

# St. Mary's Catholic High School (2018-2019)

## YEAR 1 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>Talk about U.A.E.</b>	<b>Climate and Weather</b>	<b>Addresses</b>	<b>Physical &amp; Human Fea</b>	<b>Closest and Furthest</b>	<b>Seasons</b>	<b>Street Apart</b>	<b>Journey to School</b>
	Learn to name and identify the Emirates of U.A.E.	Talk about the different type of climate and weather	Know that all people have addresses	Identify Physical and human features	Can identify the closest and furthest place from any feature or place	Identify different types of seasons	Recognise changes on the same street	Can name the landmarks close to school and their homes
Term 1	<b>Ring the Changes</b>	<b>Pretty and Awful</b>	<b>How Buildings are Used</b>	<b>Means of Transport</b>	<b>Traffic Watch</b>	<b>Signs &amp; Markings</b>		<b>Revision</b>
	Determine how the places changes for better or worse over a period of time	They learn to differentiate between pretty and awful places	They learn to match how each building are used by people	Name and describe the different means of transport	Recognise the meaning of what they see on the map and on the road	Identify different signs and markings seen on the road		
YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	<b>Safety in School</b>	<b>Crazy Street</b>	<b>Safety at Home</b>	<b>Community Helpers</b>	<b>Workplace</b>	<b>Leisure Activities</b>	<b>Poppy Getting Connected</b>	
	Enumerate the safety rules to be followed in School	Enumerate how to keep safe on the roads	Enumerate the safety rules to be followed at home	Learn the different jobs people do in different areas	Learn how community helpers work and relate their job to their work places	Learn different types of leisure activities	Learn about the different types of transport to get to different places.	
Term 2	<b>Places &amp; Features</b>		<b>World-wide Shop</b>		<b>Inside the House</b>		<b>Sent Packing</b>	<b>Revision</b>
	Learn about different places and match it to its features		Learn about different countries and the souvenirs related to different countries		Learn to identify and label a few items in a house		Learn to name the items used when they go on a holiday	

## YEAR 2 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>UNIT 1 - OUR EARTH</b>								
Term 1	<b>Four Compass directions</b>		<b>Map and Globe</b>		<b>Continents and oceans</b>			
	Recognise what is meant by Compass Rose. Identify the four main directions namely - North, South, East and West. Mark them correctly on a Compass Rose. Use a compass rose to locate the position of different places.		Introduction of the Globe and the Map. Recognise how water and land are represented on a globe and a map. Identify the position of the North Pole and South Pole. Recognise the use of Google Earth / Google map to locate and learn about different places in the current world.		Identify and name the seven continents and five oceans. Locate them on the world map. Recognise and locate their home country and the continent it belongs to. Recognise the smallest and largest continent / ocean. Identify and name few countries from different continents and their capitals namely ; UAE- Abudhabi, Oman - Muscat, India - New Delhi, Philippines - Manila, Pakistan- Islamabad, Russia -Moscow, France - Paris, United Kingdom - London, Mexico - Mexico City, USA- Washington DC, Srilanka- Colombo, France- Paris, China- Beijing, Egypt - Cairo, Kenya- Nairobi.			
<b>UNIT 2 - OUR ENVIRONMENT</b>			<b>UNIT 3 - CURRENT LOCALITY - UAE</b>					
Term 1	<b>Physical and human features on the earth</b>			<b>UAE and the seven Emirates</b>		<b>The UAE Flag and the National Symbols</b>		<b>Revison</b>
	Identify and name some common physical features ( mountains, hills, valleys, oceans, islands,desert, oasis etc) and human features (buildings, bridges, parks, railways, roads etc) on land. Draw and describe any human feature / physical feature from UAE or from other parts of the world.			Recognise the position of UAE on the world map and the continent it belongs to. Name the seven emirates of UAE; Locate the position of Dubai and the capital city (Abudhabi) on the map of UAE.		Recognise the National animal of UAE (Arabian Oryx) and the National bird (Falcon). Recognise the colours of the UAE flag and what it depicts, the 46th UAE National day (December 2nd) and its significance.		
YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>UNIT 4 - THE ISLAND HOME</b>								
<b>THE UNITED KINGDOM</b>								
Term 1	Recognise what is an island. Locate the position of UK on a map; the continent it belongs to. Its four countries and the capitals; concept of "union" and the creation of the flag. SCOTLAND: Locate the country on the map; it's capital; it's flag; national flower - thistle; patron saint - St,. Andrew; The Edinburgh castle; traditions - bagpipes, kilts, etc.; Loch Ness. WALES: Locate the country on the map; it's capital; it's flag; national flower - daffodil; patron saint - St. David; the physical features; reason - Welsh flag is not represented in the Union flag. NORTHERN IRELAND: Locate the country on the map; it's capital; it's flag; national flower - shamrock; patron saint - St. Patrick; Gaelic football; traditions - Irish dance. ENGLAND: Locate the country on the map; it's capital; it's flag; national flower - rose; patron saint - St. George; River Thames; Tower bridge; Buckingham Palace.							
	<b>UNIT 5 - A CONTRASTING LOCALITY OVERSEAS</b>							
Term 2	<b>Locating Mexico and Finding the VillageTocuaro</b>				<b>Living in Tocuaro</b>			
	Recognise the position of Mexico on the world map ; Identify the map and flag of Mexico. Recognise the position of Mexico city and locate the village Tocuaro on the map of Mexico. Describe the physical and human features in and around Tocuaro. Identify the name of a lake ( Lake Patzcuaro) near Tocuaro.				Recognise the lifestyle, food, occupation and traditional homes of the village people ( Eg. The Horta family). The significance of traditional wooden masks and the art of mask making in Tocuaro. Compare and talk about the differences / similarities between Tocuaro village and Dubai city.			

