

**GEOGRAPHY
IN
THE
NATIONAL
CURRICULUM**

Acknowledgements

Geography in the National Curriculum was produced by members of the Secondary Curriculum Team, which include Maureen Ellenberger, Medge Nancy, Samantha Ah-kon, Mariette Esparon, Tessy Victor, Suzanne Arnephy, Marietta Ernesta, Ghislaine Boniface, Michelle Tirant, Sheila Pool, and Ruth Barbe. Isidore Lopez and Marshall Moumou also contributed in the provision of necessary advice and background information.

A special thank you is also extended to L.B. Herath for his valuable contribution.

The curriculum was produced according to the Curriculum Guidelines Document prepared by the Curriculum Development Section (July 1998).

Trial Edition

The proposed Geography Curriculum

Introduction

Geography is the study of the physical and human environments and the relationship between them. It is concerned with the mechanisms of the physical and human systems, the interaction between them and the impact they have on each other: the impact of the human race on the environment, as well as the impact of the environment on human activities.

The knowledge base of geography is acquired from the findings of other sciences, and it is in a sense a synthesis of all the major sciences and disciplines. However, it has the unique perspectives of studying, analysing and presenting phenomena in their spatial context. All human activity, be it political, economic, scientific, social, etc., occurs in a spatial context. Hence, while it helps to explain specific processes, Geography also helps to place socio-cultural developments, economic activities, scientific and historical events in the context of global interrelationships.

The curriculum adopts a spiral approach. It attempts to build up on the basic geographical knowledge that the learner has acquired in social studies at primary level. At the same time it ensures that the topics are sequenced in a way that is appropriate to the ability and growth of the learner: topics/units are introduced and subsequently covered in increasing depth and detail, while maintaining continuity.

Teachers are encouraged to use a wide variety of approaches and techniques, therefore it is envisaged that at classroom level, more active learning techniques will be employed in the teaching of the topics, so as allow the learner to bring in their own personal experiences and give greater meaning and understanding to learning. The use of both fieldwork and map-work, which are an integral part of the subject is strongly recommended.

Rationale

The study of geography is of paramount importance today, as it provides the young learner with the skills and knowledge to understand and cope with not only their immediate environment but also with foreign environments. A geographical education is crucial in the imparting of two vital concepts. First it imparts a sense of place and space in individuals, that is, it develops an understanding of the place in society and the world of each individual, community and nation, all of which occupy a niche/space particular to them. An understanding of their space, of its characteristics, value and uniqueness is important as it provides individuals with a sense of belonging, and of citizenship. Secondly, it aids in the development of an understanding of the spatial relationships and interaction that exists between communities, tribes and nations, thereby providing the skills for international understanding and global competence.

The study of geography is for life, and the geographically informed person is an asset to decision makers, especially on those issues pertaining to conservation and sustainable development, as environmental awareness grows and takes precedence in our daily lives. It is one of the subjects which can take the lead in developing individuals that are environmentally aware and proactive, characteristics that are important for the sustenance of a green environment for today and the future. Furthermore, there is multitude of values, attitudes and aesthetics that can be developed through geography with the aim of enriching the lives of those who chose to pursue it.

Aims

In congruence with the National goals in Education, the aim of this Geography curriculum is to prepare the out going secondary Student for life as informed skilled and active Citizens of the twenty-first Century by:

1. Providing the necessary knowledge, skills and value to the pupil in order to become a geographically informed person at the end of his/her secondary Education.
2. Appreciating the unique situation of being Seychellois.
3. Creating in the pupil an awareness to be always concerned about the balanced and sustainable development of the Nation without endangering the Environment.
4. Broadening further, the knowledge base, pertaining to the spatial dimension acquired by the student at primary level, through the study of Social Studies.
5. Providing a fairly comprehensive factual and conceptual geographic Knowledge base in order to comprehend both local and global issues and problems.
6. Developing skills and attitudes that will enable them to find solutions to day to day problems of real life.
7. Stimulating the enthusiasm to study Geography and especially the role of Man in the sustainable development of resources, without endangering future of life on this planet.

