from various European countries and to talk about their visit. Teacher assists students to become aware and mark distance of some countries from Malta by using lengths of string to measure and become aware of distance from Malta to various countries.</td>
<td>Students will become aware of Malta’s position and can identify three neighbouring countries. (Level 4) Students will become aware of Malta’s position and can identify nearest country and the nearest island. (Level 3) Students will become aware of Malta’s position on a map of Europe. (Level 2) Students will be aware of and explore their natural surroundings. (Level 1)</td>
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<tr>
<td>1.1 understand the location and component parts of the Maltese Islands and its position in the Mediterranean and Europe.</td>
<td>Teacher shows video clips of a sunny day in summer, windy day, cloudy day, rainy day. Teacher shows and explains the use of some weather instruments such as thermometer, wind vane and rain gauge and allows students to handle them. By using PowerPoint presentation listed above, teacher helps students to identify the weather symbols associated with the weather features on each video clip. By using the interactive PPT the teacher encourages students to talk about some of these weather features and what clothes they can wear in particular conditions. <a href="http://www.primaryresources.co.uk/geography/geography1.htm#weather">http://www.primaryresources.co.uk/geography/geography1.htm#weather</a> Teacher helps students to keep daily weather chart and encourages them to talk about the weather features. Teacher shows pictorial diagram of Beaufort scale. Teacher provides photos and video clips that will be matched to the scales of the Beaufort scale. Some students are given a sensorial experience of the weather elements fan: - the wind blowing; spraying of water to symbolise rain; heat in summer:- they are placed near a heater; temperature of room is made colder:- air condition etc.</td>
<td>Students will distinguish the main characteristics of the weather elements and with help will identify simple instruments. (Level 4) Students will become aware of weather elements and with help will identify one weather instrument. (Level 3) Students will become aware of environmental and weather elements and be familiar with one simple weather instrument e.g. the wind vane. (Level 2) Students encounter activities and experiences. They will experience/encounter some weather elements. (Level 1)</td>
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<td>2.1 learn about, observe and record the local weather.</td>
<td>Visits to countryside and coast to observe rock strata and sea fossils. Teacher shows animation of Sea of Tethys and explains what is happening in the video.</td>
<td>Students will become familiar with sedimentary rocks found in Malta as well as...</td>
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with different kinds of rock in the Maltese islands.

3.2 explore how sedimentary rocks are formed.

Teacher uses software Monkey Gem or Pencil to show how sedimentary rocks are formed. Teacher shows samples and enlarged photos of different types of rocks and fossils and then helps students to match them. Teacher helps students to make own sedimentary rock block providing students with a variety of materials such as sand, gravel, soil with sticks and leaves, pebbles, shells, fragmented shells, small fish bones and transparent plastic containers. The students then build their own sedimentary block of rock by taking each item in turn and patting it down to form a flat layer representing the strata. The teacher provides plasticine, sea shells, plastic cups and plaster of Paris and assists the students to create their own fossil cast of a sea shell. Some students will explore the above objects such as shells, gravel, pebbles etc. With hand over hand the students are supported to make their own cast of a sea shell. Teachers use Interactive Geography Form 1 CD, photographs and flashcards to help students identify the different strata of rocks. Flashcards could be graded so that in front there is the word and at the back there is a picture/diagram and the word. Then students use which side they prefer to work with.

identify some common fossils found in our rocky beaches. (Level 4)

Students will be able to recognise one of the most common rocks in Malta, Globigerina Limestone as well as look at and identify at least two common fossils found on our beaches. (Level 3)

Students will become familiar with globigerina limestone and fossils. (Level 2)

Students encounter activities and experiences. Students will become aware of environments within their own surroundings. Students will explore objects such as fossils and different types or rocks found in Malta. (Level 1)

4.1 explore some of the features created by water.

Teacher projects video of Ghar Dalam. Then shows a dramatic video clip of Postojna Caves available on the Interactive Geography Form 1 CD. Teacher helps them to identify features such as stalactites, stalagmites, underground lakes, pillars and pot holes. Teacher uses software Monkey gem to create sequence showing how a cave is formed. Students are given a sponge, piece of material and a piece of wood of the same size. Teacher helps students to throw water over them or place them in water. Teacher helps them to observe which of these items absorbs more water and to discover this by weighing the object before and after placing them in water. This will help them to understand how water passes through porous rock. They can also weigh and look at the difference between wet and dry globigerina limestone. Teacher will bring different pieces of rock similar to those found in rubble walls as well as pieces of building stones. Some students explore different kinds of rock such as those hewn out by water as well as limestone that is prepared by the building industry.

