

(Syllabus for F.1 Geog. September 2016 - July 2017)

SING YIN SECONDARY SCHOOL
SYLLABUS FOR GEOGRAPHY -- SEPTEMBER 2016– JULY 2017

Form One

Junior Secondary Exploring Geography 1 Using urban space wisely	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Junior Secondary Exploring Geography 2 Food problem	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Junior Secondary Exploring Geography Workbook 1 & 2	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Junior Secondary Exploring Geography Map-reading Skills 1	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Mini School Atlas (Sixth Edition)		Ling Kee

Students should:

1. appreciate the beauty of nature.
2. appreciate the interdependence between human beings and the natural environment and develop a sense of responsibility to take action in protecting the natural environment.
3. develop an understanding and respect for other people and their ways of life.

No. of Periods	Syllabus Topics	Learning Objectives	Teaching Strategies
24	Using urban space wisely	<ul style="list-style-type: none"> • How does our city look like? - Differences between rural and urban areas - Distribution pattern of rural and urban areas in Hong Kong - Major types of urban land use and their distribution in Hong Kong - Meaning and characteristics of a CBD - Location of the CBD in Hong Kong and its location advantages - Relationship between land rent and types of land use - Major types of residential areas - Distribution of residential and industrial areas in Hong Kong - Land use conflict between industrial and residential areas: causes and problems - Similarities and differences in urban land use pattern between Hong Kong and London, Kuala Lumpur and Rio de Janeiro - Factors affecting urban land use pattern <p>Skills: Land use map drawing, Photo interpretation, Map-reading skills: conventional signs, grid references, directions, latitudes, longitudes and continents, Graph interpretation: bar graph</p>	<ul style="list-style-type: none"> • Identifying rural and urban areas from photos and maps. • Describing the distribution pattern of rural and urban areas on HK maps. • Identifying the major types of urban land use from photos. • Reading and interpreting land use maps. Noting patterns and simple relationships on maps. • Mapping urban land uses in the field (land uses around the school site). • Identifying the characteristics and location advantages of the CBD in HK from videos, photos and maps. • Identifying the major types of residential areas from photos. • Describing the distribution pattern of residential and industrial areas on maps. • Identifying land use conflict between industrial and residential areas from videos and class debate on 'Should residential areas be near to industrial areas?' • Using atlas (including index and content page) to locate places. • Identifying the important lines of latitude and longitude and the location of the continents. • Comparing the urban land uses between HK and different cities.

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		<ul style="list-style-type: none"> • What problems is our city facing? - Major urban problems in Hong Kong : Housing problems, urban decay, traffic congestion, pollution - Causes of urban problems in Hong Kong - Comparison between the urban problems in Hong Kong and Guangzhou <p>Skills: Photo interpretation, Map-reading skills: scale and measuring actual direct distance, Graph interpretation: pie chart</p>	<ul style="list-style-type: none"> • Identifying the major urban problems in HK from photos, newspaper cuttings and videos. • Suggesting causes of the urban problems in class discussion (in pairs / groups). • Using linear scale to measure actual direct distances on maps. • Drawing classroom/home plan according to scale. • Comparing the urban problems in HK and Guangzhou from photos and pie charts.
		<ul style="list-style-type: none"> • How can we solve the urban problems in Hong Kong? - Measures taken to solve the urban problems of Hong Kong - Meaning of a sustainable city - Examples of sustainable urban development: Cheonggyecheon in Seoul, Tianjin's "Eco-city", Helsinki "Local Agenda 21" - Principles of solving urban problems in a sustainable way <p>Skills: Photo interpretation, Map-reading skills: measuring the length of a curve and area, Graph interpretation: pie chart</p>	<ul style="list-style-type: none"> • Suggesting solutions to the urban problems in class discussion (in pairs / groups). • Using scale to measure the actual length of a curve and area on maps. • Case study: land use in Sha Tin new town. • Comparing the advantages and disadvantages of different solutions. • Sketching simple maps/diagrams showing an ideal city for living in. • Noting problem-solving techniques adopted by different cities and introducing the concept of sustainable development.

No. of Periods	Syllabus Topics	Learning Objectives	Teaching Strategies
22	Food problem	<ul style="list-style-type: none"> • How does a farm work? - Meaning of farming and a farming system - Major types of farming (Classification of farming) - Farming activities practised in different parts of the world <p>Skills: Measuring area of fields / farms on a map</p>	<ul style="list-style-type: none"> • Establishing visual perception of the characteristics of farming through field study or visit to an organic farm • Constructing a model of a farming system • Identifying the major types of farming from photos and quoting one example for each of the major types of farming identified • Identifying the different farming activities practised in different parts of the world from photos and maps
		<ul style="list-style-type: none"> • Where is the farmland in China? 	<ul style="list-style-type: none"> • Identifying the major agricultural regions in China and the types of farming

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	<ul style="list-style-type: none"> - Meaning of an agricultural region - Location of major agricultural regions in China - Factors affecting the distribution of farming regions in China - Types of farming practised in these regions 	<p>practised in these regions from maps and photos.</p> <ul style="list-style-type: none"> • Identifying the major factors affecting the distribution of farming regions in China from climate and relief data shown on maps.
	<ul style="list-style-type: none"> • Can we produce enough food for our growing population? - Trend of population growth in China - Major farming problems affecting food production in China <p>Skills: Line graph drawing</p>	<ul style="list-style-type: none"> • Drawing a line graph to show the trend of population growth in China. • Introducing the concepts of food supply and food demand. • Identifying the major farming problems affecting food production in China from photos and newspaper cuttings.
	<ul style="list-style-type: none"> • How can the farming problems be solved? - Meaning of scientific farming methods - Use of scientific farming methods in China and their improvement of agricultural productivity - Limitations and negative impact of using scientific farming methods - Other ways to solve farming problems in China <p>Skills: Bar graph drawing</p>	<ul style="list-style-type: none"> • Collecting information on the problems of farming and measures adopted by farmers to solve these problems from simple survey carried out during field study. • Identifying the scientific farming methods used in China from photos. • Identifying the limitations and negative impact of using scientific farming methods from photos and news articles. • Suggesting other ways to solve farming problems in China in class discussion (in pairs/groups) or after a visit to an organic farm in HK. • Discussing in groups whether organic farming is economically feasible and deciding whether they are willing to pay more for farm produce from organic farming. • Formulating reasoned value judgement on whether scientific farming methods should be used.
	<ul style="list-style-type: none"> • Do the same problems happen in the other parts of the world? - Causes and solutions of the food problem (food shortages) faced by the less developed countries/regions, e.g. North Korea, Cambodia or Sahel - Are the causes of the problem the same as those of China? 	<ul style="list-style-type: none"> • Identifying the places where food shortages are most likely to occur from maps. • Identifying the causes and solutions of food shortages in LDCs from diagrams, figures and photos. • Comparing the causes and solutions of food shortages in different places in a table form.

Signature of Teacher in charge: _____

Miss Lok Yuen Kwan

Checked by: _____

Miss Liu Pui Ying