## YEAR 3 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>UNIT 1- THE WORLD AND THE WEATHER</b>								
Term 1	<b>Continents and oceans of the world</b>		<b>Introduction to solar system</b>		<b>Maps, globe and atlas</b>		<b>U.A.E in the world map</b>	
	Locate and label the seven continents and five oceans on the world map. Recognise and locate few countries in South America and North America.		Recognise and name the planets of the solar system and classify them as inner and outer planets. Use secondary resources to find a fact about each planet.		Explain the differences between a map, globe and an atlas. Recognise the grid reference and use of a key to identify places on a map.		Name, locate and label the 7 emirates and neighbouring countries of U.A.E on a map. Recognize some famous landmarks of U.A.E. Organize the information collected about the 7 emirates.	

Term 1	UNIT 1- WORLD AND THE WEATHER			UNIT 2 - HOLIDAY DESTINATIONS AROUND THE WORLD				
	Weather Around the World/ Climatic Zones		Holiday Destinations Around the World		Packing a Suitcase		Comparing Holiday Destinations	
	Explain the difference between weather and climate. Recognise and draw some common weather symbols. Predict the weather for the day and draw a suitable weather symbol. Identify and locate the climatic zones(temperate, polar and tropical climatic zones) on the world map.		Identify and locate some common holiday destinations on the world map; List few reasons for going on a holiday. Use secondary resources to recognise some familiar holiday destinations around the world. Suggest few places for a family to travel; considering the weather, landscape and activities at each place.		Explain how overseas tourists consider the weather conditions as a factor in deciding the things to pack, when planning a journey. Use secondary resources to find and suggest some available activities for tourists visiting hot or cold destinations.		Compare two different holiday destinations and suggest differences and similarities ( eg. Egypt and Switzerlad) Recognise the importance of Passports; compare the passports of different countries and the information they contain. Identify and name the souvenirs from different places.	Revision
YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	UNIT 3 - PHYSICAL AND HUMAN FEATURES							
	Physical and Human Features - UAE & Around the			Basic Structure of Earth			Formation of Volcano and its effects	
	Describe the different physical and human features in UAE using suitable geographical vocabulary. Use secondary resources to find more information about physical and human features around the world.			Recognise the diifferent layers in the structure of the earth;			Know the different types of volcanoes; the structure and inside of a volcano; effects of volcanic eruption on the environment.	
Term 2	UNIT 4- INVESTIGATING OUR LOCAL AREA				Unit 5 - WHAT'S IN THE NEWS?			
	Environmental Quality - Four Seasons		Environmental Quality - Noise pollution		Televised News - Weather Forecast			
	Name the four seasons and list the changes during summer, spring, winter and autumn.		Distinguish between the pleasant sound and unpleasant sound. Recognise the sources and effects of noise pollution and suggest ways to avoid noise pollution.		Recognise how weather symbols are used in weather forecasts and to predict weather. Identify and use weather symbols. Read local weather reports and interpret the details. Produce a weather report for a particular day in the vicinity.			