General objectives of the Geography Curriculum

The general objectives are derived directly from the aims

GENERAL OBJECTIVES: KNOWLEDGE

KNOWLEDGE	CYCLE 4	CYCLE 5
	<p>K401 <i>Demonstrate an understanding of facts, ideas and concepts through a general study of</i></p> <p>1. The natural (Physical) environment</p>	<p>K501 <i>Demonstrate an in depth understanding of facts, ideas and concepts through a specialized and an in depth study of</i></p> <p>1. The natural (physical) environment</p>
	<p>K402 <i>Demonstrate an understanding of fact, ideas and concepts through general study of</i></p> <p>2. The human environment and human interaction with the environment.</p>	<p>K502 <i>Demonstrate an in depth understanding of facts, ideas and concepts through a specialized and an in depth study of</i></p> <p>2. The human environment and human interaction with the environment.</p>
	<p>K403 <i>The learners will demonstrate an understanding of the application of geographical methods and techniques by a general study of</i></p> <p>3. The geographical methods and tools</p>	<p>K503 <i>The learners will demonstrate an in depth understanding of the application of geographical methods and techniques through a specialized and an in depth study of</i></p> <p>3. The geographical methods and tools</p>

GENERAL OBJECTIVES: SKILLS

Geographic skills	Cycle 4	Cycle 5
I Enquiry	<p>S401 <i>Develop the skill of Enquiry by</i></p> <p>1. Asking general geographical questions 2. Using a variety of techniques and tools to collect and compile geographical information</p>	<p>S501 <i>Develop the skills of selective Enquiry by</i></p> <p>1. Searching for factual knowledge in the environment. 2. Systematically locating, gathering and organising information with selective discrimination.</p>
Observation	<p>S402 <i>Develop the skills of Observation of factual data by</i></p> <p>1. Using geographical tools, methods and techniques to observe human and physical characteristics of places</p>	<p>S502 <i>Develop the skills of observation of factual data, trends and relationships by</i></p> <p>1. Using geographical methods, techniques and tools to observe, characteristics, simple trends and relationships in the Environment.</p>
Analysis & Synthesis	<p>S403 <i>Develop the skills of analysis by</i></p> <p>1. Identifying the components of systems and relationships using geographical information, (methods tools, and simple mathematical calculations).</p>	<p>S503 <i>Develop the skills of analysis and Synthesis by</i></p> <p>1. Identifying the components of systems and relationships using geographical information, (methods tools, and simple mathematical calculations) 2. Formulating cohesive answers to geographical questions by combining the different components, (that have been identified in Systems and relationships)</p>

Interpretation	<p>S404 <i>Develop the skills of interpretation by</i></p> <ol style="list-style-type: none"> 1. Analysing facts, maps, graphs and other geographical tools to bring out general trends 2. Examining and scrutinising text, photos documents and other sources of information to figure out general trends 3. Using simple mathematics to calculate Geographic data and Information. 	<p>S504 <i>Develop the skills of Interpretation by</i></p> <ol style="list-style-type: none"> 1. Analysing facts, maps, graphs and other geographical tools to bring out specific trends and inter relationships 2. Examining and scrutinising text, photos documents and other sources of information to figure out specific trends and interrelationships. 3. Using simple statistical analysis to calculate Geographic data and Information. 4. Deriving inferences and drawing conclusions from geographic Information obtained from a variety of sources, such as graphs, tables, maps, diagrams, texts, photographs, documents, and interviews.
Communication	<p>S405 <i>Develop the skills of communication by</i></p> <ol style="list-style-type: none"> 1. Preparing maps to present geographic information 2. Constructing graphs, tables and diagrams to present geographic information. 3. Producing/preparing oral and written answers to present geographic Information. 	<p>S505 <i>Develop the skills of Communication by</i></p> <ol style="list-style-type: none"> 1. Preparing oral and written reports and answers illustrated with maps, graphs, and other geographic data to present Geographical information. 2. Prepare maps, charts, diagrams, and tables to display geographic information.
Judgement and decision making	<p>S406 <i>Develop the skills of judgement and decision making by</i></p> <ol style="list-style-type: none"> 1. Drawing conclusions from geographic inquiry and Information 2. Solving problems and making reasoned judgements and decisions to solve problems 3. Producing both oral and written answers with logical interpretations 	<p>S506 <i>Develop skills of drawing and testing geographical generalisations by</i></p> <ol style="list-style-type: none"> 1. Formulating valid judgement from geographic information and inquiry. 2. Making reasoned decisions and solve problems by applying generalisations which represent a variety of different perspectives and suggest multiple solutions to problems.
		<p>3. <i>Producing oral and written work based on sound logically correct arguments interpretations.</i></p>