Students will with assistance identify some of the landforms associated with underground water. (Level 4)

Students will become familiar with landforms associated with underground caves. (Level 3) Students will show some awareness of underground caves and one of the landforms associated with them. (Level 2) Students encounter activities and experiences. Students will become aware of environments within their own surroundings and will explore rocks that are found in the Maltese environment. (Level 1)
Unit code and title: GEO 7.3 Exploring Malta (2)
Strand 1: The Environment – Physical and Human
Strand 2: Management, Conservation and Sustainability

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives at attainment Level 5, 6, 7 and 8
The teacher will:
1. help students identify the location and characteristics of large towns and villages in Malta;
2. present problems of traffic flow and congestion in urban areas so that students may suggest possible solutions;
3. present various traditional and modern methods of fishing around the central Mediterranean;
4. help students explore Malta’s main attractions as well as the benefits and the negative impacts of tourism on the local economy and environment.

Objectives at attainment Level 1, 2, 3 and 4
The teacher will:
1.1 support students to identify the location and characteristics of large towns and villages in Malta;
2.1 support students learn about the problems of traffic flow and congestion in urban areas;
3.1 support students to discover various traditional and modern methods of fishing;
4.1 support students to explore Malta’s main attractions.

Key Words
rural, urban, hamlet, linear, nucleated, planned settlements, function, traffic flow and census, rush hour, traffic, bypass, sustainable fishing, over fishing, aquaculture, tourist resort

Points to Note
Geography stimulates an interest in and a sense of wonder about places and this can be achieved through an enquiry approach to learning which centres more on pupil activities. Students should be active in the learning process through fieldwork or through resources such as maps, photographs, items from the internet and statistics. The use of group work helps to facilitate the active characteristics of much enquiry work. When students are attaining at level one, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. During traffic surveys and other studies out-of-class each group of students must be supervised by a responsible adult and safety issues must be taken into consideration.