<b>YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS</b>								
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Unit1 -The world				Unit 2- Europe			
	Worldmap		Climatic zones		Locating Europe including Russia		Physical and human features	
	Recall cardinal directions and inter cardinal directions; Identify the position and significance of latitudes and longitudes, name and locate the major lines of latitudes and Prime Meridian.		Name and locate major climatic zones of the world (Polar, Temperate, Tropical and Arid )		Locate the world's countries, using maps to focus on Europe (including the location of Russia) Name and locate countries and cities of the United Kingdom.		Identify some human and physical features of Europe.	
Term 1	Unit3 - Topographical Features							
	Watercycle		Rivers		Mountains		Deserts and sand dunes	
	Describe and understand key aspects of physical geography, including: water cycle; Identify key topographical features,including hills and mountains - locating the major mountains of the world, deserts and sand dunes - formation of sand dunes; rivers - journey of a river; locating and naming the major rivers of the world..							
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8

Term 2	<b>UK Flag</b>		<b>Unit 4 - United Kingdom</b>		
	Identify the Union Jack; colours; how it was formed		<b>Countries and capitals of UK</b> Locate the countries of UK and their capitals.	<b>Human and physical features</b> Recognise and name some human and physical features of UK.	<b>Waterbodies around UK</b> Name and locate the major water bodies around UK.
Term 2	<b>Unit 5 - Economic Activities of UAE</b>				
	<b>Modern UAE</b>	<b>Agriculture and Livestock</b>	<b>Maritime activities and industries</b>		
	Compare today's UAE with its past - overall outlook of UAE	Identify the agricultural crops grown in UAE. Identify the domestic animals in UAE. Explain why the keeping of livestock is important in UAE.	Identify the activities and industries in UAE and identify oil as the main source of income. Difference between domestic and foreign trade.		<b>Revision</b>

**YEAR 5 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>Unit 1: Seas and oceans</b>				<b>Unit 2: Wearing away the land.</b>			
	<b>Beneath the surface</b>	<b>The Ocean Environment.</b>		<b>Learning about seas</b>	<b>Rivers in Action</b>		<b>Preventing Flood Damage</b>	
	To understand how ocean changes at different levels and how the light, temperature and pressure change with the depth of water.	To illustrate how the oceans are important to us in a variety of ways.		To reinforce locational knowledge about oceans and seas.	To learn and understand that erosion, transportation and deposition are part of a sequence.		To learn and understand the effectiveness of different strategies for preventing floods.	
Term 1	<b>Unit 3: Wales</b>	<b>Unit 4: The Seasons</b>			<b>Unit 5: Greece</b>			
	<b>Wales</b>	<b>Changing Seasons</b>		<b>Seasons Worldwide</b>		<b>Seasonal Influence</b>	<b>Greece</b>	<b>Revision</b>
	To locate the key rivers, mountains and settlements on the map of Wales.	To emphasise the different characteristics of each season.		To compare UK and Mediterranean climates using climate data.		To illustrate the effects of weather on human activities.	To reinforce understanding of different geographical themes and to consolidate the potrait of life on a Greek Island.	
YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8