GENERAL OBJECTIVES ATTITUDES (Specific to Geography)

ATTITUDES	CYCLE 4	CYCLE 5
	<p><i>The learners will</i></p> <p>A 401 <i>Develop an attitude of looking at Natural phenomena, events, issues, problems etc. from a spatial point of view by</i> Identifying, locating and analysing the global significance of various physical and cultural features on Earth</p>	<p><i>The learners will</i></p> <p>A 501 <i>Develop an attitude of looking and assessing the natural phenomena. events ,issues, problems etc. from a spatial and global point of view by</i> Identifying, locating and by analysing The global significance of various Physical and cultural features on Earth</p>
	<p>A402 <i>Develop an environment friendly attitude and appreciate the value and the vital importance of it to the future of life on the Planet by</i> 1. Identifying, preserving and appreciating the living and the non living elements of the environment. 2. Understanding the interdependence of the Humans and the environment 3. Realising that the survival of all living things on Earth depends on a viable Eco-System. 4. Realising that it is the duty of all humans to preserve a viable eco-system by protecting the natural environment</p>	<p>A502 <i>Develop an environment friendly attitude and appreciate the value and the vital importance of it to the future of life on the Planet and that it is the duty of all to preserve that environment by</i> 1. Identifying, preserving and Appreciating the living and the non living components of the environment, and the fact that they are interdependent 2. Realising that the survival of all Living things on Earth depends on a viable eco-system</p>
	<p>A 403 <i>Develop the appreciation of the fact that Perceptions of people of different environments vary by</i></p> <p>1. Recognising that different people have different perceptions and attitudes due to environment and culture, maps, charts, diagrams an even verbal and written descriptions differently</p>	<p>A503 <i>Develop the appreciation the fact that perceptions of people of different environments vary and also appreciate and develop empathy with many cultures and many People by</i> 1. Recognising that there are different Perspectives and attitude and that people of similar socio-economic and political backgrounds are likely to share similar attitudes and perspective. 2. Realising that geographical perspectives can be integrated with other disciplinary perspectives and personal perspectives to enrich and enlarge the understanding of Place, Regions, Environment, and People.</p>
	<p>A 404 <i>(Show) concern for the prevlance of inequality, social & economic injustice on Earth.</i></p> <p>1. Appreciating that all environments do not enable Man to live comfortably and that there is socio-economic disparity all over the world</p>	<p>A 504 <i>Develop concern for the prevalence of inequality, social and economic injustice and appreciate the importance of the necessity for equitable distribution of resources and the elimination of over exploitation of the poorer nations by the affluent on by</i></p>

		<ol style="list-style-type: none">1. appreciating that while some environments do not enable man to live comfortably, the more affluent nation are exploiting the poorer nations to sustain their high living standards2. Appreciating the necessity for a more equitable, manageable and sustainable exploitation of the Environment
--	--	--

Scope and Sequence of topics

Cycle 4		
Secondary One	Secondary Two	Secondary Three
<ul style="list-style-type: none"> • Introduction to Geography • Our home in the universe 	<ul style="list-style-type: none"> • Introduction to contour maps – physical features • Rocks and minerals • The structure of the earth and elementary plate tectonics • 	<ul style="list-style-type: none"> • • Development and Trade • Industries; primary and secondary • Introduction to agriculture and fishing as primary industries • Secondary industry : case study : Foodpro. • •
<ul style="list-style-type: none"> • The physical geography of Seychelles • Introduction to weather and climate • Introduction to population studies 	<p>Folding and faulting</p> <p>Introduction to Earthquakes and volcanoes</p> <ul style="list-style-type: none"> • Introduction to contour maps – human features 	<ul style="list-style-type: none"> • Weathering and mass movement • • Hydrology and River studies
<ul style="list-style-type: none"> • Introduction to population studies[continue] • Introduction to settlement studies • Tourism: trends and impact 	<ul style="list-style-type: none"> • Climate and Natural Region [tropical monsoons, desserts and rainforests] • 	<p>Coastal processes</p> <p>Map skills ; Ordnance Survey maps.</p>

Cycle 5	
Secondary Four	Secondary Five
<ul style="list-style-type: none"> • Agriculture – case studies and environmental impact • Plate tectonics, vulcanicity and earthquakes 	<ul style="list-style-type: none"> • Coastal processes and landforms • Erosion in the tropical and desert environments
<ul style="list-style-type: none"> • Industries – case studies and environmental impact • Map-work skills 	<ul style="list-style-type: none"> • Weather, climate and vegetation (in the tropics) • Population dynamics
<ul style="list-style-type: none"> • Power production and management. • Map-work skills 	<ul style="list-style-type: none"> • Migration • Settlement and Urbanisation • Map-work skills

Scope and Sequence of topics

The areas of study are not given in the order in which they appear in the syllabus.