Resources
Interactive Form 1 Geography CD http://www.visitmalta.com/main?l=1
Interactive Map of Malta re. tourism www.multimap.com
http://www.youtube.com/watch?v=wKDbsFxI-c&feature=related
http://www.youtube.com/watch?v=ZAmrD5xkOyg Traffic
http://www.youtube.com/watch?v=UBaNUY2gY4c&feature=related Malta Past & Present
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<td><strong>Strand 1</strong>&lt;br&gt;The teacher will:&lt;br&gt;1.1 support students identify the location and characteristics of large towns and villages in Malta.</td>
<td>Teacher projects a number of images of various settlements in Malta e.g. Mdina, Sliema, Żurrieq, Marsaxlokk, Mġarr, Mellieha, Victoria, Xaghra. Teacher provides photos of settlements and helps students to classify them according to rural or urban, coastal and inland. Teacher helps students to locate these settlements on outline map of Malta. Using toy houses (as those in monopoly) and pictures of different buildings, teacher helps students to make models of settlement patterns: nucleated and linear; planned and unplanned. The student may not understand the language but they will observe the visual differences. Teacher projects Google Earth and zooms on the most important towns in Malta and Gozo. Teacher helps students to categorize the settlements: linear, nucleated, planned and unplanned shape. Teacher helps students to name some of the localities from the Maltese Islands. They will use a large wall map of Malta to locate these places or else use Google Earth to explore the location of the named settlements. For some students they will become aware of the different features of their classroom/school. Some students will look be taken in the neighbourhood at and will look at a slide feature of their town/village and of Valletta.</td>
<td>Students will locate on a map of Malta a few localities. They classify settlements according to whether they are rural or urban, linear or nucleated. (Level 4) Students will become familiar with the position of some towns and villages on map of Malta. They realise that settlements have different shapes. (Level 3) Students will become aware of different kinds of settlement example rural and urban. (Level 2) Students will become aware of own surroundings and of their town and village. (Level 1)</td>
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<td><strong>Strand 1 and 2</strong>&lt;br&gt;1.2 support students learn about the problems of traffic flow and congestion in urban areas.</td>
<td>Teacher shows video of traffic in Sliema and helps students to identify reasons why people go to Sliema. Photos of traffic jams and encourages students to discuss why and when these happen leading them to realise that movement of people and goods has caused numerous problems. Teacher projects images of St Venera By-pass including the tunnels and bridges that lead to Qormi and those near University. Teacher discusses with students why roads and other transport routes are geographically important as means of communication. Some students will work on identifying different kinds of transport through an interactive presentation available from: <a href="http://primaryschoolteaching.co.uk/files/resources.sparklebox.org.uk/sb1271.pdf">http://primaryschoolteaching.co.uk/files/resources.sparklebox.org.uk/sb1271.pdf</a></td>
<td>Through fieldwork students will understand the traffic situation in Malta. They are aware of traffic problems in Malta. (Level 4) Through fieldwork students will become familiar with the traffic situation and traffic problems in Malta. (Level 3)</td>
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<td>Strand 1 and 2</td>
<td>Teacher helps students to record for a fortnight how long it takes their school coach to get to and from school. Data collected can be displayed graphically using a bar graph. Teacher takes students to carry out a number of surveys in a busy road near the school. They design and carry out a traffic census (e.g. a 10 minute traffic count). Teacher also helps them to see all the traffic signs along a route. Other students are taken to quiet streets and to other streets that are full of traffic so that they experience the difference between the quiet atmosphere of the class and the business, congestion, noise, traffic fumes of a busy road. Students will become aware of some of the different means of transport used in Malta and of the difference between a street with no traffic and one that is congested with traffic. (Level 2) Students will experience the difference between a quiet street and one that is full of traffic. (Level 1)</td>
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<td>3.1 support students discover various traditional and modern methods of fishing.</td>
<td>Teacher shows video of fishing for lampuki (Dorado fish) and another of fishing with rod or any other video from You tube. Teacher provides pictures of different kinds of fish some of which may be familiar to students e.g. lampuki, fanfri, pixxispad, sparli, pagell etc. and discuss sizes, colour etc. Teacher projects images of fishing methods e.g. lampara, kannizzati and explains them to the students. Teacher helps students to label a diagram of a kannizzata. Teacher helps students to mark the fishing villages on outline map of Malta. They stick pictures/photos of things related to fishing e.g. fishing boats, trawlers, fishing nets etc. Teacher projects a video clip related to tuna over-fishing in Mediterranean available on the CD and video clips of NGO activities from You Tube. Teacher helps students to understand problems created by over-fishing. Video clip on fish farming and teacher helps students learn the benefits to the economy of aquaculture and the environmental impacts that may result. At level 1 students watch video of fish in the sea and of fishing with nets. Teacher brings different fish and sea weed. Students experience the smell, texture, size and features of fish and sea weed. They handle a piece of fishing net which is then hung against the wall within their grasp. Students are supported to hang various objects to the net such as plastic fish, plastic weeds, plastic octopus, shells etc. to represent a catch by a fisherman. Students will learn about different methods of fishing and are aware of main problems resulting from this industry. (Level 4) Students will become familiar with different methods of fishing. (Level 3) Students will become aware of different kinds of fish and of some fishing equipment. (Level 2) Students will explore different kinds of fish and some fishing equipment. (Level 1)</td>
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<td>Strand 1 and 2</td>
<td>4.1 support students explore Malta’s main attractions.</td>
<td>Students will learn about some tourist attractions in Malta and are aware of a few impacts of this industry. (Level 4) \ Students will become familiar with impact of industry. (Level 3) \ Students will become aware of some tourist attractions. (Level 2) \ Students will watch video clips alongside their peers. (Level 1)</td>
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<td>Teacher shows video clips available on the official Tourism Site. Students print pictures from websites such as Visit Malta, Heritage Malta, Din l-Art Ħelwa, Nature Trust) such as culture, heritage, natural landscapes, diving, nightlife, hotels etc. and put them on a board. Teacher shows video clip about Malta’s past and present and encourages students to note differences and to suggest reasons for the change. Teacher projects images depicting negative impacts of the tourist industry (hotel obscuring scenic view or breaking the sky line, overcrowding on beach, rubbish bags opposite restaurant, traffic congestion and noise in tourist areas). The teacher supports students to become aware that numbers of tourist arrivals vary each month and year. Students are helped to draw graphs about the tourist arrivals monthly. Some students will look at photos associated with the tourist industry.</td>
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