Term 2	<b>Unit 6: Cities</b>				<b>Unit 7: Jobs</b>			
	<b>Describing Cities</b>	<b>World Cities</b>		<b>The Story of London</b>	<b>Making Things</b>	<b>Different Jobs</b>	<b>Types of Work</b>	
	To learn and understand the difference between towns and cities and show that people have different needs and priorities.	To develop locational knowledge about cities around the world.		To consider the different functions and facilities in a major city.	To learn and understand about land use maps using a large scale example.	To illustrate the range of work opportunities in a single work environment.	To show that there are major categories of work and that not all work results in a tangible product.	
Term 2	<b>Unit 8: North America</b>	<b>Unit 9: Pollution</b>			<b>Unit 10: Africa</b>			
	<b>Introducing the Caribbean</b>	<b>Damaging the Environment.</b>		<b>Green Living</b>		<b>Introducing Africa</b>		<b>Revision</b>
	To introduce to the geographical setting and context of the Caribbean region.	To learn and understand about pollution problem and solutions.		To help children realise they can help reduce pollution through their own action.		To learn and understand about Africa through key physical and human features.		<b>Assessment 2</b>

**YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS**

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>PLANET EARTH: Unit 1: Restless Earth</b>				<b>WATER: Unit 2: Drinking Water</b>			
	<b>Earthquakes and</b>	<b>Creating Landscapes</b>	<b>Rocks and Soils in the UK</b>		<b>Water, Water</b>	<b>Water Supplies</b>		<b>Conserving Water</b>
	Explore the occurrence of earthquakes and volcanic eruptions	Identify and describe the five forces that shape the land	Discover how rocks affect the character of places in the UK		Appreciate that water is essential to life	Explore the cycle and sources of water and identify the importance of clean water		Identify specific actions that individuals, government, and communities can take to help save and protect water
Term 1	<b>Unit 3: United Kingdom England</b>		<b>WEATHER: Unit 4: Local Weather</b>			<b>Unit 5: Europe</b>		
			<b>The Right Conditions</b>	<b>Micro-Climates</b>	<b>Influencing the Weather</b>	<b>Europe</b>		
	Illustrate the physical and human geography of England and investigate the quality of life through photographs and maps		Explain the need to control the weather	Compare varying weather conditions between places	Identify air pollution problems and how it affects the weather	Introduce Europe's landscapes- what makes it special, and name the best reasons for a country to join the European Union		
Term 2	<b>SETTLEMENTS: Unit 6: Planning Issues</b>		<b>Unit 7: North and South America</b>		<b>WORK AND TRAVEL: Unit 8: Transport</b>			
	<b>Reasons for</b>	<b>Old Sites, New Sites</b>	<b>Planning Games</b>	<b>South America</b>		<b>Travelling Further,</b>	<b>Transport Problems</b>	<b>Hidden Costs</b>
	Assess the different ways of land use	Explain the reasons for re-development of old sites	Evaluate how planning decisions are made	Explore the Amazon rainforest and enumerate ways on how it is threatened and how it can be protected		Discuss the different types of transports and opportunities for travel	Identify traffic problems and devise plans to keep people safe and traffic moving	Examine how vehicles affect people and the environment
Term 2	<b>ENVIRONMENT: Unit 9: Conservation</b>				<b>Unit 10: Asia and Africa</b>			
	<b>Threatened Wildlife</b>		<b>Antarctica</b>		<b>Conservation Projects</b>		<b>Asia</b>	
	Appreciate wildlife and discuss the endangered plants and animals		Explore Antarctica and cite reasons to conserve it		Propose conservation projects to prevent further damage and help restore the earth		Discuss facts about Southeast Asia and explore life in Singapore	
<b>YEAR 7 LONG TERM PLAN with CURRICULUM STANDARDS</b>								
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<b>Unit 1: TOURISM</b>							
	<b>Tourist Industry</b>		<b>Problems of Tourism</b>	<b>National Parks</b>	<b>Conflicts</b>		<b>Tourist destinations</b>	
	To learn and understand about the tourist industry and the benefits the tourist industry can bring.		To analyze the problems tourism can cause and find solutions.	To learn and understand about National Parks, its aims and importance	To learn and understand the management and conflicts in National Parks.		To learn and understand about the different tourist destinations and the how tourism benefits the economy of the country.	Produce a travel information packet (flyer, brochure, power point, wiki, etc.) with useful information about a region, country, city, or town.
Term 1	<b>Unit 1: Tourism</b>				<b>Revision</b>			
	<b>Mallorca - A Holiday Paradise.</b>			<b>Disney Florida - A Holiday Dream</b>		<b>The Alps - A Winter Wonderland</b>		
	Reasons why Mallorca is called a holiday Paradise.	Learn about the location of Malloraca and various places to visit	To learn and understand the effects of tourism in Malloraca.	To learn and understand the importance of location factors for setting up a leisure resort.		To learn and understand the features that make Alps a wonderland and effects of tourism on the economy - case study The Alps.		