Area of study/theme	Cycle 4	Cycle 5
<ul style="list-style-type: none"> • Introduction to Geography 	<ul style="list-style-type: none"> • What is Geography? • The importance of studying Geography. 	
<ul style="list-style-type: none"> • Population and settlements 	<ul style="list-style-type: none"> • Introduction to population studies • Introduction to settlement studies. 	
<ul style="list-style-type: none"> • Processes in the natural environment 	<ul style="list-style-type: none"> • Our home in the universe: the universe, the solar system, the moon, the sun and earth. • Introduction to weather and climate: the elements of weather, weather instruments, the climate of Seychelles. • Tropical ecosystems • Introducing rocks and minerals • The earth's surface • Weathering and mass movement • Hydrology and river studies 	
<ul style="list-style-type: none"> • Economic and resource development 	<ul style="list-style-type: none"> • Development and trade • Agricultural systems • Industries, fishing and their environmental impacts • Tourism trends and impact 	
<ul style="list-style-type: none"> • Map-work 	<ul style="list-style-type: none"> • Introduction to map-work: physical features. • Introduction to map-work: human features. • 	

Teaching / Learning strategies.

In the implementation of this curriculum, the geography teachers are encouraged to use a mixture of traditional didactic methods and strategies that are learner-centred, communicative, investigative, interactive and cooperative in the teaching/learning process. The curriculum is designed in a way that teaching methods actively requires the learners' involvement in the learning process. The learning process should cater for the development of the three domains:

- Psychomotor – encouraging active thinking.
- Cognitive – acquiring knowledge including reasoning, perception and intuition.
- Affective – developing empathy.

The individual teacher should not be prevented from using his/her creativity in the choice of teaching/learning strategies, and at the same time must consider the learners' characteristics, needs, interests and above all the availability of resources.

In addition to didactic methods of teaching, suggestions have been made about a variety of other methods that could be used in the implementation of the curriculum.

1. Fieldwork investigations (where appropriate)

- Group investigations – observing, testing, measuring, experimenting, recording, etc.
- Enquiries – questioning, analyzing, evaluating, etc.
- Surveys – interviewing, questioning, etc.

2. Discussions

- Teacher-led classroom discussions
- Group discussions
- Debates

3. Observations

- Observing as an activity e.g. photograph interpretation
- Observing changes in the environment

4. Library research

- Research on both local and international issues and problems.

5. Projects

- Individual or group projects with clear objectives and criteria.

6. Drama and Role play

- Playing situations related to learning
- Simulation of situations related to learning

Assessment

Educational assessment means the continuous measuring and recording of the quality and quantity of learning using various techniques. Therefore it plays a very important role in any curriculum, as it clarifies the curricular aims and reflects the learners' achievements in terms of knowledge, skills and attitude.

Assessment in the geography curriculum is carried out with two main aims. First it must assess the learners' knowledge and understanding of the subject content and the acquisition of skills. In doing so, it provides essential information about the learner's experiences, performance and progress based on predetermined objectives. Secondly, it should provide a means of communicating the achievements of the learners to parents, teachers and other stakeholders in education and the wider community. Assessment will also provide the teacher with feedback, so that it may enhance their awareness of the learner's needs. Reports should therefore suggest ways in which learners can improve and identify ways in which teachers and parents can best provide support. Criteria and guidelines for assigning marks or grades to the learner's work have to be clear.

Assessment methods should be closely linked to the teaching and learning process. Ways of assessing fieldwork and map-work, for instance, may differ from the assessment of the subject content.

Very often the teacher has to take decisions about the performance of his/her students in order to proceed with new learning. When to assess depends largely on the type of information required from assessment results. Continuous assessments should aim to fulfill both its diagnostic and formative roles, to help teachers identify areas of difficulty of learners, while assessing their achievements and progress. Summative assessments may be carried out at the end of a unit, or at regular intervals as per school assessment policies.