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 2	<b>Unit 2: Japan - A developed country.</b>								<b>Unit 3: World Development</b>
	<b>Japan</b>		<b>Physical Features</b>		<b>Industries in Japan</b>		<b>Sustainable Development</b>		<b>Too many people</b>
	To locate japan and important cities on the map of the world and identify its flag.		To learn and understand the main physical features of Japan and locate it on the map of Japan.		To learn and understand about the reasons for growth and the location of the industries in Japan.		To learn and understand the importance and need of sustainable development in japan and around the world.		To learn and understand the causes of difference in development and the effects of population growth on deveolpment
Term 2	<b>Unit 3: World Development</b>								
	<b>Too many people</b>	<b>Jobs and Development</b>		<b>Trade and Development</b>		<b>Development around the World</b>		<b>Revision</b>	
	To learn and understand the causes of difference in development and the effects of population growth on deveolpment	To learn and understand the causes of difference in development and how the employment structure affects deveolpment.		To learn and understand the causes of difference in development and the effects of tradeon deveolpment		To learn and understand the reasons why development is not evenly spread around the world.			
<b>YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS</b>									
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	<b>Ecosystems</b>								
	<b>Factors affecting climate</b>		<b>Britain's Climate</b>		<b>What are ecosystems?</b>		<b>Equatorial Climate</b>		<b>Tropical rainforests</b>
	Learn about the factors affecting climate.		Students should learn about the features of a'British' climate and how it differs in other parts of the world.		They learn about the links in a simple ecosystem.		They learn how height affects different places with the same latitude and they acquire mapping skills too.		Students learn how vegetation has adapted to the equatorial climate?
Term 1	<b>Ecosystems</b>			<b>Volcanoes and earthquakes</b>					
	<b>Mediterranean Climate</b>	<b>Soil Erosion</b>		<b>Soil erosion in Nepal</b>		<b>What are volcanoes and Earthquakes?</b>		<b>What are volcanoes and Earthquakes?</b>	
	Students learn the features of a Mediterranean climate and can locate those places on a map.	Students learn and understand the causes and effects of soil erosion.		Students learn about the wrong farming practises adopted in Nepal that led to soil erosion.		Define volcanoes .;The Pacific ring of fire; plates and zones of activity.		Students learn about the distribution of volcanoes & earthquakes and understand how movements in the earth's crust can cause them.	
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 2	<b>Volcanoes and earthquakes</b>								
	<b>How do they happen?</b>		<b>What are volcanoes?</b>		<b>What happens when a volcano erupts?</b>		<b>What happens in an earthquake?</b>		
	Students understand the causes and effects of various plate movements and their pattern.		Students learn the cross section of a volcano and recognise the difference between its various types.		Students learn about how these natural hazards may bring danger to people and cause severe damage to property and the surroundings.		Students become aware of the problems that a disaster causes.		
Term 2	<b>Volcanoes and earthquakes</b>								
	<b>What happened in the Indian earthquake?</b>		<b>How can the earthquake danger be reduced?</b>		<b>Two earthquakes compared.</b>		<b>Revision for the final exams</b>		
	Students learn about the different ways in which countries respond to these natural hazards.		Students learn how to prepare and cope with natural hazards.		Students understand what can be done to reduce the worst effects				